

Corrective Training/ Corrective Action Guide for Leaders



Be Right, Then Go Forward!!

IG Guide to Corrective Training/Corrective Action tools for Leaders

Purpose: The handbook is designed to help leaders at all levels institute corrective action/ corrective training within the parameters set forth in all applicable circulars, guides, policies, handbooks, manuals, and regulations.

General:

1. This handbook is to be used as a reference, and is not intended to be all-inclusive.
2. Commanders are responsible for training and discipline within their units. Keep in mind, this guide does not supersede or replace any Army Regulation.
3. The United States Army Signal Center of Excellence & Fort Gordon Inspectors General hope that this document will assist you in providing useful information towards accomplishing your mission.
4. Please provide any user comments to Master Sergeant Arthur Whiteside or Lieutenant Colonel Nicole Morris at (706) 791-4565.

PREFACE

“Regardless of age or grade, Soldiers should be treated as mature individuals. They are engaged in an honorable profession and deserve to be treated as such.”

GEN Bruce Clarke

“Correct errors in the use of judgment and initiative in such a way as to encourage the individual.”

FM 22-10, *Leadership* (1951)

“Trust is the bedrock of our honored profession -- trust between each other, trust between Soldiers and leaders, trust between Soldiers and their families and the Army, and trust with the American people.”

Gen. Raymond T. Odierno

“Leadership, without learning from past failures, is equivalent to sending firefighters in the wrong direction to put out the fire. Effective leaders learn from past mistakes and create a workable path.”

Gen David Patraeus

“He who feels the respect which is due to others cannot fail to inspire in them regard for himself, while he who feels, and hence manifests, disrespect toward others, especially his inferiors, cannot fail to inspire hatred against himself.”

MG John M. Schofield

Corrective Action / Corrective Training Definitions

TRADOC Regulation 350-6

(1) Corrective Training. Corrective training is for Soldiers who have demonstrated that they need, and would benefit from, additional instruction or practice in a particular skill. Corrective training should be directly related to the military skill that the Soldier is deficient in and assist him/her in meeting the standard.

(2) Corrective Action. Non-punitive actions used as a motivational tool by authorized cadre members (see 2.5a(3)) to immediately address deficiencies in performance or conduct and to reinforce required standards. By virtue of administering corrective action, there is recognition that the misconduct did not result from intentional or gross failure to comply with standards of military conduct. Corrective action is inappropriate for situations requiring additional training to master a specific level of skill proficiency, or in matters where punishment is administered as a result of Uniform Code of Military Justice (UCMJ) action.

(3) Physical exercise for corrective action. Requiring Soldiers to perform a reasonable number of repetitions of authorized physical exercises **IAW TC 3-22.20** as a motivational tool is permitted for corrective action. However, consideration must be given to the exercises, repetitions, and total number of times each day that exercise is used for corrective action to limit the potential for overtraining and injuries.

Corrective Action is an “attention getter” for a minor infraction and is limited to five repetitions of a Physical Readiness Training (PRT) exercise contained in **TC 3.22-20**.

DO:

1. Talk to the Soldier.
2. Set goals with the Soldier; set target objectives that are attainable that, over time, will improve the Soldier's performance and help them modify their behavior.
3. Recommend administrative action to possibly separate the Soldier from the military.

DON'T:

1. Yell at the Soldier (repeatedly).
2. Show your frustration. This will only serve to exacerbate the problem.

Scenario 1

A Sergeant states.....

A good idea is to sit down with the Soldier—no rank, no military bearing—just one on one, and let them speak frankly on everything; off the record. They obviously know they're in enough trouble as it is, but this will help you get to the root of the problem. I'm sure there is some underlying issue that they aren't telling you. When I was a PFC, I was going through a divorce, which in-turn resulted in financial problems, which in-turn led to alcohol problems, so on and so forth. My squad leader sat me down one day after COB, tucked his collar in and asked the most important question ever, "What's going on man?" From that point he would write out exactly what I had to do each day, and every time I completed the task, I'd scratch it off the list and move on to the next one until they were completed. Once I completed all my assigned tasks, he would have me write out a timeline for the next day's tasks to help me learn time management. I still use the technique to this day as an NCO, hasn't failed me yet. More so than anything he would acknowledge the good things I was doing. I know it sounds stupid to praise someone for doing what they were supposed to do, but it made me feel like I was actually accomplishing something, that my role in the platoon was truly vital.

DO:

1. Get creative.
2. Circumvent a more serious occurrence of an incident by stressing the importance of enforcing the standards according to prescribed army regulations, post regulations, Standard Operating Procedures (SOP), policy letters, and guidelines.
3. Counsel (verbally or written) Soldiers on the importance of performing a specified or implied task.

DON'T:

1. Direct the Soldiers to perform a task that is unrelated to the corrective action.
 - a. Checking the motor pool gate to ensure it is secure wouldn't be appropriate for a uniform deficiency.

Scenario 2

A Senior states.....

Get creative! Have the Soldier write an essay! I would also have them re-write the essay and have them remove whatever was offensive and disrespectful. I had a problem with my Soldiers opening the windows while at work, then leaving them open when they left for the day. Now, being the Security office, it can be embarrassing. I had them write essays about security, and I had them research the prices of the equipment in the office, replacement costs etc. Honestly, the essays were well written and hilarious. I have a sense of humor and so did they. However, one Soldier included, "Even though there is no real way to get equipment out of the windows." Really? So, the next day they disassembled the entire office and moved everything outside through the windows. When they were done, they moved it back in. It wasn't done in an adverse way, but I did make my point.

DO:

1. Make on-the-spot corrections.
2. Ensure the corrective action is directly related to the deficiency.
3. Supervise the task.

DON'T:

1. Make the corrective action punitive. Punishment must not be conflated with extra training or corrective action because as soon as punishment is sought, and criminal behavior is being prosecuted as such, due process must be involved.
2. Set a timeline.

Scenario 3

“One NCO in my troop smoked two enlisted soldiers particularly harshly in the blazing heat of Kuwait after they missed an accountability formation. Afterward, our platoon sergeant told the NCO involved that the Soldiers had been given permission to miss the formation in order to eat. By then, the administration of pain-inducing exercises had been wrongfully imposed and the Soldiers simply accepted it, as did all who witnessed the corrective training” (Ewing, 2010).

Scenario 4

“In another instance, a private suffered second-degree burns on his hands after an NCO made him do pushups in the hot gravel in front of our C-huts in Iraq. Late in the deployment, a staff sergeant in my troop stood outside the C-huts one hot afternoon screaming into a private’s ear while the Soldier did pushups facing a pool of his own vomit. When we returned from Iraq, a Soldier who returned late from leave was smoked by multiple NCOs for hours, despite the fact that he explicitly requested an Article 15 so that he could have a chance to justify his late return in front of the commander” (Ewing, 2010).

Scenario 5

“In one of my units, the acting commander, a major, posted a memorandum at the staff duty desk that explicitly forbade smoke sessions, counseling in the front leaning rest, and other common practices deemed abusive” (Ewing, 2010).

APPENDIX

FM 27-1

Legal Guide For Commanders

FM 27-1 Legal Guide For Commanders

CHAPTER 7

Non-punitive Disciplinary Measures

GUIDELINES FOR CORRECTIVE ACTIONS

Commanders, unit leaders, and noncommissioned officers (NCOs) must deal with a broad spectrum of misconduct. The most serious cases are crimes familiar to a civilian society and serious military offenses, such as homicides, assaults, drug-related offenses, and desertion. Less serious civilian and military offenses are loosely described as minor offenses. The least serious are insignificant acts of misconduct that may not even rise to the level of an offense. These may be addressed without the necessity of punishment.

When a Soldier commits an offense, you have a wide variety of options. Each has its attributes and values. Consider some action for each offender, beginning with the least severe, to meet necessary goals. Your choice will depend in part on the nature of the misconduct; it will also depend upon the goal you seek. Punishment generally has one or more of the following goals:

- To protect society against a repetition of the offense.
- To reform the offender so he will not repeat the offense.
- To deter others from considering and committing such an offense.

Minor offenses may justify non-judicial action under UCMJ, Article 15. These penalties are strictly limited. Your options for less significant misconduct can be loosely collected under the title of adverse administrative actions. Adverse administrative actions emphasize correction. They recognize that the misconduct does not result from intentional or gross failure to comply with standards of military conduct.

Instead, misconduct results from simple neglect, forgetfulness, ignorance, laziness, inattention to instruction, sloppy habits, immaturity, and difficulty in adjusting to the disciplined military life. Implicit in adverse administrative actions is the belief that the offender can, with proper guidance, become an efficient and competent Soldier. In dealing with less significant acts of misconduct, you have an excellent opportunity to salvage good Soldiers and to teach young Soldiers the errors of their ways without imposing a penalty that they may never overcome.

FM 27-1 Legal Guide For Commanders

Non-punitive Disciplinary Measures

Many of the procedures available permit you to deal with this type of misconduct without requiring a formal report. You can thus correct Soldiers and allow them to return to duty, sometimes without serious blemish to their record as would happen if they were subjected to non-judicial punishment. In these instances, you primarily teach discipline and standards of conduct; you should be less interested in punishing. This is a fine but crucial line. If you seek to punish, you should consider an Article 15 or court-martial; if you primarily seek to teach, you should consider adverse administrative actions. Wise use of adverse administrative actions frequently results in the Soldier adjusting and improving his conduct so that he does not ultimately become a candidate for judicial action, Article 15 action, or administrative separation or reduction. In some instances, however, judicial or non-judicial punitive measures are appropriate immediately. One of the tests of a good leader is to determine correctly which measure or combination of measures is appropriate for a particular Soldier at a particular time.

FM 27-1 Legal Guide For Commanders

Non-punitive Disciplinary Measures

CORRECTIVE TRAINING

Corrective training is for Soldiers who have demonstrated that they need and would benefit from additional instruction or practice in a particular area. Take care to give training that has a reasonable relationship to the Soldier's deficiency. Extra training and instruction, if timely and appropriate, may correct deficiencies and eliminate the need for formal disciplinary measures in the future. Do not use extra training and instruction as punitive measures. You must distinguish extra training and instruction from punishment or even the appearance of punishment. Soldiers should have extra training or instruction only as long as they need it to correct deficiencies. If they perceive the training or instruction as punishment, all training and instruction will be degraded and their value jeopardized. The following examples illustrate the proper use of training and instruction:

DO:

- A Soldier appearing in improper uniform may need special instruction in how to wear the uniform properly.
- A Soldier in poor physical shape may need to do additional conditioning drills and participate in extra field and road marches.
- A Soldier with unclean personal or work equipment may need to devote more time and effort to cleaning the equipment. The Soldier may also need special instruction in its proper maintenance.
- A Soldier who fails to maintain housing or work areas in proper condition or abuses property may need to do more maintenance to correct the shortcoming.
- A Soldier who does not perform assigned duties properly may be given special formal instruction or more on-the-job training in those duties.
- A Soldier who does not respond well to orders may need to participate in additional drill and exercises to improve.

The company commander has the authority to use these measures since they are for training and instruction. Commanders at all levels must ensure that training and instruction are not used in an oppressive manner to evade imposing non-judicial punishment under UCMJ, Article 15.

Ordinarily you should not note deficiencies corrected with training and instruction in a Soldier's record, and you should consider such deficiencies closed incidents.

TRADOC Regulation 350-6

ENLISTED INITIAL ENTRY TRAINING POLICIES AND ADMINISTRATION

TRADOC Regulation 350-6

2-5. Corrective training and corrective action

a. General. Corrective training and corrective action are tools available to leaders to rectify minor deficiencies, simple infractions, and less serious breaches of discipline, to focus the attention of Soldiers, and to inspire compliance with Army standards. At no time is corrective action meant to demean, belittle, or embarrass a Soldier. The effective leader knows when to use permissible corrective training and NOT excessive or unauthorized physical activity to coach, teach, train, and mentor Soldiers who are not meeting the standard. See table 2-2. The following definitions apply:

(1) Corrective Training. Corrective training is for Soldiers who have demonstrated that they need, and would benefit from, additional instruction or practice in a particular skill. Corrective training should be directly related to the military skill that the Soldier is deficient in and assist him/her in meeting the standard.

(2) Corrective Action. Non-punitive actions used as a motivational tool by authorized cadre members (see 2.5a(3)) to immediately address deficiencies in performance or conduct and to reinforce required standards. By virtue of administering corrective action, there is recognition that the misconduct did not result from intentional or gross failure to comply with standards of military conduct. Corrective action is inappropriate for situations requiring additional training to master a specific level of skill proficiency, or in matters where punishment is administered as a result of Uniform Code of Military Justice (UCMJ) action.

(3) Physical exercise for corrective action. Requiring Soldiers to perform a reasonable number of repetitions of authorized physical exercises IAW TC 3-22.20 as a motivational tool is permitted for corrective action. However, consideration must be given to the exercises, repetitions, and total number of times each day that exercise is used for corrective action to limit the potential for overtraining and injuries.

(4) Other Corrective Action. Nonphysical tasks may be used as corrective action instead of physical exercise. Requiring a Soldier or group of Soldiers to recite the Soldiers' Creed is an example of other action-based corrective action.

b. Leaders must exercise good judgment in the administration of corrective action. Corrective action may be applied to entire units if appropriate (correcting an entire platoon failing to show teamwork during Red Phase in a given training event by having them do five repetitions of the pushup, for example), but will be focused at the individual level whenever possible. Improper use can lead to unauthorized mass punishment or hazing. Do not refer to this type of administrative corrective measure as "smoking" or "smoke sessions;" such references give the impression that these measures are punitive or oppressive.

c. Only DSs, AIT PSGs, senior leaders, first sergeants (1SGs), and commanders are authorized to employ physical exercise for corrective action. This augments, but does not limit, a leader's general military authority to address observed shortcomings.

Table 2-2
Corrective action

Exercise	Phase I WK 1-3	Phase II WK 4-6	Phase III WK 7-9	Phase IV WK 10-13	Phase V WK 14-20	Phase V+ WK 21- Completion
	basic combat training			advanced individual training		
	one station unit training					
	repetitions/time					
Rower	5	5	5	5-10	5-10	5-10
Squat Bender	5	5	5	5-10	5-10	5-10
Windmill	5	5	5	5-10	5-10	5-10
Prone Row	5	5	5	5-10	5-10	5-10
Bent-leg Body Twist	5	5	5	5-10	5-10	5-10
Push-up	5	5	5	5-10	5-10	5-10
V-up	5	5	5	5-10	5-10	5-10
Leg Tuck & Twist	5	5	5	5-10	5-10	5-10
Supine Bicycle	5	5	5	5-10	5-10	5-10
Swimmer	5	5	5	5-10	5-10	5-10
8-ct Push-up	5	5	5	5-10	5-10	5-10
Push-up (Timed)	30 Sec	45 Sec	60 Sec	60 Sec	60 Sec	60 Sec
Sit-up (Timed)	30 Sec	45 Sec	60 Sec	60 Sec	60 Sec	60 Sec
High Jumper	N/A	N/A	5	5-10	5-10	5-10
Mountain Climber	N/A	N/A	5	5-10	5-10	5-10
Power Jump	N/A	N/A	5	5-10	5-10	5-10

AR 600-20

Army Command Policy

AR 600-20 Army Command Policy

2-18. Noncommissioned officer support channel

(3) As enlisted leaders of Soldiers, NCOs are essential to furthering the efficiency of the company, battery, or troop. This function includes preventing incidents that make it necessary to resort to trial by courts-martial or to impose non-judicial punishment. Thus, NCOs are assistants to commanders in administering minor non-punitive corrective actions as found in AR 27-10 and Part V, paragraph 1g, of the MCM. "Non-punitive measures" are not "non-judicial punishment."

(4) In taking corrective action with regard to subordinates, NCOs will be guided by and observe the principles listed in chapter 4.

4-6. Exercising military authority

b. One of the most effective administrative corrective measures is extra training or instruction (including on-the-spot correction). For example, if Soldiers appear in an improper uniform, they are required to correct it immediately; if they do not maintain their housing area properly, they must correct the deficiency in a timely manner. **If Soldiers have training deficiencies, they will be required to take extra training or instruction in subjects directly related to the shortcoming.**

(1) The training, instruction, or correction given to a Soldier to correct deficiencies must be directly related to the deficiency. It must be oriented to improving the Soldier's performance in his or her problem area. **Corrective measures may be taken after normal duty hours. Such measures assume the nature of training or instruction, not punishment.** Corrective training should continue only until the training deficiency is overcome. Authority to use it is part of the inherent powers of command.

(2) Care should be taken at all levels of command to ensure that training and instruction are not used in an oppressive manner to evade the procedural safeguards applying to imposing non-judicial punishment. **Deficiencies satisfactorily corrected by means of training and instruction will not be noted in the official records of the Soldiers concerned.**

FM 7-22.7

The NCO Guide

FM 7-22.7 The NCO Guide

RESPECT

Treat people as they should be treated

1-53. Respect is treating others with consideration and honor. It is the expectation that others are as committed to getting the job done as you are while accepting they may have different ways of doing so. You don't have to accept every suggestion to show respect; just expect honesty and professionalism. Conduct corrective training with the end in mind — to help that Soldier develop discipline and ultimately survive on the battlefield.

Corrective Training:

DO:

- Correct the Soldier.
- Directly relate the training, instruction, or correction given to a Soldier to the deficiency.
- Orient the corrective action to improving the Soldiers' performance in their problem area.
- Know it is acceptable to take corrective measures after normal duty hours. Such measures assume the nature of the training or instruction, not punishment.
- Attack the performance, never the person.

DON'T:

- Use corrective training in an oppressive manner to evade the procedural safeguards in imposing non-judicial punishment.
- Make notes in Soldiers' official records of deficiencies satisfactorily corrected by means of training and instruction.
- Continue corrective training after the training deficiency is overcome.
- Give more than one correction at a time. Do not dump.
- Keep bringing it up — when the correction is over, it is over.

TC 3-22.20

Army Physical Readiness Training

TC 3-22.20 Army Physical Readiness Training

Causes Of Overtraining Syndrome And Overuse Injuries

5-12. Safe progression for performance improvement is complex, involving many variables that impact success (entry fitness level, ramp of progression, total volume of activity, rest/recovery, and nutrient intake). Many of these variables can be controlled following the principles of precision, progression, and integration, as well as, monitoring Soldiers in training and making training adjustments as required. **Common mistakes to compensate for low performance and rate of improvement are the conduct of multiple training sessions, high intensity “smoke sessions,” and/or excessive corrective action using exercise.** All of these are detrimental to performance improvement and lead to overuse injury.

Corrective Action

5-15. When exercise is used for corrective action, it is often performed incorrectly, promoting overtraining syndrome, and overuse injuries. Often corrective action mimics “smoke sessions,” punishing Soldiers with little or no corrective value. Consideration must be given to the number of times per day exercises are used for corrective action for individual Soldiers and groups of Soldiers to avoid the cumulative effect and limit the potential for overtraining syndrome. The following guidelines should be followed when employing exercise as corrective action.

- **Only the following exercises should be selected for performance of corrective action.**

- Rower.
- Squat bender.
- Windmill.
- Prone row.
- Push-up.
- V-up.
- Leg tuck and twist.
- Supine bicycle.
- Swimmer.
- 8-count push-up.

- **Only one of the above exercises may be selected for each corrective action.**
- **The number of repetitions should not exceed FIVE for any one of the exercises listed above.**

THREE GOLDEN RULES

There are three “Golden Rules” to consider when determining appropriate Corrective Training/ Corrective Actions:

1. **Non-punitive:** The commander must ensure that the nature of the training or instruction is not punitive. FM 27-1 provides guidance for commanders, in that commanders must distinguish extra training from punishment, or even the *appearance* of punishment.
2. **Time:** AR 600-20, paragraph 4-6 b(1), states the training, instruction, or correction given to a Soldier to correct deficiencies must be *directly related* to the deficiency and should continue only until the training deficiency is overcome.
3. **Procedure:** Corrective training is intended to be supervised by the appropriate leaders within the command. Therefore, leaders should be present during corrective training to dispel the *appearance* of punishment being directed toward a Soldier.

Commanders must ensure that the nature of training or instruction is not punishment. AR 600-20, paragraph 4-6(b), states that corrective training should not be used in an “oppressive manner to evade the procedural safeguards applying to non-judicial punishment.”

DON'T: A Soldier who is late for formation and is ordered to clean the orderly room after hours. This is a form of non-judicial punishment under UCMJ, Article 15, FM 27-1, Chapter 7, which also provides guidance to commanders on corrective training. The rationale is that if a Soldier perceives corrective training or instruction as punishment, all training and instruction will be degraded and their value jeopardized.

DO: Leaders should use a DA Form 4856 (Developmental Counseling Form) to annotate the plan for corrective training. If the Soldier does not meet the standard the leader annotates the result and considers if this failure is for a reason that might lead to a form of non-judicial punishment. If the Soldier still fails to achieve the standard, the chain of command should assess whether the Soldier is fit for military service and may consider options for separation.

The bottom line is this – There’s no more “smoke ‘em ‘til they puke.” When all else fails, use the DA 4856 and ensure that “further incidents of this nature could lead to UCMJ action” is added at the end of the counseling summary. When used properly, corrective training is a valuable tool for leaders to correct shortcomings and to improve the discipline and efficiency within their units. It’s all about training Soldiers to be better Soldiers and excellent leaders. If in doubt as to whether or not the corrective training is appropriate for the circumstance, the IG recommends discussing it with your chain of command and/or legal advisor.

REFERENCES

Ewing, S., (2010, September). Discipline, Punishment, and Counterinsurgency. *Military Review* - Special Edition, 27-30.

Army Command Policy (AR 600-20)

Army Physical Readiness Training (TC 3-22.20)

Enlisted Initial Entry Training Policies and Administration (TRADOC Regulation 350-6)

Legal Guide For Commanders (FM 27-1)

The NCO Guide (FM 7-22.7)