



Research Report 2019

Job Analysis of U.S. Army Drill Sergeants

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**United States Army Research Institute
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EXECUTIVE SUMMARY

Research Requirement:

The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) and the U.S. Army Drill Sergeant Academy (DSA) collaborated on a three-phase research effort to improve the process for selecting candidates for the position of Drill Sergeant using a new selection tool: the Non-Commissioned Officer Special Assignment Battery (NSAB; Horgen et al., 2013). This report describes the approach and findings of the first phase of this research, which was a job analysis of the Drill Sergeant position. The job analysis identified duty areas and tasks performed by Drill Sergeants, as well as the knowledge, skills, abilities, and other characteristics (KSAOs) that are important for successful Drill Sergeant performance. Highlighted results were provided to the DSA to inform program of instruction (POI) review.

Approach:

The analysis began with a comprehensive examination of Drill Sergeant training and evaluation materials, manuals, and existing performance rubrics. Interviews and focus groups with DSA Drill Sergeant Leaders were then used to obtain job relevant information about the requirements of being a Drill Sergeant. These activities produced a list of seven duty areas, 61 tasks, and 132 KSAOs. Drill Sergeants on the trail (i.e., Drill Sergeants currently serving at One-Station Unit Training or Basic Combat Training locations) then completed an online survey on task importance and frequency, the importance of relevant KSAOs, and the timing of specific knowledge and skills acquisition (e.g., prior to Drill Sergeant candidacy). Effect sizes were calculated using a variant of Cohen's *d* (Cohen, 1988) that compared the mean importance rating of each individual item (e.g., task, skill) to the mean importance rating of all items in the category (e.g., the mean of all tasks in each duty area). As additional information, we also calculated 95% confidence intervals for importance ratings.

Findings:

Results identified seven Drill Sergeant duty areas:

1. Ensure Health and Welfare
2. Lead Training
3. Conduct Mentoring
4. Plan and Prepare for Training
5. Conduct Counseling
6. Perform Administrative Functions
7. Execute Post and Outside Taskings

The top six rated duty areas – areas 1 – 6, which likely represent the core aspects of the Drill Sergeant job – were rated as generally equivalent in importance, while the seventh, “Execute Post and Outside Taskings,” was rated as much less important.

Of the 73 knowledge items, 8 were identified as much more important than the others. Additionally, these knowledge items were specified by at least 90% of respondents as

prerequisites for a Drill Sergeant duty assignment (i.e., for starting one's time "on the trail"). The eight knowledge items rated as much more important included:

1. Marksmanship training (basic and advanced)
2. Weapons accountability and security procedures
3. Tactics training
4. Warrior tasks and battle drills training
5. Army physical readiness training
6. Guidelines for treatment of Soldiers, prohibited practices, and fraternization policies
7. Army Core Values, Warrior Ethos, Soldier's Creed, and Non-commissioned Officer (NCO) Creed
8. Drill and ceremonies training

While most of the 16 skills were rated similarly to each other in terms of importance for successful Drill Sergeant performance, two were rated as more important. These included "Leading Training" and "Managing Drill Sergeant Time." Of the 16 abilities, four were rated as more important than the others:

1. Communicate ideas clearly when speaking so others will understand
2. Perform multiple tasks and responsibilities simultaneously
3. Notice and correct details
4. Think logically, analyze information, and draw conclusions

Only one of the 28 other characteristics was rated as much more important than the other items in that category, and that characteristic was "Dependability."

Utilization and Dissemination of Findings:

These results were provided to DSA POI reviewers as they considered the relative time spent training Soldiers on various tasks. The information was considered useful when combined with expert judgments of training professionals, Drill Sergeant Instructors, and training doctrine.

JOB ANALYSIS OF UNITED STATES ARMY DRILL SERGEANT

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JOB ANALYSIS OF UNITED STATES ARMY DRILL SERGEANTS

Introduction

The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) partnered with the U.S. Army Drill Sergeant Academy (DSA) to perform an analysis of the major duties and requirements of Drill Sergeants located at Basic Combat Training (BCT) and One-Station Unit Training (OSUT) units. The analysis was part of a broader research endeavor to improve the process for selecting Drill Sergeant candidates through the use of the Non-commissioned Officer Special Assignment Battery (NSAB), a non-cognitive assessment of temperament traits that are anticipated to be associated with the performance of Drill Sergeants and other positions of significant trust and authority (Horgen et al., 2013). The job analysis was performed to satisfy three requirements:

1. Identify the characteristics assessed by the NSAB that were associated with Drill Sergeant performance
2. Support development of measures of performance (i.e., rating scales) that could be used as criteria for an empirical validation of the NSAB scales
3. Provide information that the DSA could use to evaluate the Drill Sergeant Course's program of instruction (POI)

This report focuses on the third purpose. It includes a description of the methods employed to conduct the analysis and provides results required to support the POI review. The remainder of this report describes the components and outcomes of the analysis:

- Development of lists of tasks and the knowledge, skills, abilities, and other characteristics (KSAOs) critical to successful task performance
- Collection of task and KSAO survey data
- Presentation of task and KSAO survey results
- Summary and conclusions

Development of Tasks and KSAO Lists

According to Brannick, Levine, and Morgeson (2007), the purpose(s) of conducting a given job analysis determine the procedures employed and nature and precision of the resulting information. The approach employed for the current job analysis followed a conventional methodology, as described in Harvey (1991), clarifying the tasks performed as part of the job, as well as the knowledge, skills, abilities, and other characteristics (KSAOs) required to perform job tasks successfully¹. The intent of the current analysis—to support validation of the NSAB and POI review—required these job descriptors to be documented at a level of detail required to meet that intent. For example, the analysis produced comprehensive lists of major duty areas and supporting tasks, but did not include detailed task analyses that would have been required for purposes of updating of Drill Sergeant tasks, techniques, and procedures.

¹ This information has been useful in establishing a concrete and legally defensible basis for the development of human resource programs, including selection systems, training interventions, and performance appraisal systems.

This section describes the approach to identifying and refining Drill Sergeant duty areas, tasks, and KSAOs. The approach included an initial review of related occupational information and two rounds of interviews and focus groups with subject matter experts (SMEs). The first round of interviews and focus groups was used to collect SME input required to identify duty areas, tasks, and KSAOs. The second round of focus groups was used to obtain an SME review of draft lists of the job descriptors. Researchers used feedback collected during the second round of focus groups to construct the job analysis survey, described later in this report.

Throughout the research, SMEs provided by the DSA were Drill Sergeant Leaders (DSLs) who were currently serving at the Academy. Army DSLs perform the roles of instructor and unit leaders at platoon and squad levels for candidates enrolled in the Drill Sergeant Course. All DSLs who participated in the job analysis had obtained the rank of E7 (Sergeant First Class) and had completed at least one assignment as a Drill Sergeant on the trail in either a BCT or OSUT location. Participating DSLs had varying tenures as Drill Sergeants, ranging from 18 to 24 months, and as DSLs, ranging from 6 to 23 months. A total of ten DSLs participated in the identification and development of the job descriptors that were included in the job analysis survey. An additional six DSLs participated in a review of job analysis survey results to ensure the results accurately reflected expectations of seasoned Drill Sergeants currently assigned to positions at the DSA.

Review of Occupational Information

Researchers conducted the initial review of occupational information to prepare for the first opportunity for SME input, which included two DSL interviews and one focus group with two other DSLs. The review produced a preliminary list of job performance categories and provided a general understanding of the types of KSAOs that are required to perform the job. Sources consulted included:

- DSA Drill Sergeant Course POI
- Drill Sergeant Handbook (Center for Army Lessons Learned, 2009)
- DSA Drill Sergeant self and peer evaluation form (provided by the DSA)
- U.S. Army Training and Doctrine Command (TRADOC) Regulation 350-6, Initial Entry Training Policies and Administration (2013)
- Drill Sergeant performance rubrics from previous research (Klein et al., 2005; Kubisiak et al., 2006)

Identification of Duty Areas, Tasks, and KSAOs

Duty area, task, and KSAO identification occurred primarily based in part on Klein and colleagues (2005 see also, Kubisiak et al., 2006), during the first two interviews and the focus group. Each interview and focus group lasted approximately three hours. In the interviews, participants were guided through discussions of work context, major job duties and supporting tasks, and KSAOs. For these sessions, KSAOs were operationally defined as follows:

- Knowledge – Facts, concepts, and procedures that are directly relevant to job performance. What a person knows that allows him/her to do the job (e.g., knowledge of fraternization policies, knowledge of marching and running cadences).

- Skill – Learned or trained capacity to perform job tasks (e.g., listening skills, decision making, computer skills). May involve the use of tools (e.g., equipment, job aids, record keeping forms and devices).
- Ability – Relatively enduring capacity to carry out the responsibilities of the job. Something a person brings to the job that cannot be learned in the classroom (e.g., reasoning ability, physical ability).
- Other Characteristics – Job relevant interests, preferences, values, temperament, and personality characteristics that allow a person to perform job duties (e.g., stress tolerance, courage, self-control, optimism).

The initial interviews and focus group also included the collection of critical incidents, or example behaviors, of good and poor Drill Sergeant performance. Critical incidents, which are provided in Appendix A of this report, were used to assess the criticality of and add detail to job descriptors as they took shape over the course of the analysis.

The two interviews were conducted with the aid of a prepared protocol. In addition to including lists of specific questions related to Drill Sergeant work, the protocol also included training for SMEs on how to identify and describe critical incidents. During the focus group, researchers adapted the interview protocol to allow a more in-depth discussion of the major job duties that had been identified during the preceding interviews. After collecting initial SME input, researchers synthesized relevant information into draft lists of duty areas, tasks, and KSAOs.

Review Draft Lists of Duty Areas, Tasks, and KSAOs

Following initial development, draft duty areas, tasks, and KSAOs were reviewed and revised during the focus groups in which two different groups of three DSLs participated. During the focus groups, DSLs were asked to confirm the duty areas and identify tasks and KSAOs that were unclear, redundant, not applicable, missing, or problematic for other reasons. Participants were also asked to identify additional critical incidents to supplement those collected earlier. In all, 35 critical incidents were collected.

During the review, participating DSLs confirmed most of the tasks and KSAOs as written. They also made recommendations for clarifying item wording as well as adding and removing a number of items. Following the workshop, researchers revised the draft lists of tasks and KSAOs in accordance with DSL input in preparation for the development and administration of the job analysis survey.

Collection and Review of Task and KSAO Survey Data

A job analysis survey was administered to obtain Drill Sergeants' perceptions of the relative importance of tasks and KSAOs, the frequency of task performance, and whether knowledge and skills should be acquired before, during, or after the Drill Sergeant Course². The survey was administered in two forms, with one form presenting task ratings first and the other form

² Participants were not asked when abilities and other characteristics (AOs) should be acquired due to the relatively enduring nature of these qualities. That is, abilities and other characteristics are generally stable prior to an individual's application for Drill Sergeant candidacy and not the focus of training.

presenting KSAO ratings first. This was done to balance the level of attention that would likely be paid to tasks and KSAOs. Specific survey questions, whose anchors are shown in Figure 1, included:

- Task Frequency – On average, how frequently do you perform this task?
- Task Importance – How important is completing the task to the successful accomplishment of Drill Sergeant duties?
- KSAO Importance – How important is the KSAO to successful accomplishment of Drill Sergeant duties?
- Knowledge and Skill Acquisition – When should this knowledge or skill be acquired?

Importance Values	Frequency Values	Acquisition Values
1 = Unimportant	1 = Never	1 = Before Drill Sergeant School
2 = Minimally important	2 = Once every few months or less	2 = During Drill Sergeant School
3 = Important	3 = Once or twice per month	3 = Within a few months after Drill
4 = Very important	4 = About once per week	Sergeant School
5 = Extremely important	5 = Several times per week	4 = After several months of Drill
	6 = Once per day or more	Sergeant experience

Figure 1. Rating Scale Anchors.

To administer the survey, the DSA sent an email to all current and former Drill Sergeants whose contact information was available. Those who responded included current Drill Sergeants ($n = 442$), former Drill Sergeants ($n = 33$), DSLs ($n = 7$), and Drill Sergeant candidates ($n = 1$). At the recommendation of the Commandant of the DSA, only the results from current Drill Sergeants were included in the analysis. Of the 442 current Drill Sergeants who participated in the survey, 149 were stationed at Fort Jackson, SC; 110 were stationed at Fort Benning, GA; 108 were stationed at Fort Leonard Wood, MO; and 75 were stationed at Fort Sill, OK.

To maximize the quality of the resulting data, responses from these participants were screened to strategically exclude input from respondents who showed a pattern of flat responding, indicating a lack of thoughtful input. Participants who provided the same rating for 90% or more of the tasks or KSAOs on a given question were categorized as flat responders. This screen was performed for each question on the survey so that useful input from each respondent could be retained for questions where flat responding did not occur. Data were similarly screened to eliminate respondents who rated 50% or fewer of the tasks and/or KSAOs on a given question. For example, if a respondent rated the importance of 50% or fewer of the tasks, the respondent's data for task importance ratings were excluded. These two screens resulted in the inclusion of approximately half of the surveys submitted. The number of respondents per question are shown in Table 1.

Table 1.

Number of Respondents Included and Excluded by Survey Question

Question	Included		Excluded	
	<i>N</i>	%	<i>n</i>	%
Task Frequency	222	50.2	220	49.8
Task Importance	211	47.7	231	52.3
KSAO Importance	175	39.6	267	60.4
KSAO Acquisition	193	43.7	249	56.3

Note. KSAO = knowledge, skills, abilities, and other characteristics.

Task and KSAO Survey Results

Following an initial analysis of the survey data, we conducted a third round of focus groups to review and confirm survey results. A total of six DSLs in two one-hour sessions were asked to confirm that the ratings made sense and discuss reasons why relatively high levels of disagreement were obtained on selected tasks and KSAOs. The review did not call into question any of the results to an extent that would have caused data to be excluded from the project.

Results

The summary results presented in this section represent the most relevant information in support of an assessment of the Drill Sergeant Course POI. Results are provided in figures and supporting tables that present:

- Duty areas ranked in order of average importance ratings
- Tasks ranked in order of average importance ratings for each duty area³
- KSAOs ranked in order of average importance ratings

To simplify the POI reviewers' task of recognizing actionable magnitudes of difference among mean importance ratings of job descriptors, we calculated a variant of the Cohen's *d* (Cohen, 1988) "effect size" coefficient. This variant measured the relative distance between (a) the mean importance rating of each descriptor item (e.g., task) and (b) the average importance rating of all relevant descriptor items of the same type (e.g., tasks in the same duty area). Further, rather than employ the generally accepted rules-of-thumb for applying Cohen's *d* results, in which $d \geq |0.20|$ represents a small effect (or difference), $d \geq |0.50|$ represents a medium effect, and $d \geq |0.80|$ represents a large effect (Cohen, 1988), we set statistical cutoffs that reduced the stratification to two levels. The first level specified that effect sizes larger than $|0.30|$ but smaller than $|0.70|$ were to be interpreted as *more* (or less) important than other tasks and KSAOs. The second level specified that items with effect sizes larger than $|0.70|$ were to be interpreted as *much more* (or less) important than other tasks and KSAOs. Effect sizes less than $|0.30|$ were to be considered negligible. That is, all items that had effect sizes between -0.30 and 0.30 were to be considered equally important. In application, large differences in importance ratings ($d \geq |0.70|$) could

³ Consolidated lists of task importance and frequency ratings across duty areas are presented in the Appendix (Tables B1 and B2).

identify items that were likely to warrant a high priority in the POI. Smaller differences ($d \geq |0.30|$) were recommended to be interpreted similarly, but with more caution.

Our utilization of Cohen's d , as described in the previous paragraph, was designed based on our assumptions on how the DSA could make the best use of our findings during its POI review. First, we chose to use only two statistical cutoffs to simplify the POI reviewers' task of assessing item importance. Second, we selected the cutoffs of 0.30 and 0.70 to moderate the effects of using only two cutoffs. That is, our cutoffs allowed more items to be classified as much more/less important ($d \geq 0.70$) and fewer items to be classified as somewhat more/less important ($d \geq 0.30$), because no items would be strictly classified as having only a small effect for importance.

Effect sizes were illustrated for POI reviewers using the same format shown in this report: bar graphs in which effect sizes reaching the noted cutoffs (i.e., $d \geq |0.30|$ and $d \geq |0.70|$) are color coded as beige and dark green, respectively. Effect sizes not rising to these levels are coded as light green. In presenting these results to the DSA, we stressed that these cutoffs were to be treated as guidelines as opposed to hard-and-fast rules (Cohen, 1988). For example, there is not much difference in practical terms between an effect size of 0.28 and 0.32. This is reflected in the 95% confidence interval results calculated for importance ratings, which we include in this report as additional information for use in interpreting effect size results.

Duty Areas

Summary results provide a general sense of current Drill Sergeant perceptions of the importance of the various duty areas for their job. Figure 2 shows the average ratings of importance and frequency for each duty area. We calculated these averages by obtaining the mean task rating for each duty area. In the figure, the seven duty areas are listed in order of their average importance rating, and effect sizes are included to indicate the differences between each duty area rating and the average of all duty area ratings. Frequency ratings are provided as supplementary information; no effect size information is provided for frequency ratings, as it was to be treated as a secondary consideration by POI reviewers. Table 2 provides a more detailed account of the same results and includes sample sizes and standard deviations for importance and frequency ratings, as well as effect sizes and confidence intervals for importance ratings.

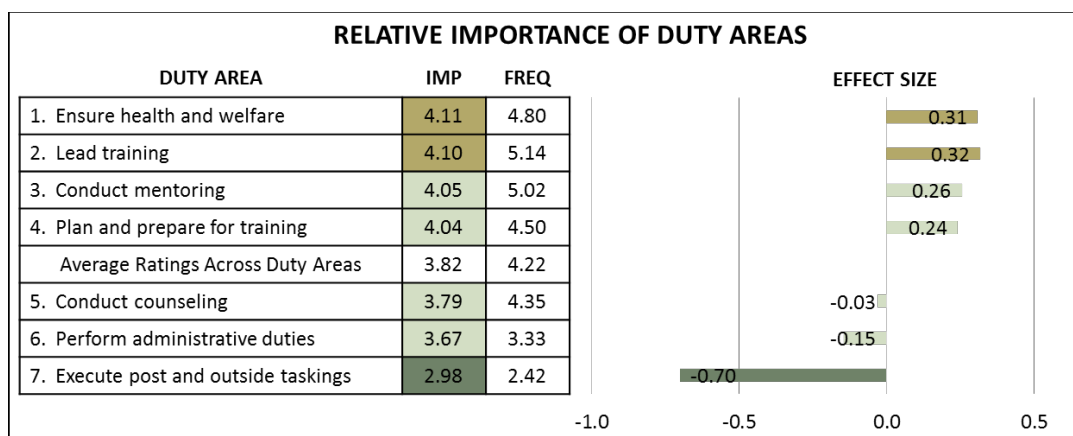


Figure 2. Relative Importance of All Duty Areas.

Table 2.

Duty Area Importance and Frequency Ratings

Duty Area	Importance				95% CI		Frequency		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>d</i>	<i>LB</i>	<i>UB</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Ensure health and welfare	193	4.11	0.94	0.31	3.53	4.69	208	4.80	1.24
Lead training	201	4.10	0.88	0.32	3.53	4.67	213	5.14	0.98
Conduct mentoring	197	4.05	0.90	0.26	3.48	4.62	210	5.02	1.00
Plan and prepare for training	193	4.04	0.91	0.24	3.47	4.61	210	4.50	1.31
Conduct counseling	193	3.79	0.97	-0.03	3.25	4.33	209	4.35	1.15
Perform administrative duties	176	3.67	1.03	-0.15	3.12	4.22	207	3.33	1.24
Execute post and outside taskings	180	2.98	1.20	-0.70	2.54	3.42	121	2.42	1.07

Note. Upper and lower bound (UB, LB) confidence intervals (CI) calculated by adding and subtracting $t_{n-1} \times SE$ from the mean importance rating, where n equals the number of participants, SE equals the standard error, and t is the critical value for a two-tailed probability level of .05 on a t -distribution with $n-1$ degrees of freedom.

Results for all seven duty areas revealed that the importance ratings for the two top-rated duty areas fell just above the 0.30 cutoff, indicating that their relative level of importance could be considered above average. The lowest rated duty area, “Execute post and outside taskings,” was the only area rated as much less important than the other areas. Because the lowest-rated duty area was such an outlier in terms of effect size and fundamentally different from the other duty areas due to its external orientation, we repeated the effect size analysis with only the top six rated duty areas. In this analysis effect sizes would necessarily differ from the original results due to the removal of the outlier duty area. As shown in Figure 3, the remaining duty areas, which could be said to represent the core of the job, displayed only negligible differences in average importance ratings, which was confirmed by the confidence intervals in Table 2. Taken together, these two analyses indicated that Drill Sergeants viewed the top six duty areas as generally equal in importance.

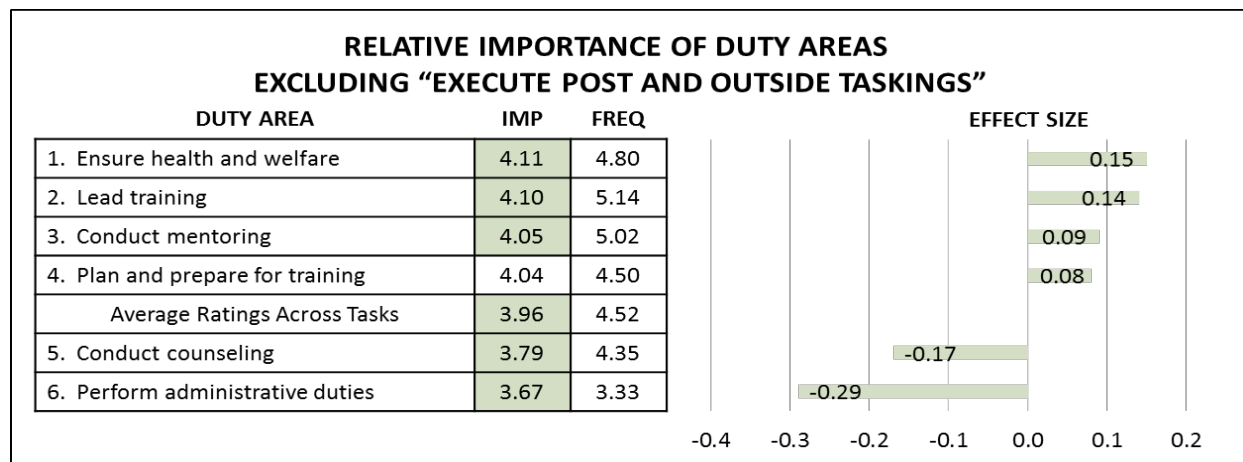


Figure 3. Relative Importance of the Top Six Rated Duty Areas.

Tasks

This section summarizes task ratings by duty area. Each of the figures provides average importance and frequency ratings and includes effect sizes to indicate the relative importance of

each task in the duty area. Tables provide a more detailed account of the results and include sample sizes and standard deviations for importance and frequency ratings and effect sizes and confidence intervals for importance ratings. Appendix C provides tables of all tasks ranked in order of mean importance and frequency ratings.

Ensure Health and Welfare. This duty area was the highest rated duty area in terms of importance. As shown in Figure 4 and Table 3, the top five rated tasks all had an absolute rating of over 4.0 (“very important”), and the only task to be rated below 4.0 was seen as less important than the average importance rating of tasks in the area. No tasks were rated as more important than the average importance rating, revealing great parity among those tasks. These findings were confirmed by the confidence intervals shown in Table 3.

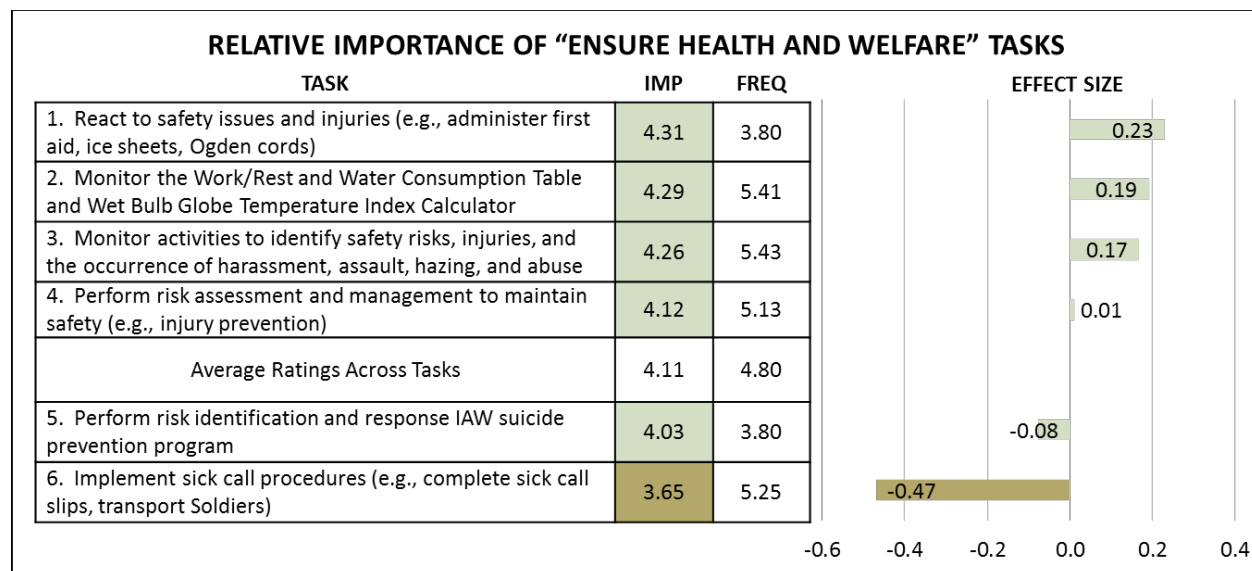


Figure 4. Relative Importance of Ensure Health and Welfare Tasks.

Table 3.

Ensure Health and Welfare Task Importance and Frequency Ratings

Task	Importance				95% CI		Frequency		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>d</i>	<i>LB</i>	<i>UB</i>	<i>N</i>	<i>M</i>	<i>SD</i>
React to safety issues and injuries (e.g., administer first aid, ice sheets, Ogden cords)	192	4.31	0.88	0.23	4.19	4.44	208	3.80	1.56
Monitor the Work/Rest and Water Consumption Table and Wet Globe Temperature Index Calculator	196	4.29	0.92	0.19	4.16	4.42	208	5.41	1.10
Monitor activities to identify safety risks, injuries, and the occurrence of harassment, assault, hazing, and abuse	194	4.26	0.88	0.17	4.13	4.38	208	5.43	1.07
Perform risk assessment and management to maintain safety (e.g., injury prevention)	193	4.12	0.94	0.01	3.99	4.25	208	5.13	1.19
Perform risk identification and response IAW suicide prevention program	190	4.03	1.01	-0.08	3.89	4.18	207	3.80	1.51
Implement sick call procedures (e.g., complete sick call slips, transport Soldiers)	197	3.65	0.98	-0.47	3.51	3.79	208	5.25	0.98

Note. Upper and lower bound (UB, LB) confidence intervals (CI) calculated by adding and subtracting $t_{n-1} \times SE$ from the mean importance rating, where n equals the number of participants, SE equals the standard error and t is the critical value for a two-tailed probability level of .05 on a t-distribution with $n-1$ degrees of freedom. IAW = in accordance with.

Lead Training. As the second highest rated duty area, most of the “Lead training” tasks received an importance rating of over 4.0 (“very important”). The top four rated tasks demonstrated notable effect sizes: two tasks were rated more important and two tasks were rated less important than the average importance rating. It is interesting to note that two of the lowest rated tasks dealt with the provision of more formal feedback and evaluation, indicating a possible preference among Drill Sergeants for on-the-fly training evaluation over more regimented methods. These results are detailed in Figure 5 and Table 4.

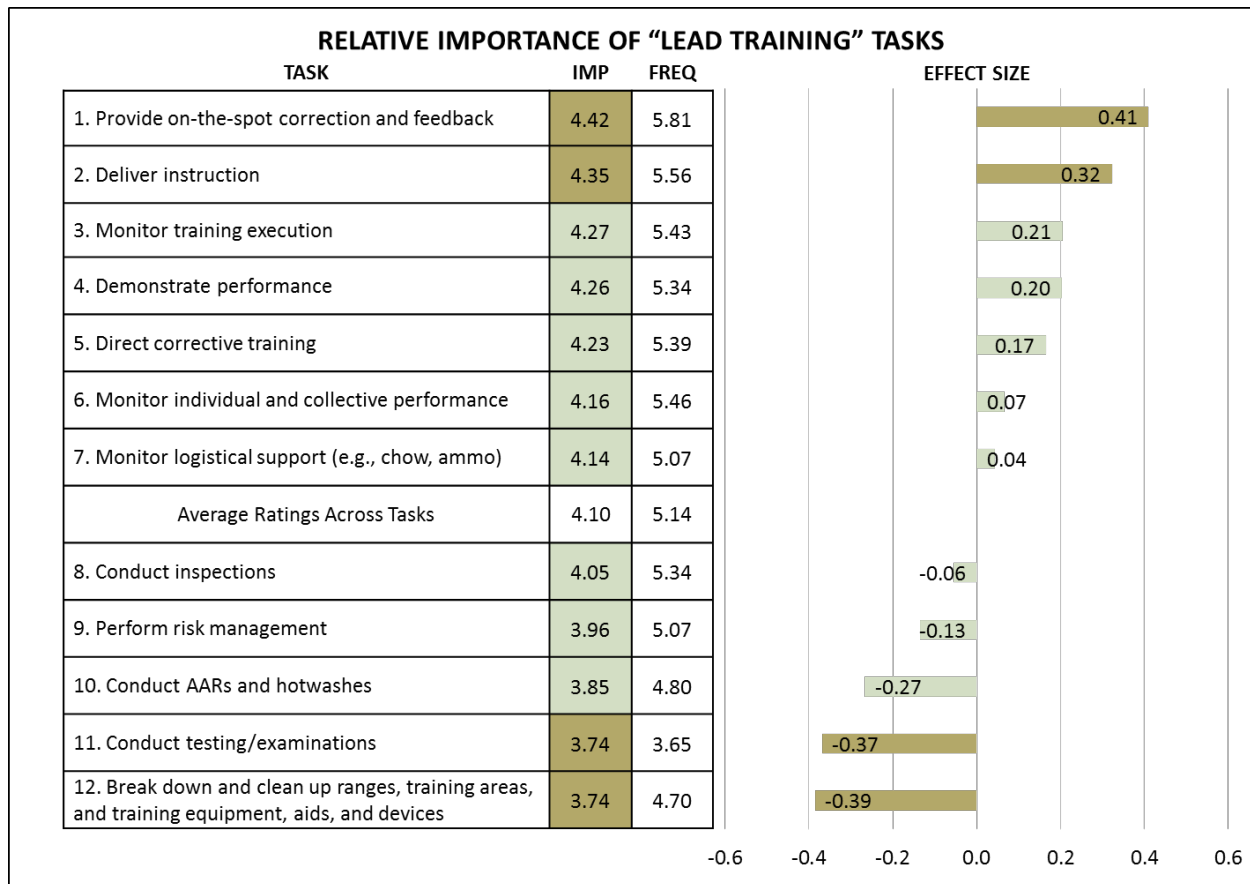


Figure 5. Relative Importance of Lead Training Tasks.

Table 4.

Lead Training Task Importance and Frequency Ratings

Task	Importance				95% CI		Frequency		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>d</i>	<i>LB</i>	<i>UB</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Provide on-the-spot correction and feedback	202	4.42	0.79	0.41	4.31	4.53	213	5.81	0.56
Deliver instruction	203	4.35	0.80	0.32	4.24	4.47	213	5.56	0.78
Monitor training execution	201	4.27	0.84	0.21	4.15	4.38	213	5.43	1.04
Demonstrate performance	200	4.26	0.80	0.20	4.15	4.37	211	5.34	0.94
Direct corrective training	202	4.23	0.82	0.17	4.12	4.35	213	5.39	0.96
Monitor individual and collective performance	200	4.16	0.86	0.07	4.04	4.27	213	5.46	0.94
Monitor logistical support (e.g., chow, ammo)	203	4.14	0.93	0.04	4.01	4.27	213	5.07	1.16
Conduct inspections	203	4.05	0.87	-0.06	3.93	4.17	213	5.34	0.88
Perform risk management	199	3.96	0.99	-0.13	3.83	4.10	213	5.07	1.29
Conduct AARs and hotwashes	200	3.85	0.95	-0.27	3.71	3.98	213	4.80	1.13
Conduct testing/examinations	199	3.74	0.96	-0.37	3.61	3.88	213	3.65	1.04
Break down and clean up ranges, training areas, and training equipment, aids, and devices	201	3.74	0.94	-0.39	3.61	3.87	210	4.70	1.07

Note. Upper and lower bound (UB, LB) confidence intervals (CI) calculated by adding and subtracting $t_{n-1} \times SE$ from the mean importance rating, where n equals the number of participants, SE equals the standard error and t is the critical value for a two-tailed probability level of .05 on a t-distribution with $n-1$ degrees of freedom. AAR = after action review.

Conduct Mentoring. In the area of mentoring the two top-rated tasks, which dealt with demonstrating correct performance and establishing a teamwork mentality, were viewed as notably more important than the average rated task in the area. By its effect size, the lowest rated task, “determining appointments to leadership positions” was seen as the only task viewed as less important than the average task. However, confidence intervals revealed little difference between it and the next lowest rated task (“integrate Soldiers into the unit”), which might also have been considered less important. Figure 6 and Table 5 detail full results.

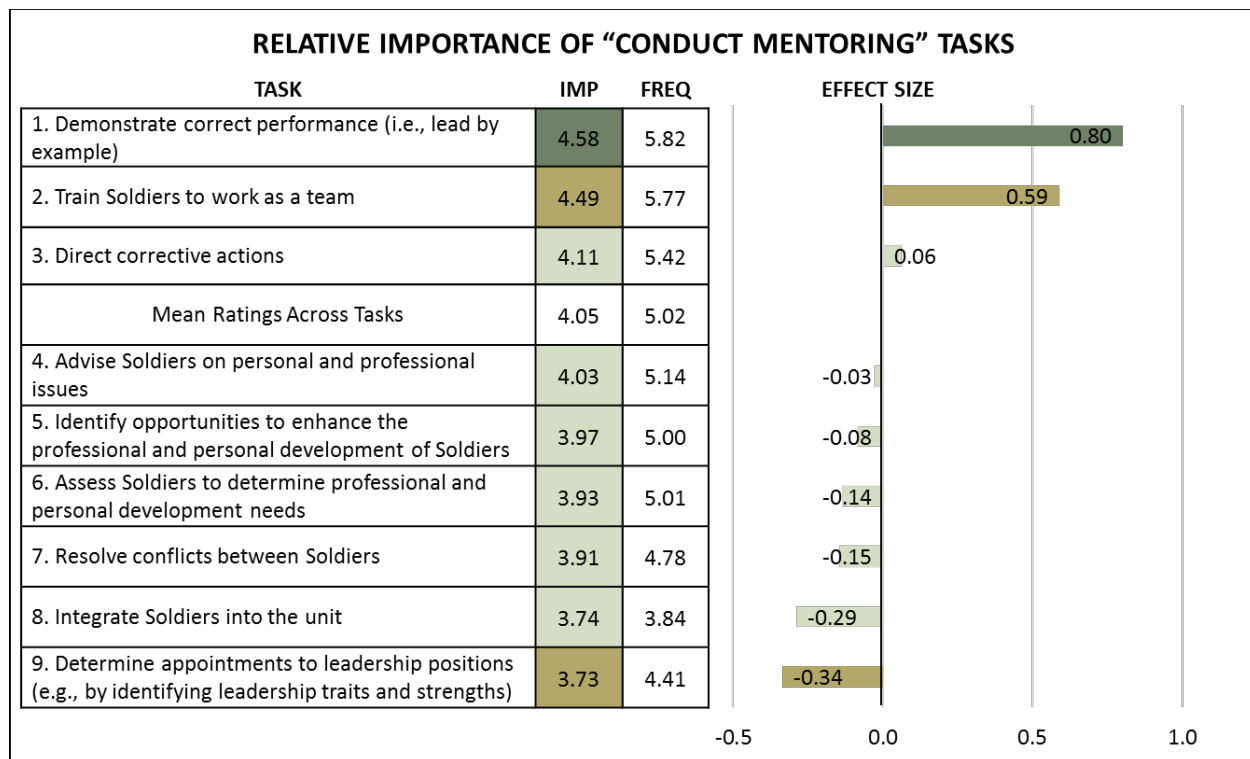


Figure 6. Relative Importance of Conduct Mentoring Tasks.

Table 5.

Conduct Mentoring Task Importance and Frequency Ratings

Task	Importance				95% CI		Frequency		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>d</i>	<i>LB</i>	<i>UB</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Demonstrate correct performance (i.e., lead by example)	199	4.58	0.65	0.80	4.49	4.67	210	5.82	0.46
Train Soldiers to work as a team	200	4.49	0.74	0.59	4.39	4.59	210	5.77	0.56
Direct corrective actions	200	4.11	0.88	0.06	3.99	4.23	210	5.42	0.85
Advise Soldiers on personal and professional issues	198	4.03	0.92	-0.03	3.90	4.16	208	5.14	0.97
Identify opportunities to enhance the professional and personal development of Soldiers	197	3.97	0.96	-0.08	3.84	4.11	209	5.00	1.07
Assess Soldiers to determine professional and personal development needs	198	3.93	0.91	-0.14	3.80	4.06	210	5.01	1.07
Resolve conflicts between Soldiers	198	3.91	0.97	-0.15	3.78	4.05	210	4.78	1.10
Integrate Soldiers into the unit	190	3.74	1.10	-0.29	3.58	3.89	209	3.84	1.74
Determine appointments to leadership positions (e.g., by identifying leadership traits and strengths)	198	3.73	0.97	-0.34	3.59	3.86	211	4.41	1.16

Note. Upper and lower bound (UB, LB) confidence intervals (CI) calculated by adding and subtracting $t_{n-1} \times SE$ from the mean importance rating, where n equals the number of participants, SE equals the standard error and t is the critical value for a two-tailed probability level of .05 on a t-distribution with $n-1$ degrees of freedom.

Plan and Prepare for Training. In the area of planning and preparing for training, three tasks involving coordination and preparation for training (tasks 1-3) were viewed by Drill Sergeants as more important than the average task in the area. The only task rated as less important was “provide access to training materials.” Figure 7 and Table 6 detail these results.

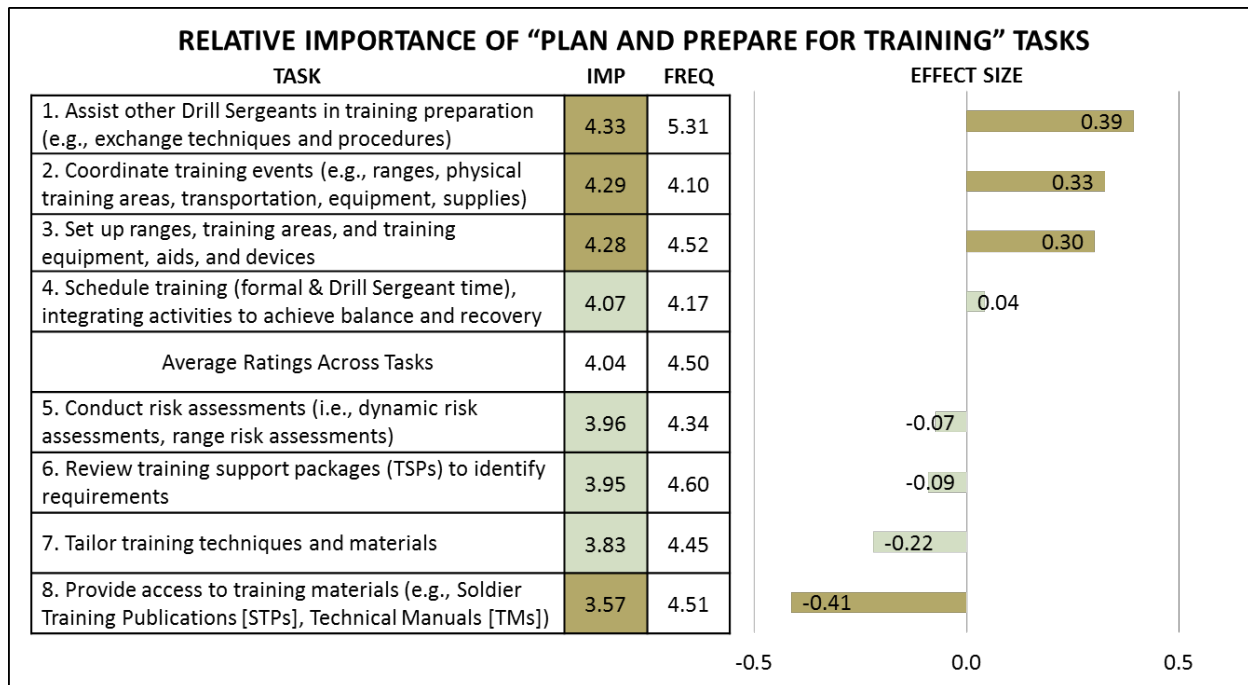


Figure 7. Relative Importance of Plan and Prepare for Training Tasks.

Table 6.

Plan and Prepare for Training Task Importance and Frequency Ratings

Task	Importance				95% CI		Frequency		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>d</i>	<i>LB</i>	<i>UB</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Assist other Drill Sergeants in training preparation (e.g., exchange techniques and procedures)	199	4.33	0.74	0.39	4.22	4.43	210	5.31	0.80
Coordinate training events (e.g., ranges, physical training areas, transportation, equipment, supplies)	194	4.29	0.79	0.33	4.18	4.41	210	4.10	1.32
Set up ranges, training areas, and training equipment, aids, and devices	196	4.28	0.81	0.30	4.17	4.39	210	4.52	1.18
Schedule training (formal & Drill Sergeant time), integrating activities to achieve balance and recovery	188	4.07	0.89	0.04	3.95	4.20	208	4.17	1.50
Conduct risk assessments (i.e., dynamic risk assessments, range risk assessments)	192	3.96	0.99	-0.07	3.82	4.10	210	4.34	1.42
Review training support packages (TSPs) to identify requirements	194	3.95	0.96	-0.09	3.81	4.09	210	4.60	1.36
Tailor training techniques and materials	194	3.83	0.94	-0.22	3.70	3.96	208	4.45	1.36
Provide access to training materials (e.g., Soldier Training Publications [STPs], Technical Manuals [TMs])	194	3.57	1.14	-0.41	3.41	3.73	210	4.51	1.51

Note. Upper and lower bound (UB, LB) confidence intervals (CI) calculated by adding and subtracting $t_{n-1} \times SE$ from the mean importance rating, where n equals the number of participants, SE equals the standard error and t is the critical value for a two-tailed probability level of .05 on a t-distribution with $n-1$ degrees of freedom.

Conduct Counseling. In this duty area, no tasks were identified as meaningfully more or less important than the others according to the cutoffs we set. All tasks were viewed as generally equal in importance, with the only tasks nearing the cutoffs being “Discuss performance and issues,” which was rated as the most important task, and “Prepare for counseling,” which was rated as the least important task. Notably, only one task, “Discuss performance and issues,” was rated above the “very important” cutoff, receiving an average rating over 4.0 on the 5-point scale. This may be because discussing performance and issues likely represents the core activity or intent of the counseling process. The remaining tasks may have been perceived as steps in the counseling process and, thus, not as vital. Additionally, although no tasks exceeded the conservative effect size cutoffs, the confidence intervals for the top two rated tasks did not overlap with the confidence intervals for the bottom two rated tasks suggesting that it may be inappropriate to view those pairs of tasks as equal in importance. These results are provided in Figure 8 and Table 7.

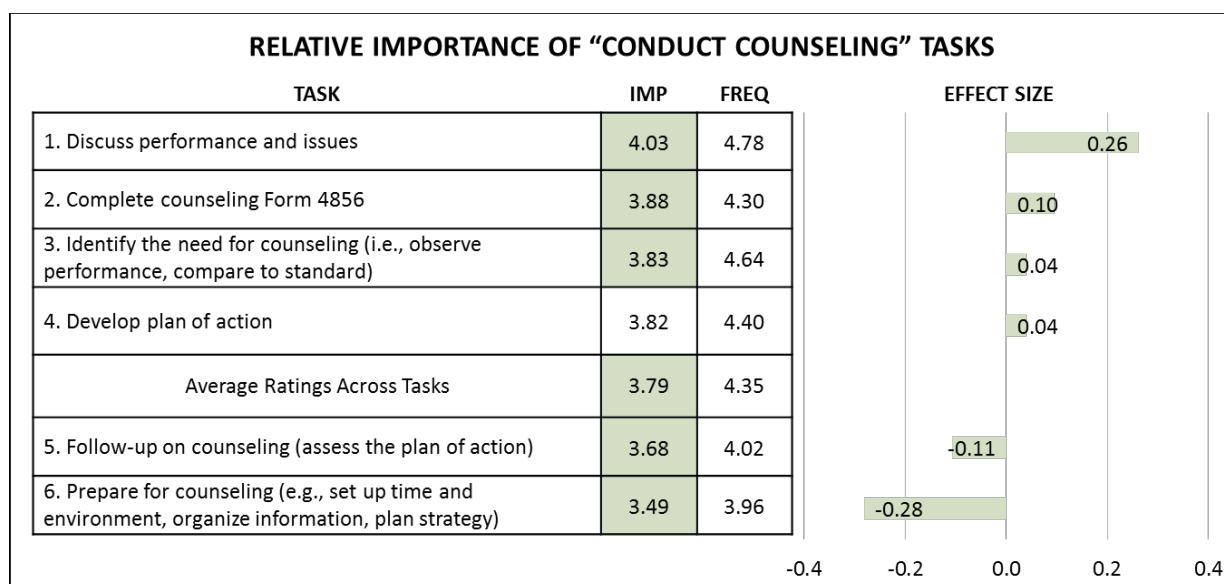


Figure 8. Relative Importance of Conduct Counseling Tasks.

Table 7.

Conduct Counseling Task Importance and Frequency Ratings

Task	Importance				95% CI		Frequency		
	N	M	SD	d	LB	UB	N	M	SD
Discuss performance and issues	195	4.03	0.92	0.26	3.90	4.16	209	4.78	1.11
Complete counseling Form 4856	194	3.88	0.93	0.10	3.74	4.01	209	4.30	1.07
Identify the need for counseling (i.e., observe performance, compare to standard)	195	3.83	0.94	0.04	3.69	3.96	209	4.64	1.13
Develop plan of action	194	3.82	0.93	0.04	3.69	3.96	209	4.40	1.13
Follow-up on counseling (assess the plan of action)	192	3.68	1.03	-0.11	3.53	3.82	209	4.02	1.13
Prepare for counseling (e.g., set up time and environment, organize information, plan strategy)	190	3.49	1.06	-0.28	3.34	3.64	208	3.96	1.32

Note. Upper and lower bound (UB, LB) confidence intervals (CI) calculated by adding and subtracting $t_{n-1} \times SE$ from the mean importance rating, where n equals the number of participants, SE equals the standard error and t is the critical value for a two-tailed probability level of .05 on a t -distribution with $n-1$ degrees of freedom.

Perform Administrative Functions. In this duty area, results showed more variability than in the other areas. First, three tasks stood out as much more important than the others, and a fourth as somewhat more important. These four tasks all received importance ratings over 4.0 (i.e., “very important”) on a 5-point scale. Additionally, four tasks were rated as moderately less important than the group as a whole, with the lowest rated task receiving an absolute importance rating of less than 3.0 (i.e., “important”) on a 5-point scale. The remaining tasks were all viewed as relatively equal in importance. These results are detailed in Figure 9 and Table 8.

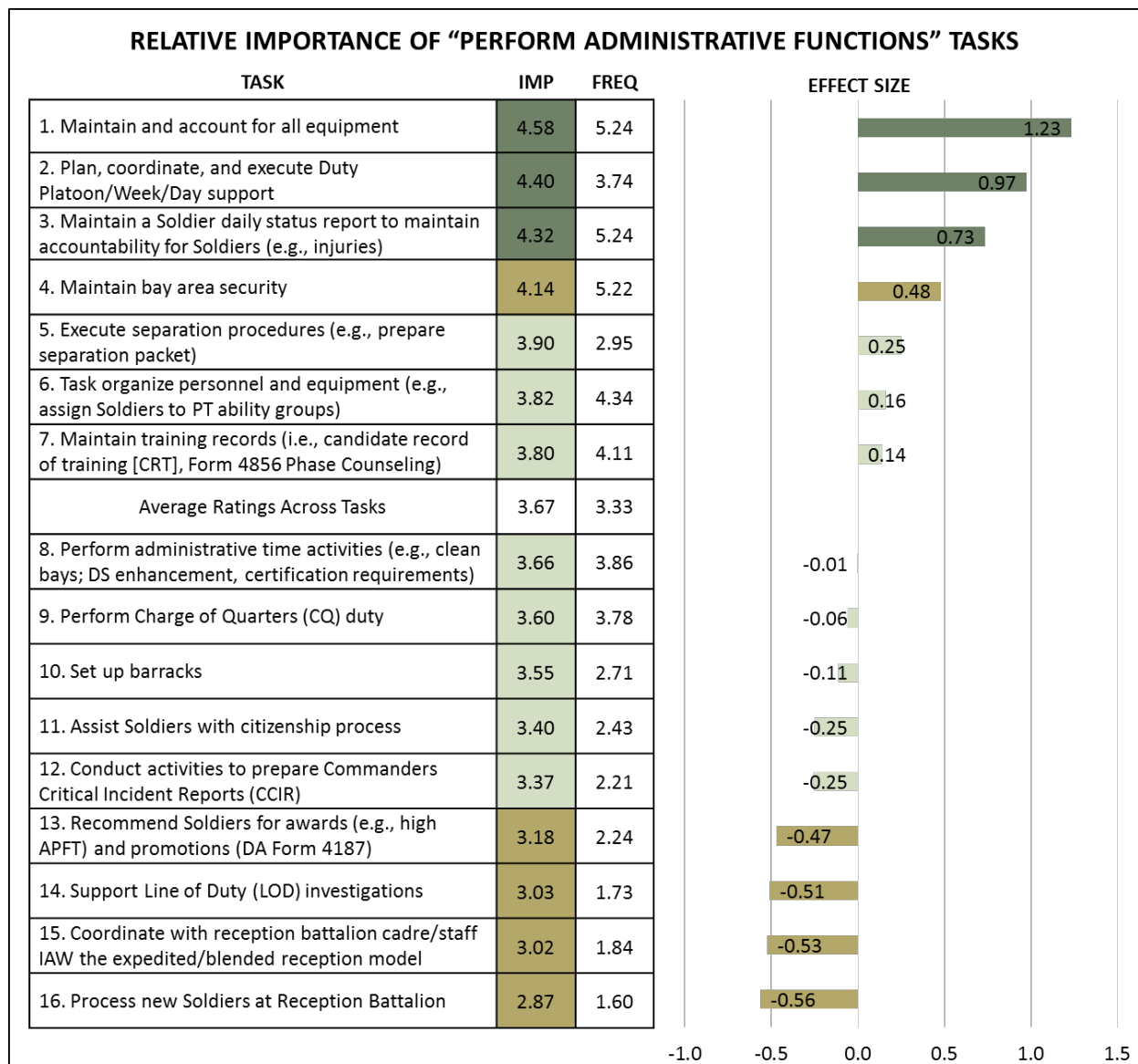


Figure 9. Average Importance and Frequency Ratings for Tasks in the Perform Administrative Functions Duty Area.

Table 8.

Perform Administrative Functions Task Importance and Frequency Ratings

Task	Importance				95% CI		Frequency		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>d</i>	<i>LB</i>	<i>UB</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Maintain and account for all equipment	194	4.58	0.74	1.23	4.47	4.68	208	5.24	1.25
Plan, coordinate, and execute Duty Platoon/Week/Day support	193	4.40	0.76	0.97	4.30	4.51	207	3.74	1.16
Maintain a Soldier daily status report to maintain accountability for Soldiers (e.g., injuries)	189	4.32	0.90	0.73	4.19	4.45	207	5.24	1.37
Maintain bay area security	193	4.14	0.99	0.48	4.00	4.28	208	5.22	1.30
Execute separation procedures (e.g., prepare separation packet)	178	3.90	0.97	0.25	3.76	4.05	208	2.95	1.20
Task organize personnel and equipment (e.g., assign Soldiers to PT ability groups)	190	3.82	0.93	0.16	3.68	3.95	206	4.34	1.37
Maintain training records (i.e., candidate record of training [CRT], Form 4856 Phase counseling)	186	3.80	0.96	0.14	3.66	3.94	209	4.11	1.49
Perform administrative time activities (e.g., clean bays; DS enhancement, certification requirements)	194	3.66	1.02	-0.01	3.52	3.80	208	3.86	1.58
Perform Charge of Quarters (CQ) duty	191	3.60	1.06	-0.06	3.45	3.75	206	3.78	1.05
Set up barracks	193	3.55	1.05	-0.11	3.40	3.70	207	2.71	1.30
Assist Soldiers with citizenship process	173	3.40	1.07	-0.25	3.24	3.56	208	2.43	1.15
Conduct activities to prepare Commanders Critical Incident Reports (CCIR)	166	3.37	1.17	-0.25	3.19	3.55	208	2.21	1.29
Recommend Soldiers for awards (e.g., high APFT) and promotions (DA Form 4187)	187	3.18	1.03	-0.47	3.03	3.33	208	2.24	0.76
Support Line of Duty (LOD) Investigations	132	3.03	1.25	-0.51	2.82	3.25	207	1.73	1.12
Coordinate with reception battalion cadre/staff IAW the expedited/blended reception model	135	3.02	1.22	-0.53	2.81	3.23	207	1.84	1.14
Process new Soldiers at Reception Battalion	124	2.87	1.41	-0.56	2.62	3.12	207	1.60	1.32

Note. Upper and lower bound (UB, LB) confidence intervals (CI) calculated by adding and subtracting $t_{n-1} \times SE$ from the mean importance rating, where n equals the number of participants, SE equals the standard error and t is the critical value for a two-tailed probability level of .05 on a t-distribution with $n-1$ degrees of freedom. DS = Drill Sergeant; APFT = Army Physical Fitness Test; DA = Department of the Army; IAW = in accordance with.

Execute Post and Outside Taskings. Overall, this was the lowest rated duty area, receiving an average importance rating of 2.98 (i.e., slightly less than “important”) on a 5-point scale. Notably, the average rating of the duty area would have been even lower had it not been for the inclusion of a single task that increased the average rating substantially. This task, “Perform EO (equal opportunity) and SHARP (sexual harassment/assault response and prevention)” was the only task in the area to receive an average importance rating of close to “very important,” and it stood out as somewhat more important than the other tasks in the area. Indeed, it is currently an area of emphasis throughout the Army. The two lowest rated tasks were rated as less important than the others, perhaps due to the fact that they both require participation in events external to Drill Sergeants’ own unit activities. Figure 10 and Table 9 provide results for tasks in this duty area.

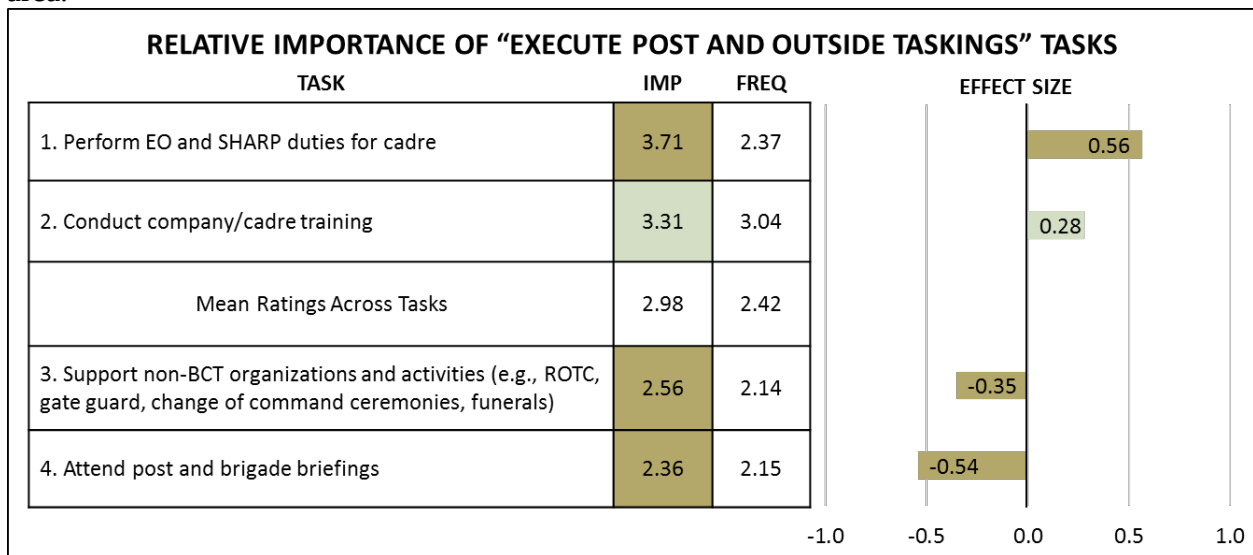


Figure 10. Average Importance and Frequency Ratings for Tasks in the Execute Post and Outside Taskings Duty Area.

Table 9.

Execute Post and Outside Taskings Task Importance and Frequency Ratings

Task	Importance				95% CI		Frequency		
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>d</i>	<i>LB</i>	<i>UB</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Perform EO and SHARP duties for cadre	163	3.71	1.28	0.56	3.51	3.90	212	2.37	1.38
Conduct company/cadre training	194	3.31	1.16	0.28	3.15	3.47	213	3.04	1.12
Support non-BCT organizations and activities (e.g., ROTC, gate guard, change of command ceremonies, funerals)	181	2.56	1.21	-0.35	2.38	2.74	212	2.14	0.86
Attend post and brigade briefings	182	2.36	1.14	-0.54	2.20	2.53	213	2.15	0.91

Note. Upper and lower bound (UB, LB) confidence intervals (CI) calculated by adding and subtracting $t_{n-1} \times SE$ from the mean importance rating, where n equals the number of participants, SE equals the standard error and t is the critical value for a two-tailed probability level of .05 on a t-distribution with $n-1$ degrees of freedom. EO = equal opportunity; BCT = basic combat training; ROTC = Reserve Officers' Training Corps; SHARP = sexual harassment/assault response and prevention.

Knowledge, Skills, Abilities, and Other Characteristics (KSAOs)

This section provides summary results for all KSAOs identified and included in the survey. Consistent with the goal of supporting POI review, results for knowledge and skills include outcomes on importance as well as acquisition; that is, when the knowledge and skills should be acquired: before, during, or after Drill Sergeant School. Results for abilities and other characteristics cover findings on importance only, as these job descriptors were operationally defined as acquired well before Drill Sergeant candidate selection. As with duty areas and tasks, figures support comparisons of average importance ratings among descriptors of the same type. Tables are again used to provide confirmatory results. Full versions of each KSAO statement, ranked by perceived importance for each descriptor type, are provided in Appendix C.

Knowledge. Survey results on Drill Sergeant knowledge requirements are presented in three figures and their accompanying tables that provide average importance ratings, effect sizes (i.e., importance relative to the overall average importance rating), and ratings of when the knowledge should be acquired. Figure 11 and Table 10 present knowledge that was viewed as more or much more important than the average knowledge importance rating. Figure 12 and Table 11 include knowledge that showed negligible differences from the average importance rating, and Figure 13 and Table 12 include knowledge that was rated as less or much less important than the average importance rating, according to our cutoffs. In each figure, acquisition percentages that are underlined identify knowledge that was rated by a plurality of respondents as appropriate to acquire during Drill Sergeant School as opposed to before or after the course.

Overall, 23 of 73 knowledge items (i.e., 31%) were viewed as more or much more important than the average knowledge item (Figure 12), while 21 items (i.e., 29%) were seen as less or much less important. Of the 23 items rated as more important, 8 were rated as much more important, with effect sizes ranging from 0.73 to 1.79. The 8 knowledge items that were viewed as much more important included:

- Marksmanship training (basic and advanced)
- Weapons accountability and security procedures
- Tactics training
- Warrior tasks and battle drills training
- Army physical readiness training
- Guidelines for treatment of Soldiers, prohibited practices, and fraternization policies
- Army Core Values, Warrior Ethos, Soldier's Creed, and NCO Creed
- Drill and ceremonies training

Of the items rated as less important than the average knowledge rating, seven were rated as much less important, with effect sizes ranging from -0.75 to -1.32. These included:

- Criteria and procedures for conscientious objector determination (AR 600-43)
- Procedures for early arrivals/holds
- Soldier processing flow (recruitment, MEPS, reception, BCT/OSUT/AIT, reporting)
- Split option Soldiers
- Procedures for reclassification

- Tobacco cessation policy
- Stored Value Card Program

In addition to differences in importance across items, the absolute levels of KSAO importance ratings were also an important source of information. These levels revealed that twelve knowledge items received an average rating of over 4.0 (i.e., “very important”) on a 5-point scale. On the low end, most (16 of 21) of the items were viewed as less or much less important based on effect size received an average absolute rating of less than 3.0 (“important”), indicating they were rated, on average, somewhere between “minimally important” and “important.”

A final analysis of survey results on knowledge identified a relationship between perceived importance and recommended acquisition timeframe. Of the 8 items viewed as much more important, 5 were recommended for acquisition during the course and all were recommended by at least 90% of respondents as prerequisites for a Drill Sergeant duty assignment (i.e., for starting one’s time “on the trail”). That is, between 93% and 98% of respondents for each of these knowledge items recommended that the items should be acquired either before or during the Drill Sergeant Course. On the other end of the importance spectrum, 4 of the 7 items viewed as much less important were recommended for acquisition after the course. This trend held for items rated as more ($d \geq 0.30$) and less ($d \leq -0.30$) important. For items rated as more important, an average of only 8.8% of respondents recommended acquisition after the course. For the less important items, that percentage rose to 38.2%.

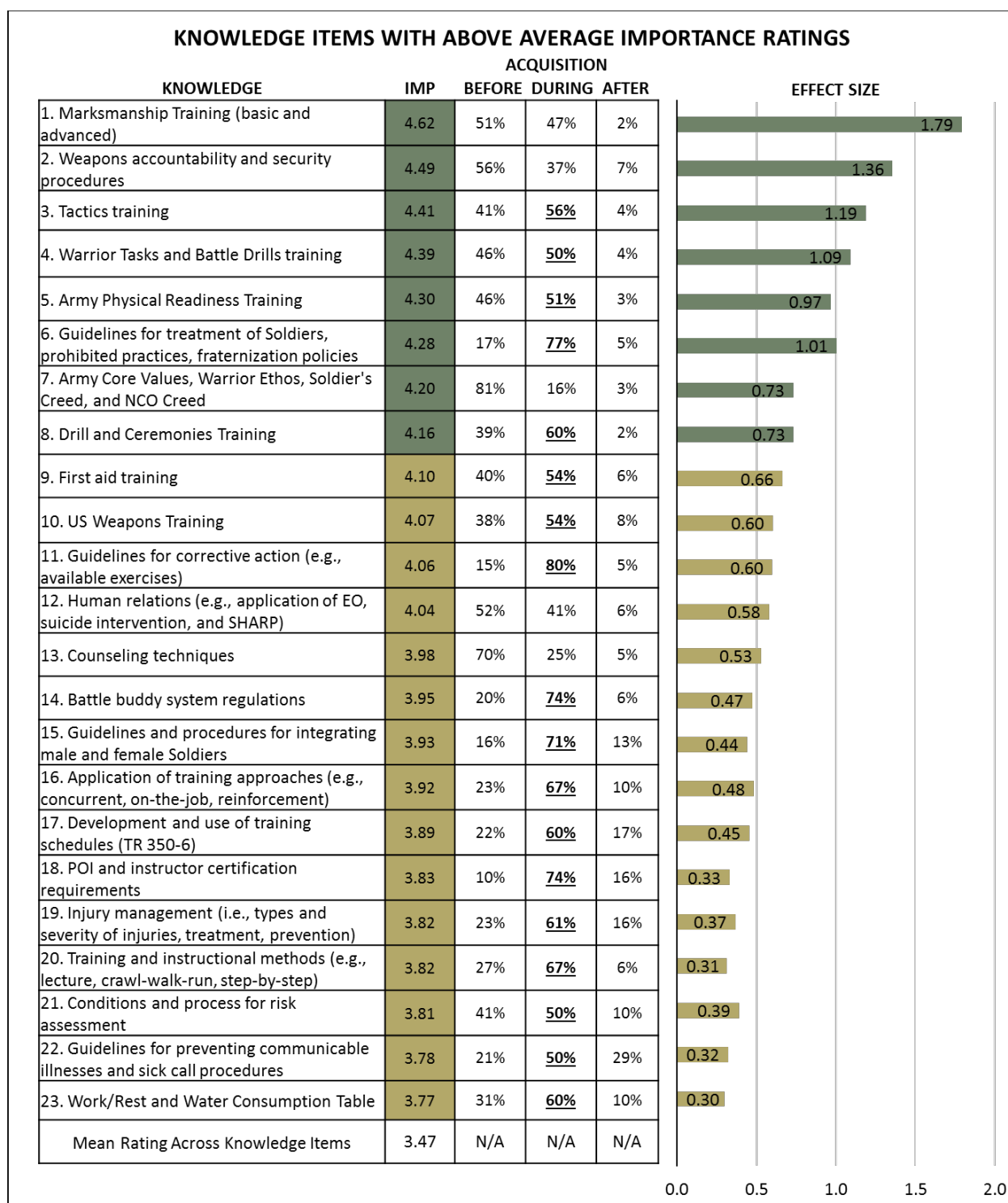


Figure 11. Average Importance Ratings, Acquisition Percentages, and Effect Sizes for Knowledge Items That are Above Average Importance.

Table 10.

Importance Ratings and Confidence Intervals for Knowledge Items That are Above Average Importance

Knowledge	N	M	SD	d	95% CI	
					LB	UB
Marksmanship Training (basic and advanced)	164	4.62	0.64	1.79	4.52	4.71
Weapons accountability and security procedures	164	4.49	0.76	1.36	4.38	4.61
Tactics training	164	4.41	0.79	1.19	4.29	4.53
Warrior Tasks and Battle Drills training	163	4.39	0.84	1.09	4.26	4.52
Army Physical Readiness Training	163	4.30	0.86	0.97	4.17	4.43
Guidelines for treatment of Soldiers, prohibited practices, and fraternization policies	169	4.28	0.81	1.01	4.16	4.41
Army Core Values, Warrior Ethos, Soldier's Creed, and NCO Creed	171	4.20	1.01	0.73	4.05	4.36
Drill and Ceremonies Training	164	4.16	0.94	0.73	4.01	4.30
First aid training	163	4.10	0.95	0.66	3.95	4.25
US Weapons Training	164	4.07	0.99	0.60	3.91	4.22
Guidelines for corrective action (e.g., available exercises)	168	4.06	0.99	0.60	3.91	4.21
Human relations (e.g., application of EO, suicide intervention, and SHARP)	168	4.04	0.98	0.58	3.89	4.18
Counseling techniques	170	3.98	0.96	0.53	3.83	4.12
Battle buddy system regulations	171	3.95	1.02	0.47	3.80	4.11
Guidelines and procedures for integrating male and female Soldiers	167	3.93	1.04	0.44	3.77	4.09
Application of training approaches (e.g., concurrent, on-the-job, reinforcement)	171	3.92	0.93	0.48	3.78	4.06
Development and use of training schedules (TR 350-6)	171	3.89	0.94	0.45	3.75	4.04
POI and instructor certification requirements	160	3.83	1.08	0.33	3.66	3.99
Injury management (i.e., types and severity of injuries, treatment, prevention)	160	3.82	0.96	0.37	3.67	3.97
Training and instructional methods (e.g., lecture, crawl-walk-run, step-by-step)	160	3.82	1.12	0.31	3.64	3.99
Conditions and process for risk assessment	171	3.81	0.88	0.39	3.68	3.95
Guidelines for preventing communicable illnesses and sick call procedures	169	3.78	0.97	0.32	3.63	3.93
Work/Rest and Water Consumption Table	163	3.77	1.00	0.30	3.61	3.92

Note. CI = confidence interval; NCO = non-commissioned officer; EO = equal opportunity; SHARP = sexual harassment/assault response and prevention; TR = training regulation.

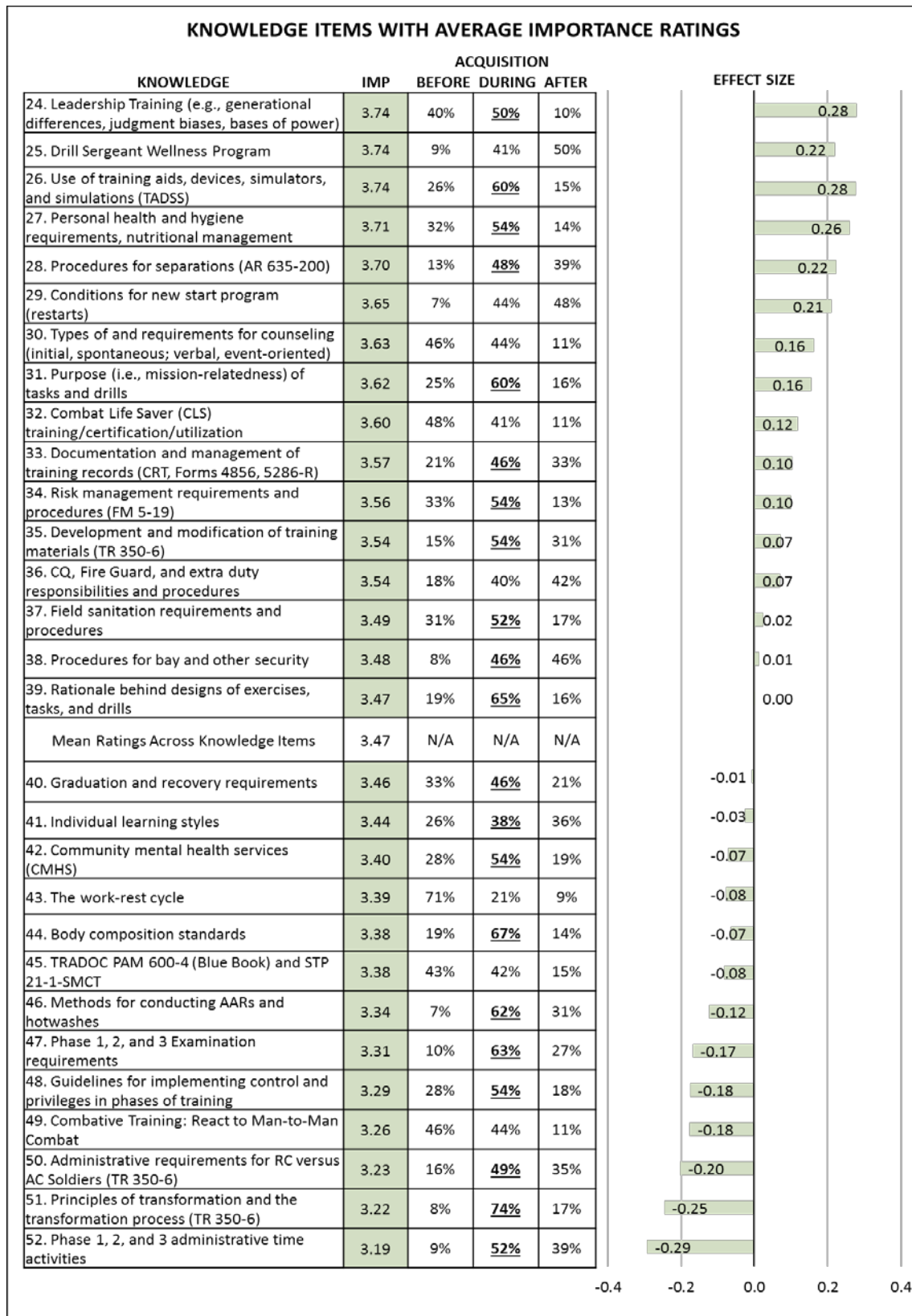


Figure 12. Average Importance Ratings, Acquisition Percentages, and Effect Sizes for Knowledge Items with Relatively Equivalent Importance Ratings.

Table 11.

Importance Ratings and Confidence Intervals for Knowledge Items with Relatively Equivalent Importance Ratings

Knowledge	N	M	SD	d	95% CI	
					LB	UB
Leadership Training (e.g., generational differences, judgment biases, bases of power)	160	3.74	0.99	0.28	3.59	3.90
Drill Sergeant Wellness Program	167	3.74	1.25	0.22	3.55	3.93
Use of training aids, devices, simulators, and simulations (TADSS)	163	3.74	0.99	0.28	3.59	3.89
Personal health and hygiene requirements, nutritional management	160	3.71	0.93	0.26	3.57	3.86
Procedures for separations (AR 635-200)	162	3.70	1.02	0.22	3.54	3.86
Conditions for new start program (restarts)	171	3.65	0.86	0.21	3.52	3.78
Types of and requirements for counseling (i.e., initial, end of phase, spontaneous; verbal, event-oriented)	164	3.63	1.02	0.16	3.48	3.79
Purpose (i.e., mission-relatedness) of tasks and drills	161	3.62	0.98	0.16	3.47	3.77
Combat Life Saver (CLS) training/certification/utilization	171	3.60	1.12	0.12	3.43	3.77
Documentation and management of training records (CRT, Form 4856, 5286-R)	171	3.57	0.95	0.10	3.42	3.71
Risk management requirements and procedures (FM 5-19)	162	3.56	0.86	0.10	3.42	3.69
Development and modification of training materials (TR 350-6)	171	3.54	1.04	0.07	3.39	3.70
CQ, Fire Guard, and extra duty responsibilities and procedures	171	3.54	0.98	0.07	3.39	3.69
Field sanitation requirements and procedures	171	3.49	0.97	0.02	3.34	3.64
Procedures for bay and other security	162	3.48	0.93	0.01	3.34	3.63
Rationale behind designs of exercises, tasks, and drills	162	3.47	1.00	0.00	3.31	3.62
Graduation and recovery requirements	171	3.46	0.95	-0.01	3.32	3.60
Individual learning styles	161	3.44	1.05	-0.03	3.28	3.61
Community mental health services (CMHS)	171	3.40	1.00	-0.07	3.25	3.55
The work-rest cycle	160	3.39	1.06	-0.08	3.22	3.55
Body composition standards	171	3.38	1.36	-0.07	3.18	3.58
TRADOC PAM 600-4 (Blue Book) and STP 21-1-SMCT	162	3.38	1.12	-0.08	3.20	3.55
Methods for conducting AARs and hotwashes	160	3.34	1.00	-0.12	3.19	3.50
Phase 1, 2, and 3 Examination requirements	161	3.31	0.94	-0.17	3.16	3.46
Guidelines for implementing control and privileges in phases of training	168	3.29	1.04	-0.18	3.13	3.44
Combative Training: React to Man-to-Man Combat	163	3.26	1.16	-0.18	3.08	3.44
Administrative requirements for RC versus AC Soldiers (TR 350-6)	171	3.23	1.19	-0.20	3.05	3.41
Principles of transformation and the transformation process (TR 350-6)	162	3.22	1.03	-0.25	3.06	3.38
Phase 1, 2, and 3 administrative time activities	160	3.19	0.96	-0.29	3.04	3.34

Note. CI = confidence interval; LB = lower bound; UB = upper bound; AR = Army regulation; CRT = candidate record of training; CQ = change of quarters; TRADOC = U.S. Army Training and Doctrine Command; PAM = pamphlet; STP = Soldier training publication; FM = field manual; TR = training regulation; SMCT = Soldier's Manual of Common Tasks; AC = Active Component; RC=Reserve Component.

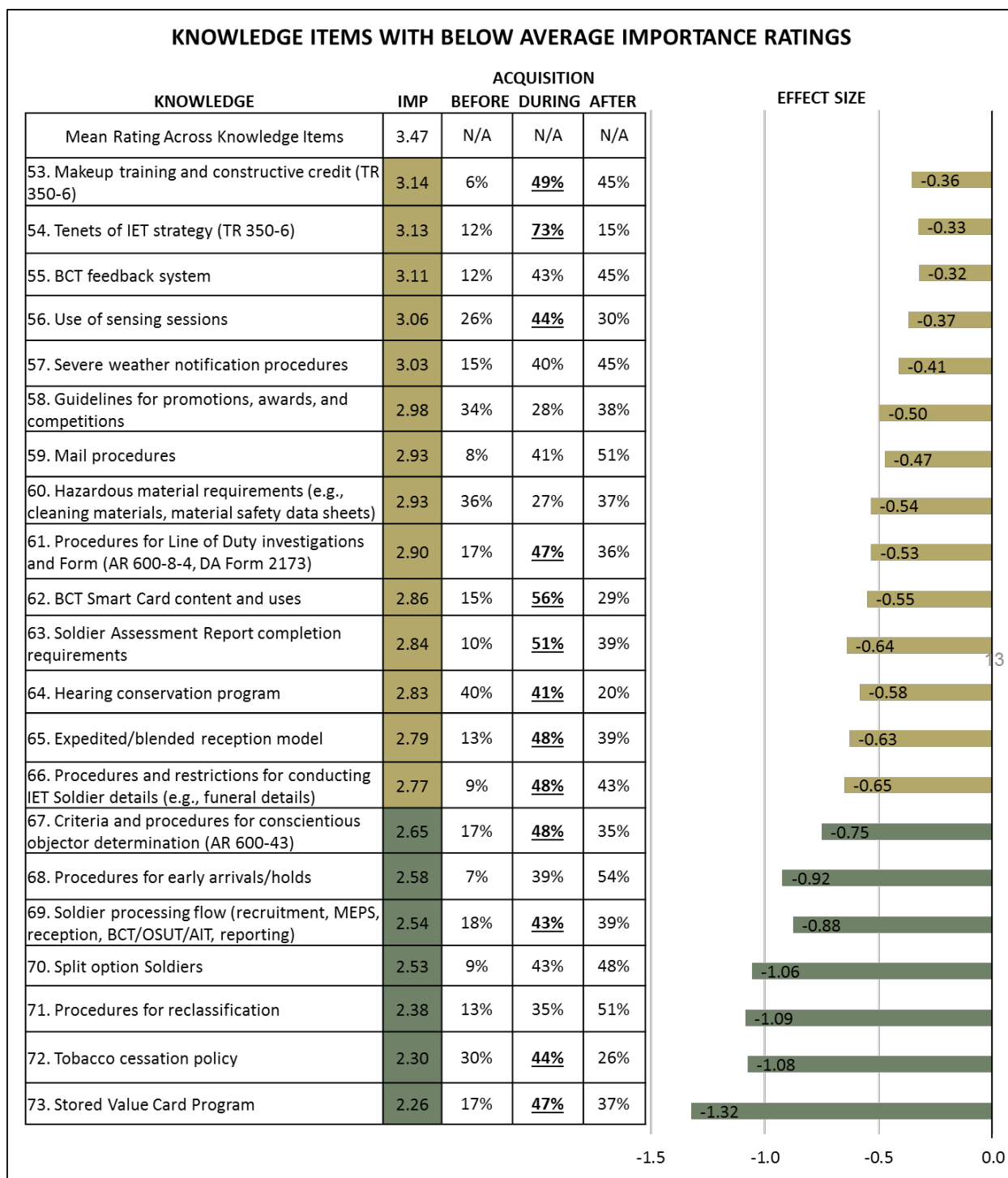


Figure 13. Average Importance Ratings, Acquisition Percentages, and Effect Sizes for Knowledge Items with Below Average Importance Ratings.

Table 12.

Importance Ratings and Confidence Intervals for Knowledge Items with Below Average Importance Ratings

Knowledge	N	M	SD	d	95% CI	
					LB	UB
Makeup training and constructive credit (TR 350-6)	161	3.14	0.91	-0.36	3.00	3.29
Tenets of IET strategy (TR 350-6)	161	3.13	1.04	-0.33	2.97	3.29
BCT feedback system	170	3.11	1.11	-0.32	2.94	3.28
Use of sensing sessions	161	3.06	1.11	-0.37	2.88	3.23
Severe weather notification procedures	159	3.03	1.06	-0.41	2.87	3.20
Guidelines for promotions, awards, and competitions	169	2.98	0.99	-0.50	2.83	3.13
Mail procedures	160	2.93	1.13	-0.47	2.75	3.11
Hazardous material requirements (e.g., cleaning materials, material safety data sheets)	168	2.93	1.01	-0.54	2.78	3.08
Procedures for Line of Duty investigations and Form (AR 600-8-4, DA Form 2173)	160	2.90	1.07	-0.53	2.73	3.07
BCT Smart Card content and uses	170	2.86	1.11	-0.55	2.69	3.03
Soldier Assessment Report completion requirements	161	2.84	0.98	-0.64	2.69	2.99
Hearing conservation program	168	2.83	1.09	-0.58	2.67	3.00
Expedited/blended reception model	168	2.79	1.08	-0.63	2.63	2.96
Procedures and restrictions for conducting IET Soldier details (e.g., funeral details)	162	2.77	1.08	-0.65	2.60	2.93
Criteria and procedures for conscientious objector determination (AR 600-43)	171	2.65	1.09	-0.75	2.48	2.81
Procedures for early arrivals/holds	161	2.58	0.96	-0.92	2.43	2.73
Soldier processing flow (recruitment, MEPS, reception, BCT/OSUT/AIT, reporting)	160	2.54	1.06	-0.88	2.37	2.70
Split option Soldiers	159	2.53	0.88	-1.06	2.40	2.67
Procedures for reclassification	160	2.38	1.01	-1.09	2.22	2.53
Tobacco cessation policy	160	2.30	1.09	-1.08	2.13	2.47
Stored Value Card Program	159	2.26	0.92	-1.32	2.11	2.40

Note. CI = confidence interval; LB = lower bound; UB = upper bound; TR = training regulation; IET = initial entry training; BCT = basic combat training; AR = Army regulation; DA = Department of the Army; MEPS = mobile enlistment processing site; OSUT = one-station unit training; AIT = advanced individual training.

Skills. Results on skill ratings, shown in Figure 14 and Table 13, revealed little variation in importance ratings across skills, with all skills having an average importance rating close to or exceeding 4.0 (i.e., “very important”) on a 5-point scale. This implied that the entire skill set included in the survey was seen as important for the job. However, two skills, “Leading training” and “Managing Drill Sergeant time” were viewed as more important than the average skill, and three skills (“Evaluating training,” “Counseling,” and “Performing administrative tasks”) were seen as less important, according to the cutoffs. Results on skill acquisition indicated that only 6 of the 16 skills were recommended for training in the Drill Sergeant Course. Of those skills viewed as most appropriate to train during the course, most (4 of 6) were rated in the top third in terms of importance. Of the 10 skills viewed as appropriately trained outside the course, all were judged as needed before rather than after the course. As we had for knowledge, we did not identify a relationship between importance ratings and recommended acquisition timeframe. The more and less important skills, as well as those in between, were rated as being required either before or during the course by no fewer than 67% of respondents.

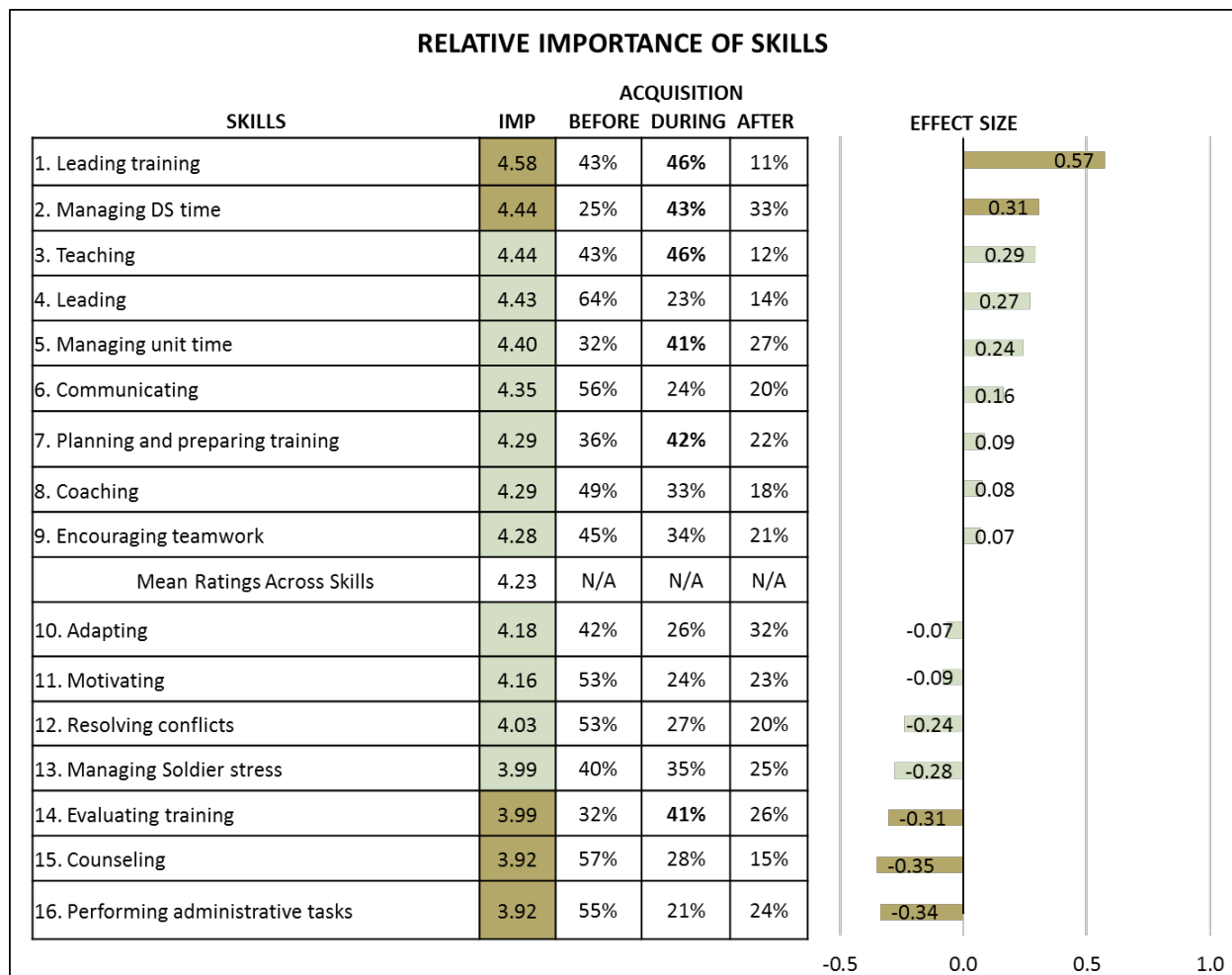


Figure 14. Average Importance Ratings, Acquisition Percentages, and Effect Sizes for Skills.

Table 13.

Importance Ratings and Confidence Intervals for Skills

Skill	N	M	SD	d	95% CI	
					LB	UB
Leading training	161	4.58	0.62	0.57	4.49	4.68
Managing Drill Sergeant time	161	4.44	0.69	0.31	4.33	4.55
Teaching	161	4.44	0.72	0.29	4.33	4.55
Leading	160	4.43	0.72	0.27	4.31	4.54
Managing unit time	161	4.40	0.72	0.24	4.29	4.52
Communicating	161	4.35	0.74	0.16	4.23	4.46
Planning and preparing training	160	4.29	0.68	0.09	4.18	4.39
Coaching	160	4.29	0.76	0.08	4.17	4.41
Encouraging teamwork	160	4.28	0.75	0.07	4.16	4.40
Adapting	160	4.18	0.83	-0.07	4.05	4.30
Motivating	160	4.16	0.85	-0.09	4.02	4.29
Resolving conflicts	160	4.03	0.85	-0.24	3.89	4.16
Managing Soldier stress	162	3.99	0.86	-0.28	3.85	4.12
Evaluating training	161	3.99	0.79	-0.31	3.86	4.11
Counseling	161	3.92	0.88	-0.35	3.78	4.06
Performing administrative tasks	160	3.92	0.92	-0.34	3.78	4.06

Note. CI = confidence interval; LB = lower bound; UB = upper bound.

Abilities. Figure 15 and Table 14 show survey results for abilities. Four abilities were viewed as more important than the average importance level across all abilities, while two abilities were seen as less important. However, because abilities, as defined in this research, should be relatively stable prior to Drill Sergeant training, we advised the DSA to interpret these results with caution in the context of the POI review. That is, the POI could be designed to emphasize the performance of certain abilities (e.g., Notice and correct details), but training candidates to perform better in these areas may not be as effective as training critical knowledge and skills.

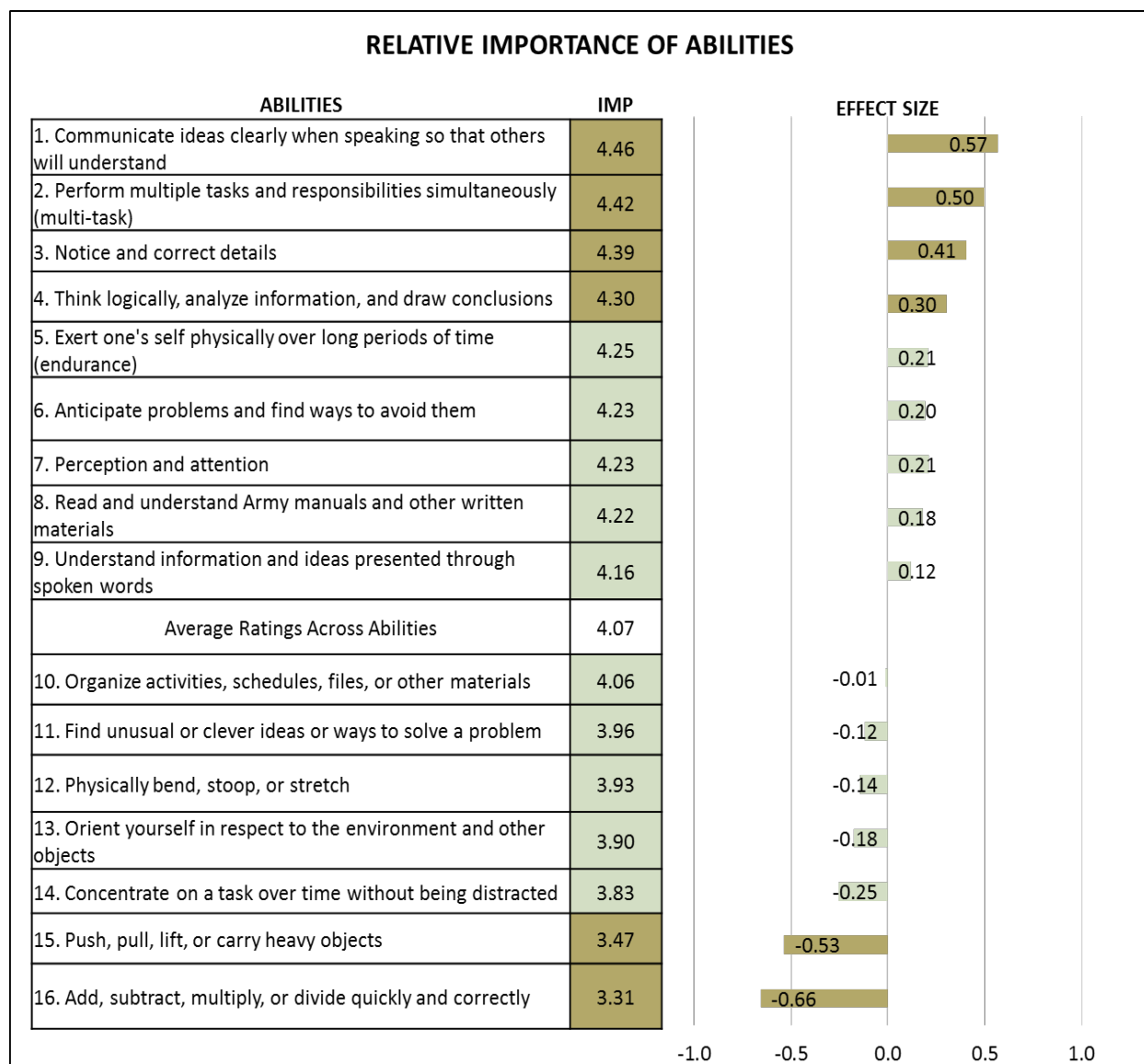


Figure 15. Average Importance Ratings and Effect Sizes for Abilities.

Table 14.

Importance Ratings and Confidence Intervals for Abilities

Ability	N	M	SD	d	95% CI	
					LB	UB
Communicate ideas clearly when speaking so that others will understand	157	4.46	0.68	0.57	4.35	4.57
Perform multiple tasks and responsibilities simultaneously (multi-task)	159	4.42	0.71	0.50	4.31	4.53
Notice and correct details	158	4.39	0.78	0.41	4.26	4.51
Think logically, analyze information, and draw conclusions	158	4.30	0.77	0.30	4.18	4.43
Exert one's self physically over long periods of time (endurance)	158	4.25	0.86	0.21	4.11	4.38
Anticipate problems and find ways to avoid them	156	4.23	0.83	0.20	4.10	4.36
Perception and attention	158	4.23	0.76	0.21	4.11	4.35
Read and understand Army manuals and other written materials	157	4.22	0.81	0.18	4.09	4.34
Understand information and ideas presented through spoken words	157	4.16	0.76	0.12	4.04	4.28
Organize activities, schedules, files, or other materials	156	4.06	0.81	-0.01	3.93	4.19
Find unusual or clever ideas or ways to solve a problem	158	3.96	0.95	-0.12	3.81	4.10
Physically bend, stoop, or stretch	158	3.93	0.97	-0.14	3.78	4.08
Orient yourself in respect to the environment and other objects	157	3.90	0.93	-0.18	3.76	4.05
Concentrate on a task over time without being distracted	158	3.83	0.95	-0.25	3.68	3.98
Push, pull, lift, or carry heavy objects	157	3.47	1.12	-0.53	3.30	3.65
Add, subtract, multiply, or divide quickly and correctly	157	3.31	1.15	-0.66	3.13	3.49

Note. CI = confidence interval; LB = lower bound; UB = upper bound.

Other Characteristics. Results for other characteristics are shown in Figure 16 and Table 15. Overall, nine (of the 28) other characteristics were viewed as somewhat more important or much more important than the average importance rating, while four items were seen as somewhat less important or much less important. As was the case with abilities, these results were to be used cautiously by POI reviewers and primarily for emphasizing characteristics that are important for successful Drill Sergeant performance.

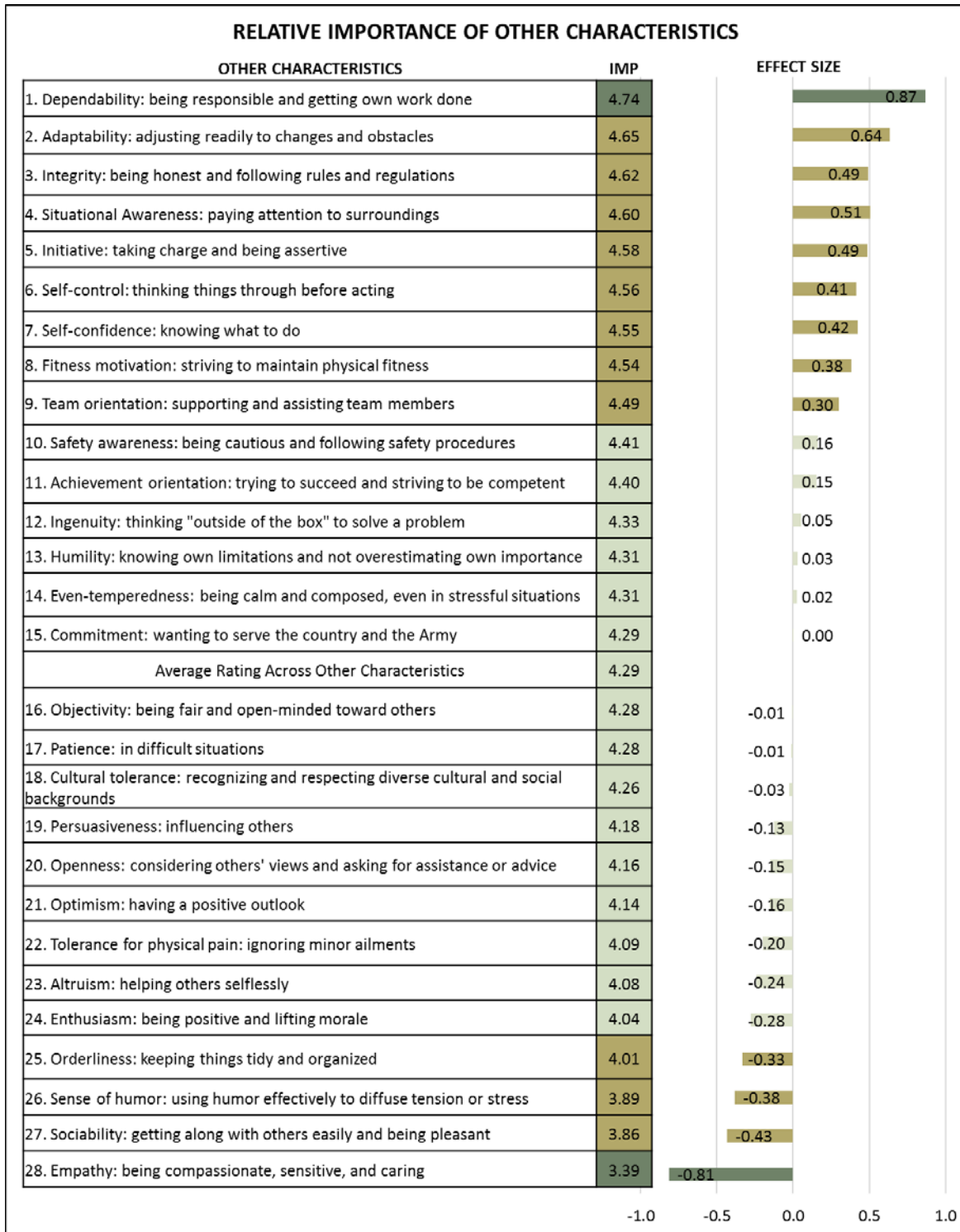


Figure 16. Average Importance Ratings and Effect Sizes for Other Characteristics.

Table 15.

Importance Ratings and Confidence Intervals for Other Characteristics

Other Characteristics	N	M	SD	d	95% CI	
					LB	UB
Dependability: being responsible and getting own work done	167	4.74	0.53	0.87	4.66	4.82
Adaptability: adjusting readily to changes and obstacles	168	4.65	0.57	0.64	4.56	4.74
Integrity: being honest and following rules and regulations	167	4.62	0.67	0.49	4.51	4.72
Situational Awareness: paying attention to surroundings	166	4.60	0.61	0.51	4.50	4.69
Initiative: taking charge and being assertive	167	4.58	0.60	0.49	4.49	4.67
Self-control: thinking things through before acting	168	4.56	0.66	0.41	4.46	4.66
Self-confidence: knowing what to do	167	4.55	0.63	0.42	4.46	4.65
Fitness motivation: striving to maintain physical fitness	167	4.54	0.67	0.38	4.44	4.65
Team orientation: supporting and assisting team members	167	4.49	0.67	0.30	4.38	4.59
Safety awareness: being cautious and following safety procedures	166	4.41	0.76	0.16	4.29	4.53
Achievement orientation: trying to succeed and striving to be competent	167	4.40	0.72	0.15	4.29	4.51
Ingenuity: thinking "outside of the box" to solve a problem	165	4.33	0.86	0.05	4.20	4.47
Humility: knowing own limitations and not overestimating own importance	168	4.31	0.76	0.03	4.19	4.42
Even-temperedness: being calm and composed, even in stressful situations	167	4.31	0.80	0.02	4.18	4.43
Commitment: wanting to serve the country and the Army	167	4.29	0.95	0.00	4.14	4.43
Objectivity: being fair and open-minded toward others	168	4.28	0.75	-0.01	4.17	4.39
Patience: in difficult situations	167	4.28	0.79	-0.01	4.15	4.40
Cultural tolerance: recognizing and respecting diverse cultural and social backgrounds	167	4.26	0.90	-0.03	4.13	4.40
Persuasiveness: influencing others	166	4.18	0.83	-0.13	4.05	4.31
Openness: considering others' views and asking for assistance or advice	168	4.16	0.84	-0.15	4.03	4.29
Optimism: having a positive outlook	167	4.14	0.96	-0.16	3.99	4.28
Tolerance for physical pain: ignoring minor ailments	168	4.09	0.98	-0.20	3.94	4.24
Altruism: helping others selflessly	166	4.08	0.84	-0.24	3.96	4.21
Enthusiasm: being positive and lifting morale	165	4.04	0.90	-0.28	3.90	4.18
Orderliness: keeping things tidy and organized	168	4.01	0.84	-0.33	3.88	4.13
Sense of humor: using humor effectively to diffuse tension or stress	168	3.89	1.04	-0.38	3.73	4.05
Sociability: getting along with others easily and being pleasant	167	3.86	1.00	-0.43	3.70	4.01
Empathy: being compassionate, sensitive, and caring	167	3.39	1.10	-0.81	3.22	3.56

Note. CI = confidence interval; LB = lower bound; UB = upper bound.

Summary and Conclusions

This report has described the methods and results of an analysis of the job of U.S. Army Drill Sergeant. The analysis and results were tailored primarily to inform a review of the Drill Sergeant Course POI, to include making judgements on the degree of coverage and emphasis allocated to content reflected by the tasks and KSAOs identified during the job analysis.

The analysis was conducted with the support of currently serving Drill Sergeants and DSLs and included a job analysis survey that identified the perceived relative importance of duty areas, tasks, and KSAOs. In addition to perceived importance ratings, survey data provided opinions of currently serving Drill Sergeants on when knowledge and skills are best acquired (i.e., before, during, or after the Drill Sergeant Course). To assist in interpreting the relative importance of tasks and KSAOs, we employed a variant of Cohen's effect size estimate (Cohen, 1988). The variant measured the relative distance between (a) the importance rating for each task or KSAO importance rating and (b) the average importance of all respective tasks and KSAOs. This application allowed us to present more targeted and concise survey results in accordance with the needs of the DSA's POI reviewers. To provide additional information for use in interpreting effect sizes as cutoffs as employed in this study, we also calculated 95% confidence intervals for importance ratings.

Key findings from the job analysis included:

- With the exception of "Execute post and outside taskings," all duty areas were perceived as relatively equal in importance. This suggested that the POI review should ensure that the course adequately addresses each of these six duty areas.
- The duty areas showing the most variation in task importance were "Perform administrative functions," "Lead training," "Plan and prepare for training," and "Conduct mentoring." These areas displayed the most potential for identifying POI content to emphasize, or deemphasize, as the case may be.
- Of the KSAOs, the knowledge category displayed the most variance among its constituent items and the most relevant information for assessing POI content. However, the summary results for skills also provided insights into possible course content. Results for abilities and other characteristics were recommended for use in informing the amount of emphasis placed on the relevant characteristics for Drill Sergeant performance, given that abilities and other characteristics were defined as less trainable than knowledge and skills.

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Appendix A

Appendix A. The Critical Incidents

Critical incidents consist of four pieces of information:

- Situation
- Drill Sergeant actions
- Outcome
- Effectiveness rating (1 = ineffective, 7 = highly effective)

1. *Situation:* On a Blue Phase Sunday, a Category 5 heat day, a CQ Drill Sergeant failed to schedule and take Soldiers for haircuts and a shoppette visit. This forced a change in the plan for the day, but the Soldiers were not briefed. Later, two Drill Sergeants showed up to take the unit, but took only the males, leaving the females at the company training area. Later, two different Drill Sergeants, one of whom was a female Drill Sergeant known to be having family issues as well as issues with being overly aggressive with the Soldiers, showed up. These Drill Sergeants told the female Soldiers to line up because it was time to go to the shoppette. At this point, the Soldiers told the Drill Sergeants that they did not have their wallets because they did not know they were going to the shoppette at that time.

Drill Sergeant Actions: The female Drill Sergeant made the Soldiers do physical exercise in the Category 5 heat. The other Drill Sergeant told her to calm down and cut them some slack because the Soldiers did not know they were supposed to have their wallets. The female Drill Sergeant then made inappropriate comments about the black female Soldiers and continued to make them do the exercises.

Outcome: One female Soldier passed out with a heat injury, requiring a 911 call, and the female Soldiers did not get to go to the shoppette. Subsequently, one of the female Soldiers filed an EO complaint and a trainee abuse investigation found that the female Drill Sergeant violated TR 350-6 EO requirements.

Effectiveness: 1

2. *Situation:* Soldiers in a platoon were not emptying the trash bin as directed by the Drill Sergeants.

Drill Sergeant Actions: A Drill Sergeant told the Soldiers they could not use the trash bin anymore.

Outcome: Soldiers in a platoon were keeping trash in their wall lockers instead of using the trash bin in their bay. During a White Phase health and welfare inspection, another Drill Sergeant found that there was no locker standardization and that there was trash in every locker, which is not permitted. When asked why, the Soldiers said the Drill Sergeant had told them they couldn't use the trash bin. The 1SG had a closed door conversation with the Drill Sergeant.

Effectiveness: 1

3. *Situation:* A Soldier who was being chaptered out for failure to adapt was in the CQ area. Several Drill Sergeants were around when the 1SG approached the Soldier. The Soldier, due

to an alleged leg injury, did not rise appropriately to parade rest when approached by the 1SG. All the Drill Sergeants started yelling at the Soldier in “shark attack” fashion.

Drill Sergeant Actions: One Drill Sergeant approached the Soldier from behind and lifted the chair out from under the Soldier, which forced the Soldier to stand. The Drill Sergeant then told the Soldier that her sick privileges were revoked and threw the chair in the hall.

Outcome: The 1SGT diffused the situation and the orderly room SSG took the Soldier to ship.

Effectiveness: 2

4. *Situation:* Training on the schedule was completed early. Soldiers needed to learn how to march in front of the bleachers for graduation in a few weeks.

Drill Sergeant Actions: The Drill Sergeant used open time to practice marching in the company training area (CTA) in preparation for the graduation rehearsal.

Outcome: The Soldiers had a better grasp of what they would need to do during graduation. Platoon looked better than the other platoons in the rehearsal.

Effectiveness: 5

5. *Situation:* Unit was getting ready for marksmanship training in the CTA. Laser marksmanship training system (LMTS) stations were set up. Drill Sergeant 1 was newer. There was sufficient equipment and extra people standing around.

Drill Sergeant Actions: Drill Sergeant 2 took the newer Drill Sergeant 1 to show him how to use the LMTS. Drill Sergeant 2 knew kneeling sitting position needed to be trained. Drill Sergeant 2 set up an extra station and took Soldiers over to practice kneeling position for extra practice while they were waiting.

Outcome: These actions allowed newer Drill Sergeant 1 to get experience with new equipment and the Soldiers to get more experience in a weak area.

Effectiveness: 6

6. *Situation:* Soldiers were afraid of heights and completing an obstacle that involved climbing a high obstacle. A few got stuck at the top and were unable to get to the next step. The platoon was on this obstacle for a little over two hours.

Drill Sergeant Actions: Drill Sergeant 1 yelled at Soldiers when they could not climb up the obstacle.

Drill Sergeant 2 coached where to put their hands and talked them through the obstacle.

Outcome: All of the Soldiers got over the obstacle even though it took hours.

Effectiveness: 0 for Drill Sergeant 1 and 6 for Drill Sergeant 2

7. *Situation:* A Drill Sergeant was teaching a class on land navigation and wanted to make the presentation interesting so that he could keep the Soldiers’ attention.

Drill Sergeant Actions: Drill Sergeant used course materials that he had modified to include pictures of naked women.

Outcome: A Soldier told his wife about the situation and that he was offended, feeling like he was cheating on her. His wife called the Co Cdr.

Effectiveness: 3

8. *Situation:* During training, a Drill Sergeant was trying to teach how to fire a weapon by the book. The Soldiers were not figuring it out.

Drill Sergeant Actions: Another Drill Sergeant thought back to his experience as a Drill Sergeant and taught the Soldiers the content another way.

Outcome: Soldiers understood and qualified.

Effectiveness: 7

9. *Situation:* This incident occurred during a normal cycle once the Soldiers were issued their weapons.

Drill Sergeant Actions: A Drill Sergeant spent extra time teaching drill and ceremony (D&C) to the platoon. He took advantage of every opportunity (e.g., while unit waited at chow hall and latrine). The Drill Sergeant would complete paperwork early so as to have more time to spend on D&C with the unit. The Drill Sergeant worked in personal time if the Soldiers wanted it. The Drill Sergeant thought that if he could get the Soldiers to follow him in D&C, they would follow him in other training.

Outcome: The platoon was very good at D&C and won every competition. The Soldiers liked the Drill Sergeant and were enthusiastic about following his lead.

Effectiveness: 7

10. *Situation:* The platoon was conducting rifle marksmanship (RM).

Drill Sergeant Actions: The Drill Sergeant went beyond the program of instruction that calls for teaching the four basic fundamentals of RM. The Drill Sergeant put forth the additional effort to explain why the correct techniques are effective, and even explained other techniques and why they are not as effective.

Outcome: The platoon had a very high first time Go rate (i.e., all but one Soldier passed). Typically, anywhere from 5 to 20 Soldiers will not pass the first time. The Drill Sergeant was recognized with an achievement award.

Effectiveness: 7

11. *Situation:* The same Drill Sergeants always volunteered to take the unit to the range.

Drill Sergeant Actions: A Drill Sergeant who was responsible for helping the Soldiers learn how to zero their weapons did not train the Soldiers to standard. The Drill Sergeant demonstrated impatience with the Soldiers and did not ensure the weapons were zeroed correctly.

Outcome: The Soldiers were unable to “zero” their weapons correctly, and other Drill Sergeants had to re-train the Soldiers.

Effectiveness: 1

12. *Situation:* Drill Sergeant with Charge of Quarters (CQ) duty is taking over for the evening. There is a radio in CQ office and a radio in each bay. The CQ is briefing the Soldiers.

Drill Sergeant Actions: Told Soldiers to use derogatory call sign.

Outcome: A Soldier was offended. Incident was brought up to Senior Drill Sergeant. Drill Sergeant’s corrective action was to write paper on Sexual Harassment/Assault Response and Prevention (SHARP) and Equal Opportunity (EO).

Effectiveness: 1

13. *Situation:* There was tension between the Drill Sergeant and a Soldier, as the Soldier was argumentative. The Drill Sergeant had told the Soldier that she was going to chapter her out. Later, during a company run, the Soldier was not calling cadence.

Drill Sergeant Actions: Drill Sergeant got in face, yelling at Soldier. Sent Soldier to the back of the line. Later it was revealed that the Drill Sergeant had been having Soldiers do exercises that were not allowed (e.g., the Drill Sergeant had hit a Soldier in the diaphragm in an attempt to teach him how to speak from the diaphragm). The Drill Sergeant later asked another Drill Sergeant to cover for her.

Outcome: The Soldier started crying at the back of the line. Another Drill Sergeant talked to the Soldier and it was revealed that the Drill Sergeant was making the Soldiers do unauthorized exercises (e.g., hitting in diaphragm). In the end, the Drill Sergeant was suspended and then moved to another company. The Drill Sergeant lost respect from battle buddies and Soldiers.

Effectiveness: 1

14. *Situation:* Soldiers told Drill Sergeant 1 that a Soldier was spitting on another. The two Soldiers had a history of conflict.

Drill Sergeant Actions: Drill Sergeant 1 did not investigate and decided to write article 15 on Soldier who was reported to have spit on the other Soldier.

Outcome: Drill Sergeant 2 pulled in witnesses and found out that spit just came out of his mouth when he was yelling. Soldier did not receive Article 15.

Effectiveness: 2

15. *Situation:* On the last day of an FTX, the unit was conducting a final road march. The weather was bad. Instead of going to the latrine, some Soldiers went by the tents.

Drill Sergeant Actions: The Drill Sergeants explained why that was not acceptable. One Drill Sergeant honed in on the females, saying they were being gross and calling them “a bunch of heifers.”

Outcome: The Drill Sergeant lost the credibility and respect he had built over the whole cycle and the Soldiers shut out what the Drill Sergeant should have been able to convey.

Effectiveness: 2

16. *Situation:* Early morning PT. A Soldier was not trying, not putting forth effort and wanted to quit.

Drill Sergeant Actions: Drill Sergeant snapped, yelled and cursed at the Soldier.

Outcome: Soldier ran out of the PT area.

Effectiveness: 2

17. *Situation:* A Soldier who tried to quit earlier in the cycle fell down and rolled his ankle and made a pretty big ruckus. His battle buddies were trying to help him up.

Drill Sergeant Actions: The Drill Sergeant remained calm. Told one battle buddy to help him up. The Drill Sergeant told the Soldier to get up and walk it off. The Drill Sergeant cheered him on: “keeping stepping it out.” Battle buddy walked beside him.

Outcome: The Soldier caught up and finished road march. He didn’t fall out of anymore road marches.

Effectiveness: 7

18. *Situation:* A Soldier was in chow line and waiting for someone to serve him potatoes. He then used his hand to serve himself. The other Soldiers walked over to tell the Drill Sergeants.

Drill Sergeant Actions: Drill Sergeant was heated. The other Drill Sergeant yelled. They told the Soldier to think about how the other Soldiers would not be able to have any. They then had the Soldier stand at the end of the line and eat all the potatoes with his hand and say I love Idaho Potatoes.

Outcome: Soldier didn't repeat the behavior and the Drill Sergeants believed he learned the lesson.

Effectiveness: 6

19. *Situation:* The Soldiers were in formation and getting ready to step off for chow. A Soldier was talking in formation. The Drill Sergeant asked why and the Soldier replied "tell me to stop talking then, Sergeant." The Drill Sergeants believed the Soldier was trying to start trouble. The Drill Sergeant told the Soldier to step out of formation and eat an MRE instead of going to chow for lunch. Soldier then walked to the front of the formation (doing the opposite of what he was instructed).

Drill Sergeant Actions: Another Drill Sergeant then went to the Soldier, took off his name plate, put his hands behind his back, and told the Soldier to try to knock him out. The Drill Sergeant said, "but you'd better knock me out." The Drill Sergeant spoke more to the Soldier, saying, "you think you're from the streets? You're not. We are trained killers."

Outcome: The Soldier said he did not want to fight, turned around and walked to the back of the formation. There were no more problems with that Soldier.

Effectiveness: 7

20. *Situation:* A Soldier was being separated from the Army due to a medical issue. He was still attending the training events in a limited capacity and had to go to CQ for medical call every night. He had an issue with authority and once it was decided he was going to be separated, he cared even less. He went to the CQ Drill Sergeant for his medical call. When he arrived, the Drill Sergeant was talking with and dispensing medicine to other Soldiers. The Soldier being separated said something out of line.

Drill Sergeant Actions: The CQ Drill Sergeant yelled at the Soldier using vulgar language (a SHARP violation) in front of six to eight other Soldiers.

Outcome: The Soldier was highly offended by what was said and filed a report. The Drill Sergeant lost a lot of credibility for that cycle. The Soldier also reported this incident to the Company Commander, who reprimanded the Drill Sergeant.

Effectiveness: 1

21. *Situation:* A company of Soldiers was taken to the rappel tower. One of the Drill Sergeants was afraid of heights. The whole company had completed the rappelling except for one Soldier who had tried three times, but refused to go.

Drill Sergeant Actions: On her own, the Drill Sergeant who was afraid of heights harnessed up and went up on the tower. Noticeably afraid, the Drill Sergeant told the Soldier that they were going to rappel together. Another Drill Sergeant coached both of them as they went down together.

Outcome: The Soldier was able to rappel down the tower with the support of the Drill Sergeant that had a fear of heights.

Effectiveness: 6

22. *Situation:* At the end of week 2, two Soldiers who had not met the standard on rifle marksmanship came over from another company. When moving in, one pulled out a prayer rug and laid it down.
Drill Sergeant Actions: A week or so later the Drill Sergeant asked the Soldier if it was a prayer rug. The Soldier said it was, but didn't want to talk about it. As the cycle progressed, the Drill Sergeant established a dialog with the Soldier about the rug and the Soldier's religion.
Outcome: The dialog initiated by the Drill Sergeant established trust between the two and the Soldier was able to better follow his religious practices because he knew the regulations. When the trainee later had a major life event and was removed from training, the Drill Sergeant had an easier time helping the Soldier get reengaged due to the connection.
Effectiveness: 5
23. *Situation:* A Drill Sergeant had just graduated from the Drill Sergeant Academy and was at his first platoon. During week 2, the platoon's other two Drill Sergeants were suspended for mocking a Soldier when his grandmother died; these Drill Sergeants came under investigation for other actions as well. The new Drill Sergeant was alone with 60 new Soldiers.
Drill Sergeant Actions: The Drill Sergeant came in to work early to read up on the TSPs, went to other Drill Sergeants in the company to identify best practices, observed other Drill Sergeants, and called his Drill Sergeant Leader (from Drill Sergeant School) to ask for guidance.
Outcome: The Drill Sergeant's platoon was very well trained, and the Drill Sergeant was extremely close to the platoon and had a positive impact on it. The Soldiers went above and beyond for the Drill Sergeant. There were no disciplinary issues.
Effectiveness: 7
24. *Situation:* A Soldier was being chaptered out of the Army due to a medical/mental health condition. The Soldier continually failed standards and talked back to Drill Sergeants. One day, the private was walking around alone in the company training area (CTA).
Drill Sergeant Actions: Upon noticing a Soldier alone in the CTA, a Drill Sergeant yelled at the Soldier to go back inside. When the Soldier ignored the Drill Sergeant, the Drill Sergeant got in the Soldier's face and the private said, "I don't want to smell your lunch" and "you're nothing but a bully". The Drill Sergeant went immediately to talk to the Senior Drill Sergeant about the matter.
Outcome: The Senior Drill Sergeant told the Drill Sergeant that the Soldier was on his way out the door and that administering corrective action was not worth the hassle. The Senior Drill Sergeant told the Drill Sergeant that the matter wasn't worth the Drill Sergeant's job.
Effectiveness: 6
25. *Situation:* Over a number of years, a Drill Sergeant incurred multiple injuries (e.g., knee, shoulder) that required surgery. At different points, the Drill Sergeant was unable to pass AFPT or to train Soldiers. At one point, leadership questioned an injury, though the injury was not contrived. After one of the later surgeries, the Drill Sergeant wanted to return to the Drill Sergeant Academy but was not selected.

Drill Sergeant Actions: Throughout this period, the Drill Sergeant continued to try to do the job, sometimes not allowing enough time for his injuries to heal. The Drill Sergeant sought outside counselling, but did not let his friends and family know he was struggling.

Outcome: Very shortly after not being allowed to return to the Drill Sergeant Academy, the Drill Sergeant took his own life.

Effectiveness: 1

26. *Situation:* While on CQ duty, a Drill Sergeant had directed two female Soldiers to perform a work assignment in the supply area.

Drill Sergeant Actions: While the Soldiers were performing the assignment, the Drill Sergeant bought them items from the snack machine. The Drill Sergeant then told the Soldiers that if they didn't complete the assignment by the time he returned, then he would expose himself to them. The Drill Sergeant left, and upon returning, exposed himself to the Soldiers, who had not completed the assignment.

Outcome: Before graduating, the two Soldiers reported the incident. The Drill Sergeant was put under investigation and was removed from the Drill Sergeant program.

Effectiveness: 1

27. *Situation:* The Soldiers were learning the standing firing technique (barrier shooting) with flimsy equipment. Some of the Soldiers fell down when they leaned on the flimsy barriers, but there were no injuries.

Drill Sergeant Actions: The Drill Sergeant was teaching shooting by leaning on flimsy object. The Drill Sergeant was teaching shooting under improper conditions.

Outcome: Soldiers were executing the training incorrectly because it was being taught incorrectly. Some of the barriers fell.

Effectiveness: 3

28. *Situation:* A Drill Sergeant had been at Master Resilience Training (MRT) and so had not been with the platoon. During afternoon PT, a Soldier asked the Drill Sergeant if he could see the Chaplain.

Drill Sergeant Actions: The Drill Sergeant wanted to assess the situation and asked if the Soldier would tell him first before being sent to the Chaplain. The Drill Sergeant said he can't just send a Soldier to the Chaplain for any old reason. The Soldier explained that he was lacking motivation, down, and complained that Soldiers were not working together as a team. To help the Soldier get out of the rut, the Drill Sergeant told the Soldier to do something for the next week: Write down three things he was happy about every morning. The Drill Sergeant also talked to the Soldier about why he was here.

Outcome: A week later the Soldier provided the Drill Sergeant a paper IAW the Drill Sergeant's request and the Soldier was better (e.g., more motivated).

Effectiveness: 6

29. *Situation:* A Soldier was having a family issue. Drill Sergeant 1 told Drill Sergeant 2 about the problem.

Drill Sergeant Actions: Drill Sergeant 1 and Drill Sergeant 2 brought him into an office. Drill Sergeant 2 explained that he was going to spend more time trying to get out of the Army than he would if he just finished out the course. He said that the Army will get their money out of him by stretching out the process. He did not let the Soldier quit. He explained that, financially, the Soldier could not drop out.

Outcome: The Soldier did not quit.

Effectiveness: 7

30. *Situation:* Company was going to the night range for two days with sensitive items (night visions goggles), which need to be counted and tracked.

Drill Sergeant Actions: Drill Sergeant counted before going to the range, but did not count after the first night mission. Drill Sergeant only counted as they were packing up after the second night.

Outcome: One pair of goggles was found to be missing. Drill Sergeant was unsure of the range at which the goggles were lost. Everyone had to freeze in place to look and return the next day as well. This halted subsequent planned training (i.e., several training sessions were missed).

Effectiveness: 2

31. *Situation:* A Drill Sergeant heard that a Soldier had contraband (smokeless tobacco) in his possession and was counselling the entire platoon on the possession of contraband. After the counseling, the Soldier – the son of a SGM – approached the Drill Sergeant and asked what would happen if he didn't sign the counseling form. The Drill Sergeant asked why the Soldier wouldn't want to sign the form and the Soldier replied that he was told that the regulations allowed for tobacco if it was for medical use. The Soldier said he had a condition for which he had been cleared to use medical marijuana and was using tobacco instead. He said his father (a SGM) had checked the regulation and it was OK.

Drill Sergeant Actions: The Drill Sergeant told the Soldier to go to his office and they would finish the counseling there. The Drill Sergeant went and got a memo approved to do a health and welfare check. The Drill Sergeant took the Soldier to his wall locker and confiscated the tobacco products in the locker. Then, based on a tip, the Drill Sergeant told the Soldier that the MPs were going to come and search his body.

Outcome: The Soldier turned over the tobacco that he had on his person. The Soldier was then chaptered out of the Army.

Effectiveness: 7

32. *Situation:* A Drill Sergeant's platoon would always get in trouble. They would always be late, etc. The Drill Sergeant would not be present to take them to chow once they were in formation.

Drill Sergeant Actions: Sometimes, the Drill Sergeant would just leave the area.

Outcome: Other Drill Sergeants would have to take the platoon to chow and pick up the Drill Sergeant's slack. The Drill Sergeant was not respected.

Effectiveness: Not provided.

33. *Situation:* The CQ Drill Sergeant was conducting a nightly check. When he walked into the bay, the Soldiers were not asleep. The Drill Sergeant told the Soldiers to get in bed. A Soldier who did not speak English well smiled and laughed instead of lying down.

Drill Sergeant Actions: The Drill Sergeant walked to the Soldier's bed and flipped it over, rolling the Soldier out of the bed. Later that night, the Drill Sergeant told the 1SG he lost his cool and flipped a Soldier out of the bed.

Outcome: The Drill Sergeant was put under investigation and got a 30 day time out in the S3 shop away from the Soldiers until the investigation was complete. The unit was then short

one Drill Sergeant during this time. After the investigation, the Drill Sergeant returned to work without further consequence.

Effectiveness: Not provided.

34. *Situation:* The company needed a training room NCO.

Drill Sergeant Actions: The Drill Sergeant volunteered to take the training room position, though it was not a good fit because of his lack of typing skill (e.g., to produce training packets). The Drill Sergeant took a job no one wanted and made the best of it for the sake of the team. The Drill Sergeant also continued to volunteer to help with other tasks while he held this position.

Outcome: Over time, effort allowed the Drill Sergeant to adapt and become “the training room guy.” The Drill Sergeant ended up being very good at the position and to do the work effectively. Cadre morale improved.

Effectiveness: 7

35. *Situation:* A platoon’s Drill Sergeants had recently had an internal meeting to clear the air and resolve conflicts that were occurring amongst the group, to include Drill Sergeants not listening to and following plans.

Drill Sergeant Actions: At an indoor shooting simulation training event, one Drill Sergeant placed his platoon at the wrong location based on the plan. The Drill Sergeant then entered into a shouting match with another Drill Sergeant who called the first Drill Sergeant out for being hypocritical (i.e., for not listening and not following the plan). After the 1SG took the two Drill Sergeants outside away from the Soldiers, the Drill Sergeant continued to yell and said that he was going to do whatever he wanted to do. The Drill Sergeant then walked away. Later that day, the Drill Sergeant bought food for the cadre.

Outcome: The immediate outcome of the Drill Sergeants actions was a distraction from training and continuing conflict within the cadre.

Effectiveness: 1

Appendix B.

Table B1.
Mean Importance Ratings for All Tasks

Task	<i>N</i>	<i>M</i>	<i>SD</i>	Duty Area
Demonstrate correct performance (i.e., lead by example)	199	4.58	0.65	Conduct Mentoring
Maintain and account for all equipment	194	4.58	0.74	Perform Administrative Functions
Train Soldiers to work as a team	200	4.49	0.74	Conduct Mentoring
Provide on-the-spot correction and feedback	202	4.42	0.79	Lead Training
Plan, coordinate, and execute Duty Platoon/Week/Day support	193	4.40	0.76	Perform Administrative Functions
Deliver instruction	203	4.35	0.80	Lead Training
Assist other Drill Sergeants in training preparation (e.g., exchange techniques and procedures)	199	4.33	0.74	Plan and Prepare for Training
Maintain a Soldier daily status report to maintain accountability for Soldiers (e.g., injuries)	189	4.32	0.90	Perform Administrative Functions
React to safety issues and injuries (e.g., administer first aid, ice sheets, Ogden cords)	192	4.31	0.88	Ensure Health and Welfare
Coordinate training events (e.g., ranges, physical training areas, transportation, equipment, supplies)	194	4.29	0.79	Plan and Prepare for Training
Monitor the Work/Rest and Water Consumption Table and Wet Globe Temperature Index Calculator	196	4.29	0.92	Ensure Health and Welfare
Set up ranges, training areas, and training equipment, aids, and devices	196	4.28	0.81	Plan and Prepare for Training
Monitor training execution	201	4.27	0.84	Lead Training
Demonstrate performance	200	4.26	0.8	Lead Training
Monitor activities to identify safety risks, injuries, and the occurrence of harassment, assault, hazing, and abuse	194	4.26	0.88	Ensure Health and Welfare
Direct corrective training	202	4.23	0.82	Lead Training
Monitor individual and collective performance	200	4.16	0.86	Lead Training
Monitor logistical support (e.g., chow, ammo)	203	4.14	0.93	Lead Training
Maintain bay area security	193	4.14	0.99	Perform Administrative Functions
Perform risk assessment and management to maintain safety (e.g., injury prevention)	193	4.12	0.94	Ensure Health and Welfare
Direct corrective actions	200	4.11	0.88	Conduct Mentoring
Schedule training (formal & Drill Sergeant time), integrating activities to achieve balance and recovery	188	4.07	0.89	Plan and Prepare for Training
Conduct inspections	203	4.05	0.87	Lead Training

Note. 1 = unimportant; 2 = minimally important; 3 = important; 4 = very important; 5 = extremely important.

Table B1 (Continued).

Mean Importance Ratings for All Tasks

Task	<i>N</i>	<i>M</i>	<i>SD</i>	Duty Area
Advise Soldiers on personal and professional issues	198	4.03	0.92	Conduct Mentoring
Discuss performance and issues	195	4.03	0.92	Conduct Counseling
Perform risk identification and response IAW suicide prevention program	190	4.03	1.01	Ensure Health and Welfare
Identify opportunities to enhance the professional and personal development of Soldiers	197	3.97	0.96	Conduct Mentoring
Perform risk management	199	3.96	0.99	Lead Training
Conduct risk assessments (i.e., dynamic risk assessments, range risk assessments)	192	3.96	0.99	Plan and Prepare for Training
Review training support packages (TSPs) to identify requirements	194	3.95	0.96	Plan and Prepare for Training
Assess Soldiers to determine professional and personal development needs	198	3.93	0.91	Conduct Mentoring
Resolve conflicts between Soldiers	198	3.91	0.97	Conduct Mentoring
Execute separation procedures (e.g., prepare separation packet)	178	3.90	0.97	Perform Administrative Functions
Complete counseling Form 4856	194	3.88	0.93	Conduct Counseling
Conduct AARs and hotwashes	200	3.85	0.95	Lead Training
Tailor training techniques and materials	194	3.83	0.94	Plan and Prepare for Training
Identify the need for counseling (i.e., observe performance, compare to standard)	195	3.83	0.94	Conduct Counseling
Develop plan of action	194	3.82	0.93	Conduct Counseling
Task organize personnel and equipment (e.g., assign Soldiers to PT ability groups)	190	3.82	0.93	Perform Administrative Functions
Maintain training records (i.e., candidate record of training [CRT], Form 4856 Phase counseling)	186	3.80	0.96	Perform Administrative Functions
Break down and clean up ranges, training areas, and training equipment, aids, and devices	201	3.74	0.94	Lead Training
Conduct testing/examinations	199	3.74	0.96	Lead Training
Integrate Soldiers into the unit	190	3.74	1.10	Conduct Mentoring
Determine appointments to leadership positions (e.g., by identifying leadership traits and strengths)	198	3.73	0.97	Conduct Mentoring
Perform EO and SHARP duties for cadre	163	3.71	1.28	Execute Post and Outside Taskings
Follow-up on counseling (assess the plan of action)	192	3.68	1.03	Conduct Counseling
Perform administrative time activities (e.g., clean bays; DS enhancement, certification requirements)	194	3.66	1.02	Perform Administrative Functions

Note. 1 = unimportant; 2 = minimally important; 3 = important; 4 = very important; 5 = extremely important; AAR = after action review; EO = equal opportunity; SHARP = sexual harassment/assault response and prevention.

Table B1 (Continued).

Mean Importance Ratings for All Tasks

Task	<i>N</i>	<i>M</i>	<i>SD</i>	Duty Area
Implement sick call procedures (e.g., complete sick call slips, transport Soldiers)	197	3.65	0.98	Ensure Health and Welfare
Perform Charge of Quarters (CQ) duty	191	3.60	1.06	Perform Administrative Functions
Provide access to training materials (e.g., Soldier Training Publications [STPs], Technical Manuals [TMs])	194	3.57	1.14	Plan and Prepare for Training
Set up barracks	193	3.55	1.05	Perform Administrative Functions
Prepare for counseling (e.g., set up time and environment, organize information, plan strategy)	190	3.49	1.06	Conduct Counseling
Assist Soldiers with citizenship process	173	3.40	1.07	Perform Administrative Functions
Conduct activities to prepare Commanders Critical Incident Reports (CCIR)	166	3.37	1.17	Perform Administrative Functions
Conduct company/cadre training	194	3.31	1.16	Execute Post and Outside Taskings
Recommend Soldiers for awards (e.g., high APFT) and promotions (DA Form 4187)	187	3.18	1.03	Perform Administrative Functions
Support Line of Duty (LOD) Investigations	132	3.03	1.25	Perform Administrative Functions
Coordinate with reception battalion cadre/staff IAW the expedited/blended reception model	135	3.02	1.22	Perform Administrative Functions
Process new Soldiers at Reception Battalion	124	2.87	1.41	Perform Administrative Functions
Support non-BCT organizations and activities (e.g., ROTC, gate guard, change of command ceremonies, funerals)	181	2.56	1.21	Execute Post and Outside Taskings
Attend post and brigade briefings	182	2.36	1.14	Execute Post and Outside Taskings

Note. 1 = unimportant; 2 = minimally important; 3 = important; 4 = very important; 5 = extremely important; APFT = Army physical fitness test; DA = Department of the Army; IAW = in accordance with; BCT = basic combat training; ROTC = Reserve Officers' Training Corps.

Table B2.
Mean Frequency Ratings for All Tasks

Task	<i>N</i>	<i>M</i>	<i>SD</i>	Duty Area
Demonstrate correct performance (i.e., lead by example)	210	5.82	0.46	Conduct Mentoring
Provide on-the-spot correction and feedback	213	5.81	0.56	Lead Training
Train Soldiers to work as a team	210	5.77	0.56	Conduct Mentoring
Deliver instruction	213	5.56	0.78	Lead Training
Monitor individual and collective performance	213	5.46	0.94	Lead Training
Monitor training execution	213	5.43	1.04	Lead Training
Monitor activities to identify safety risks, injuries, and the occurrence of harassment, assault, hazing, and abuse	208	5.43	1.07	Ensure Health and Welfare
Direct corrective actions	210	5.42	0.85	Conduct Mentoring
Monitor the Work/Rest and Water Consumption Table and Wet Globe Temperature Index Calculator	208	5.41	1.10	Ensure Health and Welfare
Direct corrective training	213	5.39	0.96	Lead Training
Conduct inspections	213	5.34	0.88	Lead Training
Demonstrate performance	211	5.34	0.94	Lead Training
Assist other Drill Sergeants in training preparation (e.g., exchange techniques and procedures)	210	5.31	0.80	Plan and Prepare for Training
Implement sick call procedures (e.g., complete sick call slips, transport Soldiers)	208	5.25	0.98	Ensure Health and Welfare
Maintain and account for all equipment	208	5.24	1.25	Perform Administrative Functions
Maintain a Soldier daily status report to maintain accountability for Soldiers (e.g., injuries)	207	5.24	1.37	Perform Administrative Functions
Maintain bay area security	208	5.22	1.3	Perform Administrative Functions
Advise Soldiers on personal and professional issues	208	5.14	0.97	Conduct Mentoring
Perform risk assessment and management to maintain safety (e.g., injury prevention)	208	5.13	1.19	Ensure Health and Welfare
Monitor logistical support (e.g., chow, ammo)	213	5.07	1.16	Lead Training
Perform risk management	213	5.07	1.29	Lead Training
Assess Soldiers to determine professional and personal development needs	210	5.01	1.07	Conduct Mentoring
Identify opportunities to enhance the professional and personal development of Soldiers	209	5.00	1.07	Conduct Mentoring
Conduct AARs and hotwashes	213	4.80	1.13	Lead Training
Resolve conflicts between Soldiers	210	4.78	1.10	Conduct Mentoring
Discuss performance and issues	209	4.78	1.11	Conduct Counseling

Note. 1 = Never; 2 = Once every few months or less; 3 = Once or twice per month; 4 = About once per week; 5 = Several times per week; 6 = Once per day or more; AAR = after action review.

Table B2 (Continued).

Mean Frequency Ratings for All Tasks

Task	N	M	SD	Duty Area
Break down and clean up ranges, training areas, and training equipment, aids, and devices	210	4.70	1.07	Lead Training
Identify the need for counseling (i.e., observe performance, compare to standard)	209	4.64	1.13	Conduct Counseling
Review training support packages (TSPs) to identify requirements	210	4.60	1.36	Plan and Prepare for Training
Set up ranges, training areas, and training equipment, aids, and devices	210	4.52	1.18	Plan and Prepare for Training
Provide access to training materials (e.g., Soldier Training Publications [STPs], Technical Manuals [TMs])	210	4.51	1.51	Plan and Prepare for Training
Tailor training techniques and materials	208	4.45	1.36	Plan and Prepare for Training
Determine appointments to leadership positions (e.g., by identifying leadership traits and strengths)	211	4.41	1.16	Conduct Mentoring
Develop plan of action	209	4.40	1.13	Conduct Counseling
Task organize personnel and equipment (e.g., assign Soldiers to PT ability groups)	206	4.34	1.37	Perform Administrative Functions
Conduct risk assessments (i.e., dynamic risk assessments, range risk assessments)	210	4.34	1.42	Plan and Prepare for Training
Complete counseling Form 4856	209	4.30	1.07	Conduct Counseling
Schedule training (formal & Drill Sergeant time), integrating activities to achieve balance and recovery	208	4.17	1.50	Plan and Prepare for Training
Maintain training records (i.e., candidate record of training [CRT], Form 4856 Phase counseling)	209	4.11	1.49	Perform Administrative Functions
Coordinate training events (e.g., ranges, physical training areas, transportation, equipment, supplies)	210	4.10	1.32	Plan and Prepare for Training
Follow-up on counseling (assess the plan of action)	209	4.02	1.13	Conduct Counseling
Prepare for counseling (e.g., set up time and environment, organize information, plan strategy)	208	3.96	1.32	Conduct Counseling
Perform administrative time activities (e.g., clean bays; DS enhancement, certification requirements)	208	3.86	1.58	Perform Administrative Functions
Integrate Soldiers into the unit	209	3.84	1.74	Conduct Mentoring
Perform risk identification and response IAW suicide prevention program	207	3.80	1.51	Ensure Health and Welfare
React to safety issues and injuries (e.g., administer first aid, ice sheets, Ogden cords)	208	3.80	1.56	Ensure Health and Welfare
Perform Charge of Quarters (CQ) duty	206	3.78	1.05	Perform Administrative Functions

Note. 1 = never; 2 = once every few months or less; 3 = once or twice per month; 4 = about once per week; 5 = several times per week; 6 = once per day or more; PT = physical training.

Table B2 (Continued).

Mean Frequency Ratings for All Tasks

Task	<i>N</i>	<i>M</i>	<i>SD</i>	Duty Area
Plan, coordinate, and execute Duty Platoon/Week/Day support	207	3.74	1.16	Perform Administrative Functions
Conduct testing/examinations	213	3.65	1.04	Lead Training
Conduct company/cadre training	213	3.04	1.12	Execute Post and Outside Taskings
Execute separation procedures (e.g., prepare separation packet)	208	2.95	1.20	Perform Administrative Functions
Set up barracks	207	2.71	1.30	Perform Administrative Functions
Assist Soldiers with citizenship process	208	2.43	1.15	Perform Administrative Functions
Perform EO and SHARP duties for cadre	212	2.37	1.38	Execute Post and Outside Taskings
Recommend Soldiers for awards (e.g., high APFT) and promotions (DA Form 4187)	208	2.24	0.76	Perform Administrative Functions
Conduct activities to prepare Commanders Critical Incident Reports (CCIR)	208	2.21	1.29	Perform Administrative Functions
Attend post and brigade briefings	213	2.15	0.91	Execute Post and Outside Taskings
Support non-BCT organizations and activities (e.g., ROTC, gate guard, change of command ceremonies, funerals)	212	2.14	0.86	Execute Post and Outside Taskings
Coordinate with reception battalion cadre/staff IAW the expedited/blended reception model	207	1.84	1.14	Perform Administrative Functions
Support Line of Duty (LOD) Investigations	207	1.73	1.12	Perform Administrative Functions
Process new Soldiers at Reception Battalion	207	1.60	1.32	Perform Administrative Functions

Note. 1 = never; 2 = once every few months or less; 3 = once or twice per month; 4 = about once per week; 5 = several times per week; 6 = once per day or more; EO = equal opportunity; SHARP = sexual harassment/assault response and prevention; APFT = Army physical fitness test; DA = Department of the Army; BCT = brigade combat team; ROTC = Reserve Officers' Training Corps.

Table B3.

Full Knowledge Item Statements

1. Marksmanship Training (basic and advanced): Drills, maintenance, operation, fundamentals, techniques, qualification standards
2. Weapons accountability and security procedures
3. Tactics training: foot marches, issue of combat orders, land navigation and map reading, buddy team LFX, convoy operations, mask confidence exercise, individual movement techniques (MOUT), Field Training Exercises (FTX; WTBD)
4. Warrior Tasks and Battle Drills training
5. Army Physical Readiness Training (PRT; FM 7-22): philosophy (approach, system, leadership); strategy (programs, planning considerations, special conditioning programs); activities (execution; preparation; recovery; strength, endurance, mobility activities); assessment; testing; fueling
6. Guidelines for treatment of Soldiers, prohibited practices, and fraternization policies
7. Army Core Values, Warrior Ethos, Soldier's Creed, and NCO Creed
8. Drill and Ceremonies Training: customs, courtesies, traditions, commands, rules of Manual of Arms, inspections, and proper uniform fit
9. First aid training: perform tactical combat casualty CARE, control bleeding and treat burns, manage the airway, splint a suspected fracture, perform tactical casualty movement and request MEDEVAC, practice personal preventive medicine measures
10. US Weapons Training: M203, M136, M249, M240B
11. Guidelines for corrective action (e.g., available exercises)
12. Human relations: application of EO, identification of extremism and extremist organizations, consideration of others, suicide intervention, accommodating religious practices, improper relationships, and SHARP
13. Counseling techniques
14. Battle buddy system regulations
15. Guidelines and procedures for integrating male and female Soldiers (including separate and secure)
16. Application of training approaches (i.e., concurrent, on-the-job, remedial, and reinforcement) (TR 350-6)
17. Development and use of training schedules (TR 350-6)
18. POI and instructor certification requirements
19. Injury management (i.e., types and severity of injuries, treatment, prevention)
20. Training and instructional methods (e.g., hands-on, lecture, crawl-walk-run, talk-through, step-by-step, exercise types)
21. Conditions and process for risk assessment
22. Guidelines for preventing communicable illnesses and sick call procedures
23. Work/Rest and Water Consumption Table
24. Leadership Training on: generational differences, judgment biases, bases of power, influence strategies, emotional intelligence, leadership misconduct, challenge and motivation, culture, leadership development
25. Drill Sergeant Wellness Program
26. Use of training aids, devices, simulators, and simulations (TADSS; e.g., medical simulation training facility, engagement skills trainer)
27. Personal health and hygiene requirements, nutritional management
28. Procedures for separations (AR 635-200)
29. Conditions for new start program (restarts)
30. Types of and requirements for counseling (i.e., initial, end of phase, spontaneous; verbal and event-oriented)
31. Purpose (i.e., mission-relatedness) of tasks and drills
32. Combat Life Saver (CLS) training/certification/utilization
33. Documentation and management of training records (candidate record of training [CRT], Form 4856, Form 5286-R)
34. Risk management requirements and procedures (FM 5-19)
35. Development and modification of training materials (TR 350-6)
36. CQ, Fire Guard, and extra duty responsibilities and procedures
37. Field sanitation requirements and procedures
38. Procedures for bay and other security

Note. LFX = live fire exercise; FTX = field training exercise; WTBD = Warrior Tasks and Battle Drills; FM = field manual; NCO = non-commissioned officer; MEDEVAC = medical evacuation; SHARP = sexual harassment/assault response and prevention; TR = training regulation; AR = Army regulation.

Table B3 (Continued).

Full Knowledge Item Statements

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39. Rationale behind designs of exercises, tasks, and drills
 40. Graduation and recovery requirements
 41. Individual learning styles
 42. Community mental health services (CMHS)
 43. The work-rest cycle
 44. Body composition standards
 45. TRADOC PAM 600-4 (Blue Book) and STP 21-1-SMCT
 46. Methods for conducting AARs and hotwashes
 47. Phase 1, 2, and 3 Examination requirements
 48. Guidelines for implementing control and privileges in phases of training
 49. Combative Training: React to Man-to-Man Combat
 50. Administrative requirements for RC versus AC Soldiers (TR 350-6)
 51. Principles of transformation and the transformation process (TR 350-6)
 52. Phase 1, 2, and 3 administrative time activities
 53. Makeup training and constructive credit (TR 350-6)
 54. Tenets of IET strategy (TR 350-6)
 55. BCT feedback system
 56. Use of sensing sessions
 57. Severe weather notification procedures
 58. Guidelines for promotions, awards, and competitions
 59. Mail procedures
 60. Hazardous material requirements (e.g., cleaning materials, material safety data sheets [MSDS])
 61. Procedures for Line of Duty investigations and Form (AR 600-8-4, DA Form 2173)
 62. BCT Smart Card content and uses
 63. Soldier Assessment Report completion requirements
 64. Hearing conservation program
 65. Expedited/blended reception model
 66. Procedures and restrictions for conducting IET Soldier details (e.g., funeral details)
 67. Criteria and procedures for conscientious objector determination (AR 600-43)
 68. Procedures for early arrivals/holds
 69. Soldier processing flow (recruitment, MEPS, reception, BCT/OSUT/AIT, reporting to first duty station)
 70. Split option Soldiers
 71. Procedures for reclassification
 72. Tobacco cessation policy
 73. Stored Value Card Program
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Note. TRADOC = U.S. Army Training and Doctrine Command; PAM = pamphlet; STP = Soldier training publication; SMCT = Soldier's Manual of Common Tasks; AAR = after action review; AC = active component; RC = reserve component; IET = initial entry training; BCT = basic combat training; AR = Army regulation; DA = Department of the Army; MEPS = mobile enlistment processing site; OSUT = one-station unit training; AIT = advanced initial training.

Table B4.
Skill Definitions

1.	Leading training - leading training of all types: (rifle marksmanship [RM], tactical, first aid, drill and ceremonies, weapons, field, PRT, combative, Warrior Tasks and Battle Drills); recognizing and avoiding overreaching, overtraining, and overuse; adapting training to sub-optimal conditions; keeping Soldiers engaged.
2.	Managing DS time - planning, prioritizing, and organizing own time and professional duties.
3.	Teaching - patiently explaining step-by-step what to do and showing Soldiers how to do it; using imagery during instruction; adapting instruction and training to the Soldier and unit as needed.
4.	Leading - establishing trust, respect, and rapport; discerning individual physical and mental differences among Soldiers and modifying own approach to lead effectively; knowing when to request backup or support.
5.	Managing unit time - scheduling and conducting training to standard within time constraints.
6.	Communicating - keeping command/key personnel (e.g., senior Drill Sergeant) and Soldiers informed of things they need to know.
7.	Planning and preparing training - planning and designing training events to achieve goals and maximize effect; using training materials and training aids, devices, simulators, and simulations (TADSS) effectively; making training realistic.
8.	Coaching - letting Soldiers know what is expected; monitoring performance; giving immediate, specific feedback so that Soldiers know exactly what they are doing wrong and how to fix it.
9.	Encouraging teamwork - facilitating cooperation and teamwork within the unit and among Drill Sergeants.
10.	Adapting - recognizing conditions that warrant additional freedom or control; recognizing situations that require a lighter versus serious demeanor; knowing when to take the "hat off."
11.	Motivating - challenging Soldiers; helping Soldiers overcome fears; helping Soldiers set realistic goals; incorporating incentives and competitions; giving pats-on-the-back for good performance.
12.	Resolving conflicts - bringing others together to reconcile differences quickly and justly; gaining and maintaining control of difficult, spontaneous situations; persuading others.
13.	Managing Soldier stress - talking with Soldiers and asking questions to identify problems; listening attentively; recognizing conditions requiring professional counseling; finding help for Soldiers who are experiencing financial problems, domestic violence, child abuse, or sexual assault or other kinds of problems.
14.	Evaluating training - assessing progress and evaluating training outcomes.
15.	Counseling - documenting trainee performance; recognizing areas for Soldier improvement; developing and communicating plans of action; eliciting Soldier feedback during counseling.
16.	Performing administrative tasks - completing and proofreading forms thoroughly and accurately; writing understandably; keeping records up-to-date; organizing training information and materials; using computers to access, maintain, and share information (word processor, spreadsheet, presentation, database [SharePoint], mail, calendar, share drive, PDF forms).

Note. PRT = physical readiness training; DS = Drill Sergeant.