

Summary Report for Individual Task
805B-79T-4208
Perform Career Planning
Status: Approved

Distribution Restriction: Approved for public release; distribution is unlimited.

Destruction Notice: None

Foreign Disclosure: FD1 - The materials contained in this course have been reviewed by the course developers in coordination with the RRS, Fort Jackson foreign disclosure authority. This course is releasable to students from all requesting foreign countries without restrictions.

Condition: A Soldier has just walked into your office and wants to discuss their military career progression. You have access to all required references and material items. Standard MOPP 4 conditions do not exist for this task. See the MOPP 4 statement for specific conditions.

Standard: Develop a career plan for a Soldier by explaining the elements of an ARNG career development program, utilizing career development process, criteria for award of MOS/SQI/ASI, career progression plans and professional development models.

Special Condition: None

Safety Risk: Low

MOPP 4: N/A

Task Statements

Cue: None

DANGER
None

WARNING
None

CAUTION
None

Remarks: None

Notes: None

Performance Steps

1. Outline the elements of an ARNG career development program by explaining.

a. Successful career development includes counseling between the Soldier, the Soldier's chain of command and particularly the Soldier's first line leader (FLL). The focus of the counseling is to insure the Soldier is provided with a career plan that will lead him/her through their career management field (CMF) to higher positions of responsibility.

b. Career development programs include ensuring Soldiers are prepared and equipped to compete for promotions. This includes reviewing the various areas of the promotion system (e.g. military education, civilian education, weapons qualification, awards, etc.) and working with the Soldier to ensure that the opportunities are provided or a plan is developed to maximize the Soldier's points in each area.

c. Career developmental counseling requires the counselor to possess a basic understanding of the ARNG and current ARNG programs (state and federal).

d. Provide overview of the current state specific career development program. NOTE: If the state does not have a detailed program refer to the sample ARNG career development program provided. This includes:

(1) Clarity of purpose: A shared responsibility by the ARNG, leaders and the Soldier to attain goals consistent with the ARNG's missions and the Soldier's abilities and aspirations.

(2) Commitment: Ongoing research and initiatives by the ARNG, commanders, and leaders at all levels. A comprehensive effort to ensure fair presentation of ARNG career opportunities, education opportunities, both in and out of the military. Presenting Soldiers with proper guidance and opportunities to reach their career and personal goals consistent with ARNG mission requirements. Commitment includes a support mechanism that supports individual self-development and career progression.

(3) Command support: The degree to which local commanders, and support activities work together to integrate ARNG missions with Soldier career goals. Provides a documented plan for all Soldiers and availability of assistance programs (education centers, distance learning, family life chaplains, Army community services, etc.), plus frequent assessment of progress toward these goals.

(4) Pre-counseling preparation. Prior to the counseling session, the counselor will obtain and review the Soldier's personnel qualification record (PQR), together with local training records, automated support systems, and any other information available on the soldier. The counselor must also talk with the Soldier's leaders to gather information about the Soldier's current status. Commanders should also review these documents prior to their scheduled counseling sessions. Particular attention will be paid to the following:

(a) Soldier's current education level and test scores.

(b) Soldier's current rank and RCP (if applicable).

(c) Military schooling completed and mandatory schooling needed.

(d) Changes in the Soldier's marital status, number of dependents, change of address, health concerns and other personal changes will be noted.

(e) Counselors will review prior counseling to follow up on previous issues.

(5) Career counseling phases.

(a) Integration phase. Integration will reduce turbulence for Soldiers when they initially arrive at their units. All Soldiers will be counseled by their FLL to ensure that critical areas have been addressed (sponsorship, basic human needs, personnel and financial issues, military programs, and family support groups).

(b) Career development phase. Is an annual requirement which applies to all Soldiers in the rank of SSG and below. Initially FLLs will counsel these Soldiers on understanding the ARNG. This function will focus on educating Soldiers on the promotion system, the Army continuing education system, various military schools, reclassification, special programs, importance of diverse assignments, finding a mentor, and establishing short/long term goals. This phase is used to provide Soldiers with a way to measure their development and accomplishment of their goals. Subsequent career development counseling will focus on the ARNG as a career. Short-and-long term goals established in earlier sessions will be evaluated and tailored to meet the Soldier's career needs, wants, and desires.

(c) Sustainment phase. As a Soldier nears their ETS a concerted effort by leadership is required to retain qualified soldiers. For those Soldiers who decide to separate at ETS, the leadership will ensure they have been advised of alternatives to separation or discharge. Soldiers opting to ETS will be treated with dignity and respect. Appropriate treatment of Soldiers leaving the ARNG enhances the prospect of them returning at a later date. Soldiers who extend/reenlist will revert back to the career development phase (as applicable).

(6) Minimum career counseling requirements. ARNG career counseling is an on-going process. The FLL provides fair and objective guidance to soldiers at periodic intervals during counseling sessions.

(a) The counselor will establish rapport with the Soldier and use the session to uncover changes in the individual's personal and professional life that may need further intervention.

(b) Special attention will be paid to potential monetary problems, changes in dependency status, problems with extended family members that may impact on the Soldier's family, or signs of emotional or situational stress, indifference, and morale shifts.

(c) The counselor will guide the Soldier through a proper course of action in an attempt to proactively solve problems before they become unmanageable.

(d) Outside experts and referrals to other agencies may be needed and the counselor must be aware of experts and points of contact as necessary.

2. Explain how the leader development process is used as a template for providing career planning and guidance (DA Pam 600-25, Chapter 2).

a. Explain the three pillars of leader development process.

(1) Institutional training. This is the formal military training and education that you have received throughout your military career. Opportunities for additional institutional training are normally tied closely to PMOS, operational assignment, and available funding.

(2) Operational Assignments. Provides the opportunity to employ and further develop those skills attained through the process of formal education. Operational assignments are typically made based on the military specialty and additional skills. Special duty assignments, AGR opportunities, and ARNG Technician positions may present a unique challenge and opportunity for ARNG Soldiers.

(3) Self-development. A planned, progressive and sequential program consist of individual study, education, research, and professional reading. Self-development is a personal responsibility and focuses on maximizing strengths, minimizing weaknesses, and achieving individual development goals. Self-development is a joint effort involving the individual Soldier and the full support of commanders, leaders, and supervisors to be effective

b. Explain that each Soldier's knowledge and perspective increase with age, experience, institutional training, and operational assignments. Specific and goal-oriented development allows individuals, commanders, and leaders to build a functional self-development program tailored to the Soldier and unit needs. Professional development models (PDM) are the Soldiers' guide to self-development.

c. Explain that professional development models are available for each MOS. PDMs:

(1) Outline institutional training and operational assignments in relation to career management field (CMF).

(2) Emphasize self-development.

(3) List operational assignments as examples of career development.

(4) Guide Soldiers through CMF proponent recommended activities to become more proficient at current and next higher level duty positions.

(5) Identify courses and training that complement and supplement institutional instruction and operational assignment experiences.

(6) Each PDM lists recommended self-development activities to complete prior to attending NCOES and for specific MOS skill levels. Activities include ACCP, computer-based instruction, post secondary courses, professional readings, and learning center activities.

(7) Recommend goals to include professional certification, credentialing, and degrees related to the Soldier's CMF.

(8) Contain recommendations for self-development.

d. Explain how to utilize PDMs: (DA Pam 600-25, Para 2-6 and chapters 4 through 36 or available on line at: <https://atiam.train.army.mil/SoldierPortal/>).

(1) Explain how to utilize the online PDM at: <https://atiam.train.army.mil/SoldierPortal/>

(2) Login by utilizing your AKO user name and password.

(3) Click tab entitled "PDM/Career Map".

(4) Select a specific MOS by utilize the dropdown menu entitled "MOS".

(5) Each PDM includes.

(a) Job descriptions by skill level.

(b) Required military education by skill level.

(c) Special assignments by skill level.

(d) Army Warrior Training by skill level.

(e) Functional training available by skill level.

(f) Structured and guided self-development information by skill level.

(g) Civilian degree completion goals by skill level.

(h) Recommended reading list.

3. Explain how to compile the following information to determine a Soldier's current status:

NOTE: Utilize local format or you may use sample provided.

a. Age.

b. ETS.

c. Pay entry base date.

d. Military service.

(1) Total time in service.

(2) Number of "good" retirement years.

e. Pay grade.

(1) Current pay grade.

(2) Date of rank.

(3) Pay grade authorized for position held.

(4) Date eligible for promotion consideration.

f. Education.

(1) Civilian education level.

(2) NCOES level completed.

(3) Other resident military courses completed.

(4) Military correspondence courses/credit hours completed.

g. MOS qualifications.

h. APFT.

(1) Date of last APFT.

(2) Score by event.

(3) Height/weight.

i. Physical.

(1) Date of physical.

(2) PULHES.

(3) Physical profile.

(4) Other physical considerations/limitations.

j. Test scores.

(1) ASVAB.

(2) Others.

k. Decorations/awards.

l. Extension/immediate reenlistment eligibility status.

m. Incentive status.

(1) Current participant.

(2) Eligibility status for future participation.

4. Explain how to assist a Soldier in determining general military goals by discussing.

NOTE: Capture results on paper by utilizing local format or you may use sample provided.

a. Where do they see themselves next year?

b. What do they wish their duties to be?

c. Where do they see themselves three years from now? Four, five, or six years from now?

d. Are there particular jobs, MOSs, or skills they feel might be the key to their career potential?

e. Assuming they stay in the ARNG, do they see their future as a troop leader or a staff specialist? Which appeals to them more?

5. Explain how to assist a Soldier in examining their qualifications and desired general military goals to establish realistic short-, mid-, and long-term goals. Possibilities include:

NOTE: Capture results on paper by utilizing local format or you may use sample provided.

a. Skill development training. (PDMs)

b. Change of career management field / MOS. (DA Pam 611-201, PDMs)

c. Qualify for promotions. (AR 600-8-19)

d. Leadership training. (PDMs, AR 600-8-19, NGR 600-100, NGR 600-101)

e. Adding a new skill. (DA Pam 611-201, PDMs)

f. Transfer to another unit. (NGR 600-200, Chapter 4)

g. Work toward a commission or warrant. (NGR 600-100, NGR 600-101)

h. Qualify for non-regular service retirement. (AR 135-180)

6. Explain how to assist a Soldier in determining steps necessary to obtain their short-, mid-, and long-range goals. Determine if any of the following applies:

NOTE: Capture results on paper by utilizing local format or you may use sample provided.

- a. Is additional military training required?
- b. Is a higher level of civilian education required?
- c. Is a change of physical profile required?
- d. Is an improvement in physical fitness required?
- e. Is there a time-in-grade requirement?
- f. Is there a time-in-service requirement?
- g. Is there a service remaining requirement?
- h. Is there a higher aptitude area score(s) required?
- i. Are there additional tests required?
- j. Is there a security clearance required? Or, a higher level of security clearance required?

(Asterisks indicates a leader performance step.)

Evaluation Guidance: Score "GO" if Soldier correctly performs all performance measures. Score "NO GO" if Soldier incorrectly performs one or more performance measure. Provide on-the-spot correction should the Soldier experience minor difficulty. Consider directing self-study or on-the-job training for Soldiers who experience major difficulties in task performance.

Evaluation Preparation: This task may be evaluated by two methods:
 a. Self Evaluation. Perform the task on the job using the materials listed in the Conditions Statement. Evaluate yourself, using the performance measures, graded IAW the Evaluation Guidance section.
 b. Supervisor's Evaluation. Ensure that the Soldier(s) have the material shown in the Condition statement to accomplish the task. When you feel they are able, have them perform the task on the job. Grade them using the Performance Measures, IAW the Evaluation Guidance section.

PERFORMANCE MEASURES	GO	NO-GO	N/A
1. Outlined the elements of an ARNG career development program.			
2. Explained how the leader development process is used as a template for providing career planning and guidance.			
3. Explained how to compile information to determine a Soldier's current status.			
4. Explained how to assist a Soldier in determining general military goals.			
5. Explained how to assist a Soldier in examining their qualifications and desired general military goals to establish realistic short-, mid-, and long-term goals.			
6. Explained how to assist a Soldier in determining steps necessary to obtain their short-, mid-, and long-range goals.			

Supporting Reference(s):

Step Number	Reference ID	Reference Name	Required	Primary
	AR 135-180	QUALIFYING SERVICE FOR RETIRED PAY NONREGULAR SERVICE	Yes	No
	AR 350-1	Army Training and Leader Development (*RAR 001, 08/04/2011)	Yes	No
	AR 600-8-19	ENLISTED PROMOTIONS AND REDUCTIONS	Yes	No
	DA PAM 611-21	Military Occupational Classification and Structure	Yes	No
	FM 6-22	SUPERSEDED BY ADRP 6-22, 1 AUGUST 2012 (ALL EXCEPT APPENDIX B) AND SUPERSEDED BY ATP 6-22.1, 1 JULY 2014 (APPENDIX B, EXCEPT PARAGRAPH B-2)	Yes	No
	NGR 600-100	Federal Recognition and related Personnel Actions	Yes	No
	NGR 600-101	Warrant Officers, Federal Recognition and Related Personnel Actions	Yes	No
	NGR 600-200	Enlisted Personnel Management w/Current ARNG Enlistment Criteria	Yes	No
	NGR 601-1	Personnel Procurement - Army National Guard Strength Maintenance Program	Yes	No
	PAM 600-25	US ARMY NONCOMMISSIONED OFFICER PROFESSIONAL DEVELOPMENT GUIDE	Yes	No
	SMTC01	Current ARNG Selective Reserve Incentive Program Policy Letter	Yes	No
	SMTC02	Current ARNG Montgomery GI Bill Kicker Program Policy Letter	Yes	No
	SMTC18	State Specific Strength Maintenance SOP	Yes	No

Environment: Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects. Refer to FM 3-34.5 Environmental Considerations and GTA 05-08-002 ENVIRONMENTAL-RELATED RISK ASSESSMENT.

Safety: In a training environment, leaders must perform a risk assessment in accordance with ATP 5-19, Risk Management. Leaders will complete the current Deliberate Risk Assessment Worksheet in accordance with the TRADOC Safety Officer during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC). Note: During MOPP training, leaders must ensure personnel are monitored for potential heat injury. Local policies and procedures must be followed during times of increased heat category in order to avoid heat related injury. Consider the MOPP work/rest cycles and water replacement guidelines IAW FM 3-11.4, Multiservice Tactics, Techniques, and Procedures for Nuclear, Biological, and Chemical (NBC) Protection, FM 3-11.5, Multiservice Tactics, Techniques, and Procedures for Chemical, Biological, Radiological, and Nuclear Decontamination.

Prerequisite Individual Tasks : None

Supporting Individual Tasks : None

Supported Individual Tasks : None

Supported Collective Tasks : None

ICTL Data :

ICTL Title	Personnel Type	MOS Data
------------	----------------	----------

79T ARNG Recruiting and Retention-SL4	Enlisted	MOS: 79T, Skill Level: SL4, ASI: V7, Duty Pos: REA, SQI: 4
---	----------	--