GTA 22-01-002 COUNSELING ENHANCEMENT TOOL (CET) – SOLDIER

PURPOSE: A development tool to assist junior enlisted Soldiers in engaging in conversations with leaders about professional development covering Soldier progress, areas for improvement and ways to achieve goals. See ATP 6-22.1 for more information.

DISCLOSURE: Disclosure is voluntary.

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Headquarters, Department of the Army

INSTRUCTIONS TO INDIVIDUAL

Purpose: The Counseling Enhancement Tool (CET) aids Soldiers and leaders in fostering an open dialogue regarding the Soldier's developmental progress. The tool is not for evaluative decisions, but to maximize opportunities for Soldiers to share observations, discuss expectations, and develop collaborative plans to increase goal attainment.

General overview: The CET provides seven topic areas, gleaned from doctrine and research, relevant to all junior enlisted Soldiers. These topics should be considered a minimum for developmental counseling, rather than an exhaustive list of potential topics. There may be other areas that Soldiers and leaders need to discuss regarding development and these should be added into the discussion. CET-Soldier is designed to prepare junior enlisted Soldiers for performance counseling by engaging in self-evaluation exercises.

Procedure:

PART I - VII: The Soldier completes each sub-section for the seven CET topic areas.

- **Sub-section A.** *Sustain or Developmental Need.* The Soldier rates each item as their self-assessment of performance over the past rating period and any of the feedback they recall to support their self-assessment.
- **Sub-section B.** *Observations.* The Soldier notes any specific observations about their performance since the last counseling session that support their assessment of the areas indicated as either a *SUSTAIN* or a *DEVELOPMENTAL NEED*.
- Sub-section C. Expectations. The Soldier assesses what percentage of time they believe they have met expectations.
- **Sub-section D.** *Goal.* The Soldier fills in a goal for the specific area in each part. They annotate how their leaders or others could help them achieve this goal.

PART VIII: The Soldier selects up to three specific, measurable, achievable, realistic, time-based (SMART) goals they would like to discuss. See the table below for examples or reference FM 6-22. These goals are not meant to replace DA Form 7906 (*Individual Development Plan*) but to support milestones to achieve the identified long-term goals. These goals can also be used to increase the Soldier's proficiency within PARTS I – VII.

	Key Question	Example	
Specific	What specifically do you want to achieve?	I'd like to get more experience in air defense.	
Measurable	How will you know if you've reached your goal?	When I leave the Army, I'd like to get my degree in aviation or aerospace engineering.	
Attainable	What resources are needed?	I would need to apply to Air Defense Artillery School.	
Realistic	Is the goal reasonable?	I have a good head for numbers. Aerospace is a big industry where I live.	
Time-based	When will each of the steps be completed without kicking the can down the road?	In the next week, I'd like to do some research on what training programs are available.	

Note progress on goals, changes to assigned work, completed training, and other events that affect your progress:			
		PART I – TACTICAL AND TECHNICAL PROFICIENCY (COMMON TASKS & WARRIOR SKILLS)	
A. Sı	ustain o	r Developmental Need (Mark S for areas to sustain or DN for areas to improve):	
S	DN	Demonstrate MOS proficiency.	
S	DN	Demonstrate Warrior Task proficiency.	
S	DN	Handle MOS task-related problems effectively.	
S	DN	MOS qualification.	
S	DN	Other:	
Since my last developmental counseling, I received feedback about this area of performance from (list all you recall):			
В. О	bservati	ons: List specific observations to support your choices. Be prepared to share these examples with your leader.	
	-	ons: On a scale of 1-99, what percentage of time did you meet expectations in this area? % v can you improve in this area? How can your leader (or others) help you improve?	
		PART II – COMMUNICATES EFFECTIVELY	
A. Su	stain or	Developmental Need (Mark S for areas to sustain or DN for areas to improve):	
S	DN	Speak clearly and concisely.	
S	DN	Demonstrate communication skills needed for job duties.	
S	DN	Engage in active listening.	
S	DN	Demonstrate understanding when receiving communication from others (e.g., clarifies information, takes notes as needed).	
S	DN	Other:	
		developmental counseling, I received feedback about this area of performance from (list all you recall): ons: List specific observations to support your choices. Be prepared to share these examples with your leader.	
	-	ons: On a scale of 1-99, what percentage of time did you meet expectations in this area? % v can you improve in this area? How can your leader (or others) help you improve?	

		PART III – EXHIBITS EFFORT
A. Susta	in or Deve	lopmental Need (Mark S for areas to sustain or DN for areas to improve):
S	DN	Complete work assignments.
S	DN	Put forth extra effort as needed to accomplish tasks effectively.
S	DN	Take initiative to accomplish tasks without being told.
S	DN	Seek out challenging assignments and/or additional responsibilities.
S	DN	Other:
Since r	ny last dev	velopmental counseling, I received feedback about this area of performance from (list all you recall):
B. Obse	ervations:	List specific observations to support your choices. Be prepared to share these examples with your leader.
•		On a scale of 1-99, what percentage of time did you meet expectations in this area? %
D. Goal	: How can	you improve in this area? How can your leader (or others) help you improve?
		PART IV – EXHIBITS PERSONAL DISCIPLINE
A C . I .	• • • • • • • • • • • • • • • • • • • •	
A. Susta	in or Deve	elopmental Need (Mark S for areas to sustain or DN for areas to improve):
S S S	DN DN DN	Live the Army Values and standards. Hold others accountable to Army Values and standards. Follow orders willingly.
S S	DN DN	Exhibit self-control and discipline on the job. Other:
Since m	ıy last dev	elopmental counseling, I received feedback about this area of performance from (list all you recall):
B. Obse	ervations:	List specific observations to support your choices. Be prepared to share these examples with your leader.
C. Expe	ctations: (On a scale of 1-99, what percentage of time did you meet expectations in this area?
•		you improve in this area? How can your leader (or others) help you improve?

PART V – CONTRIBUTES TO THE TEAM			
A. Sustain or Developmental Need (Mark S for areas to sustain or DN for areas to improve):			
S	DN	Treat others with dignity and respect.	
S	DN	Offer assistance to others without being asked.	
S	DN	Put in effort to achieve team goals.	
S	DN	Other:	
Since m	ny last de	velopmental counseling, I received feedback about this area of performance from (list all you re	ecall):
B. Obse	rvations:	List specific observations to support your choices. Be prepared to share these examples with your	our leader.
-			%
ט. Goal	. now can	n you improve in this area? How can your leader (or others) help you improve?	
		PART VI – EXHIBITS FITNESS, MILITARY BEARING, AND APPEARANCE	
A. Susta	ain or Dev	velopmental Need (Mark S for areas to sustain or DN for areas to improve):	
S	DN	Maintain physical fitness per Army regulation.	
S	DN	Maintain military bearing per Army regulation.	
S	DN	Maintain Army standards for appearance per Army regulation.	
S	DN	Other:	
Since m	ny last dev	velopmental counseling, I received feedback about this area of performance from (list all you re	call):
B. Obse	ervations:	: List specific observations to support your choices. Be prepared to share these examples with yo	our leader.
-		On a scale of 1-99, what percentage of time did you meet expectations in this area? n you improve in this area? How can your leader (or others) help you improve?	%

PART VII – MANAGES PERSONAL MATTERS			
A. Sustain or Developmental Need (Mark S for areas to sustain or DN for areas to improve):			
S DN Fulfill commitments to family/friends. S DN Stay on top of personal finances and budget; financial planning. S DN Use sound judgment in personal matters. S DN Other:			
Since my last developmental counseling, I received feedback about this area of performance from (list all you recall):			
B. Observations: List specific observations to support your choices. Be prepared to share these examples with your leader.			
C. Expectations: On a scale of 1-100, what percentage of time did you meet expectations in this area?Model: How can you improve in this area? How can your leader (or others) help you improve?			
PART VIII – PLAN			
List one topic from each section you would like to improve. From this list, prioritize your top 3 developmental goals for the nex counseling period. Consider your overall goals as you select your relevant SMART goals.			
SMART Goal 1:			
SMART Goal 2:			
SMART Goal 3:			
Barriers and Resources: Is there anything that could interfere with you accomplishing these goals? What is your plan to address this barrier? How could your leader help you? How can others help you?			