EVALUATION INSTRUMENTS FOR THE BASIC NONCOMMISSIONED OFFICER COURSE FOR COMBAT ARMS SOLDIERS

Claramae S. Knerr, H. David Barton,
and Joseph F. Lombardo, Jr.

INDIVIDUAL TRAINING AND SKILL EVALUATION TECHNICAL AREA

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Milton S. Katz, Chief
INDIVIDUAL TRAINING AND SKILL EVALUATION TECHNICAL AREA

Feb., 1978

Approved by:

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the Behavioral and Social Sciences

Research Problem Reviews are special reports to military management.
They are usually prepared to meet requests for research results bearing
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The Individual Training & Skill Evaluation Technical Area of the Army Research Institute for the Behavioral and Social Sciences (ARI) supports Army training not only by basic technological research on performance-based training and criterion-referenced testing but by specific programs aimed at improving efficiency and economy of training, evaluation, and utilization of the individual enlisted soldier. Programs are carried out within the Technical Area and in ARI Field Units, and include research on cost-effective individualized performance-based training for both service schools and units, such as the Individual Extension Training System (IETS) for the combat arms, and performance-based, job-referenced evaluation techniques for individual training and personnel management (Skill Qualification Tests).

The present Research Problem Review reports on an initial element of this program. ARI assisted the Army Training & Doctrine Command (TRADOC) and proponent service schools by providing data-collection instruments and a method of quality control for a pilot Basic Noncommissioned Officer Course (BNCOC) in the combat arms. After the evaluation, TRADOC implemented the course worldwide in 1977; the Infantry School is conducting an on-going evaluation of the implemented course. The research was done in support of the Enlisted Personnel Management System and TRADOC, and under Army Project 2Q763731A770.

J. E. BILANEK
Technical Director
EVALUATION INSTRUMENTS FOR THE BASIC NONCOMMISSIONED OFFICER COURSE FOR COMBAT ARMS SOLDIERS

BRIEF

Requirement:

To develop an evaluation program and questionnaire for a pilot Basic Noncommissioned Officer Course in the combat arms (BNCOC/CA).

Research Product:

ARI designed two types of instruments for evaluating and refining the pilot course, (1) questionnaires to obtain subjective judgments from students and instructors, and (2) task-performance score forms to record MOS-specific training data. Instruments were tailored to 10 different MOS.

The complete package consisted of a manual for administering the evaluation program, performance-based tests of skills covered in courses, and summary reports of validity of tests and of the application, also a model and method for achieving quality control in lower and medium level NCO courses.

Utilization:

Not only did TRADOC and the service schools use the instruments to revise and judge the effectiveness of the pilot course but the score forms serve as an operational training record for the NCO Academy, for individuals and entire classes.

The BNCOC/CA course was implemented worldwide in 1977, with an expected 10,000 graduates each year. Its successful evaluation and implementation are a major contribution to the Enlisted Personnel Management System.
EVALUATION INSTRUMENTS FOR THE BASIC NONCOMMISSIONED OFFICER COURSE
FOR COMBAT ARMS SOLDIERS

BACKGROUND

The Department of the Army established an Enlisted Personnel Management System (EPMS) in 1974, creating a new career system for enlisted personnel. EPMS provides comprehensive training and testing for all enlisted skill levels. The first level consists of Basic Combat and Advanced Individual Training. In the combat MOS, the four subsequent levels of training constitute the Noncommissioned Officer Education System (NCOES): Primary (PNCOC), Basic (BNCOC), Advanced (ANCOC), and Senior Noncommissioned Officer Course (SNCOC). Figure 1 shows the relations among courses, skill levels, and pay grades; for example, PNCOC prepares grade E4 or E5 soldiers for E5 duty positions at skill level 2.

In 1976 EPMS implementation required redesigning BNCOC for 10 combat arms MOS (listed in Table 1) and relocating it to the Noncommissioned Officer (NCO) Academies (Table 2). The combat service schools -- Infantry, Armor, Engineer, Field Artillery, and Air Defense -- revised BNCOC for combat arms (BNOCOC). BNCOC/CA trains soldiers for E6 jobs (skill level 3), develops their weapons and equipment expertise in skill level 3 critical tasks, and teaches soldiers to supervise and train subordinates. The course emphasizes performance techniques to train soldiers in MOS tasks.

The four-week core course consists of three phases (Figure 2). The NCO academies can increase course length or slightly modify portions of the core instruction to meet local requirements. For Phase III the academies also tailor the course to incorporate local unit missions and standard operating procedures. The course description is paraphrased from the instruction program written by the proponent service schools.

Phase I integrates diagnostic pretesting with performance training. Diagnostic tests measure the soldier's proficiency on tasks trained in Phase II. The tests identify tasks on which the soldier needs training and those on which the soldier qualifies to train peers. The performance block employs Training Extension Course (Tec) lessons, practical exercises, and UTRAIN materials. UTRAIN is a 10-hour course designed to teach officers and NCOs how to conduct performance-oriented training in their units (Osborne, Ford, Moon, Campbell, Root and Word, 1976).

Phase II consists of MOS specific training in skill level 3 tasks established as critical by the service schools. Academy cadre set up individualized programs for students based on their diagnostic test results. Students train on tasks not mastered, and on tasks mastered they train fellow students. For the performance portion, each student conducts a minimum of two peer instruction sessions. Instructors monitor peer instruction to insure that student trainers have the necessary materials, are otherwise prepared to train, and training
Figure 1. Relationships of Skill Levels, Paygrade, and NCOES Course
<table>
<thead>
<tr>
<th>MOS</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11B</td>
<td>Infantryman</td>
</tr>
<tr>
<td>11C</td>
<td>Indirect Fire Infantryman</td>
</tr>
<tr>
<td>11D</td>
<td>Armor Reconnaissance Specialist</td>
</tr>
<tr>
<td>11E</td>
<td>Armor Crewman</td>
</tr>
<tr>
<td>12B</td>
<td>Combat Engineer</td>
</tr>
<tr>
<td>13B</td>
<td>Field Artillery Crewman</td>
</tr>
<tr>
<td>13F</td>
<td>Fire Direction Specialist</td>
</tr>
<tr>
<td>16F</td>
<td>Fire Support Specialist</td>
</tr>
<tr>
<td>16P</td>
<td>Chaparral/Redeye Crewman</td>
</tr>
<tr>
<td>16R</td>
<td>Short Range Air Defense Artillery Crewman</td>
</tr>
</tbody>
</table>
TABLE 2

NMCOC/CA TRAINING LOCATIONS

<table>
<thead>
<tr>
<th>USAREUR - CATC. VILSECK</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORSCOM INSTALLATION NCOA</td>
</tr>
<tr>
<td>FT BRAGG</td>
</tr>
<tr>
<td>FT CAMPBELL</td>
</tr>
<tr>
<td>FT CARSON</td>
</tr>
<tr>
<td>FT HOOD</td>
</tr>
<tr>
<td>TRADOC INSTALLATION NCOA</td>
</tr>
<tr>
<td>FT BENNING</td>
</tr>
<tr>
<td>FT BLISS</td>
</tr>
<tr>
<td>PHASE I</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td><strong>INDIVIDUAL TRAIN TO TRAIN</strong></td>
</tr>
<tr>
<td>PRE-</td>
</tr>
<tr>
<td>TESTING</td>
</tr>
<tr>
<td>-AND-</td>
</tr>
<tr>
<td><strong>CONDUCT OF PERFORMANCE ORIENTED TRAINING</strong></td>
</tr>
<tr>
<td><strong>(USE OF TRAINING MATERIALS, TECHNIQUES AND DEVICES)</strong></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>1 WEEK</td>
</tr>
</tbody>
</table>

**Figure 2. Basic NCO Course for Combat Arms (BNCC/C/CA)**
standards are maintained. When student trainers fail to perform satisfactorily, they retake UTRAIN and do additional peer instruction. Skill training beyond the core tasks is available.

Phase III comprises collective tactical training. It consists of several combined arms tactical exercises developed from the Army Training and Evaluation Program (ARTEP). Infantry, Armor and Engineer students practice SCOPES and REALTRAIN techniques, functioning both as engagement simulation players and controllers. The graduate is expected to function as an engagement simulation controller in his unit and to maximize training benefits to ARTEP.

Field Artillery forward observers receive training in REALTRAIN indirect fire marking techniques and practice as REALTRAIN players and controllers. Other Field Artillery and Air Defense students participate in field exercises other than REALTRAIN; for example, they learn convoy procedures, battery position defense, and M31 Artillery trainer exercises.

In summary, HNCOC/CA integrates programs of instruction (P01) from five service schools (Infantry, Armor, Engineer, Field Artillery, and Air Defense). It teaches soldiers performance training (including conduct and control of field exercises), shows them their deficiencies in critical MOS tasks as squad leaders, and trains them in those tasks. The pilot course ran at Fort Hood, TX, between 13 September and 8 October 1976. The Army Training and Doctrine Command (TRADOC) and the service schools evaluated the course to assess instructional quality and produce data for revising and improving course content before worldwide implementation. ARI assisted TRADOC and the service schools in formulating an evaluation plan and producing data collection instruments.

INSTRUMENTS

Two types of instruments were produced: questionnaires to obtain subjective judgments from students and instructors, and task performance score forms to record MOS-specific training data.

The appendix contains the questionnaires written for the Engineer portion of the course. Questionnaires for the other MOS are similar, but tailored to each MOS. Instructors administered questionnaires for each phase at its end. Phase I questions concern diagnostic testing and performance training. Phase II questions focus on tasks, peer instruction, performance tests, and the training sequence. For Phase III, questions for REALTRAIN students and instructors center on effectiveness of the engagement simulation training. Questions for the other

REALTRAIN is an engagement simulation technique developed for the maneuver arms. It provides realistic, two-sided, free play tactical training (Shriver, Mathews, Griffin, Jones, Word, Root, and Hayes, 1975).
students and instructors involve effectiveness of their training exercises. All students and instructors received an end-of-course questionnaire addressing perceived training effectiveness, task relevance to the job, and course design.

ARI designed the score forms to record individual performance on task elements including number of times retrained and retested. Additional forms summarize task performance data by MOS. All students used common score forms for performance training, Phase I. ARI used a common format to develop forms for six MOS of Phase II; Figure 3 shows a sample task score form for MOS 11B, Infantryman. ARI produced analogous score forms to record individual soldier's performance for several MOS (11B, 11C, 12B, 13B, 16P, and 16R). The remaining MOS did not require detailed individual score forms.

**Utilization**

The RSCOC/CA evaluation questionnaires and score forms have two primary uses. First, TRADOC and the proponent service schools used them in ROI revision. School personnel responsible for course development received students' and trainers' subjective judgment and performance scores. They also obtained detailed information on pilot course training effectiveness. Second, the forms serve as an operational training record maintained by the NCO Academy. The task performance summaries show proficiency profiles for individual students and for each class as a whole. The data collection and summary instruments are updated as the ROI is revised.

The course was implemented worldwide in 1977 (see Table 2 for locations), with an expected 10,000 graduates per year. ARI briefed RSCOC/CA cadre on the purpose, procedures, and instruments during cadre training at Fort Benning, GA in November 1976. Because of the high output in RSCOC/CA, its successful implementation and evaluation constitute a major contribution to FPHS.
<table>
<thead>
<tr>
<th>TASK</th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
<th>Test 4</th>
<th>Test 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>11B-19 Squad Movement Techniques</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Clear Concise Orders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Proper Movement Techniques</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Control of Men, Dist, Noise</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Use of Terrain</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remarks

Figure 3. Sample Score Form for MOS 11B
REFERENCES


APPENDIX A

BASIC NCO COURSE

Student Debriefing Form: 12B

Phase I: Pretesting and Train to Train

NAME: ____________________________

DATE: ____________________________

PLACE A CHECK MARK IN THE APPROPRIATE BOX:

YES NO

1. Do you feel that the pre-testing helped you learn more efficiently?

2. Do you feel you would have done better on the pre-tests if you had been given the training objectives a couple of weeks before the class began?

3. Do you feel the self-paced study used in the TRAIN to TRAIN lessons was effective?

4. Did the practical exercises help you meet the performance oriented training objectives?

5. Did you find the performance oriented training block had the right amount of detail for your accomplishing the objectives?

If you checked the "NO" block, please circle the appropriate number:

5a. The training block had too much detail.

5b. The training block had too little detail.

6. Do you feel confident you can conduct performance oriented training sessions?
Student Debriefing Form: 12B

Phase II: Summary: MOS Training

PLACE A CHECK MARK IN THE APPROPRIATE BOX:

1. Do you feel that the pre-testing was used effectively? YES NO

2. Do you feel you would have done better on the pre-tests if you had been given the training objectives a couple of weeks before class began? YES NO

3. Were all, or almost all, tasks selected for the 12B training at an appropriate level?

   If you checked the "NO" block, please answer the following:

   3a. Which tasks were at too high a difficulty level:

   3b. Which tasks were at too low a difficulty level:

4. What subject areas need more training objectives (what tasks or blocks of tasks need more and/or clearer objectives to achieve the performance required)?

5. What subject areas need fewer training objectives (what tasks or blocks of tasks need fewer objectives to achieve the performance required)?
BASIC NCO COURSE

Student Debriefing Form: 12B, page two  Name: ___________________________
Phase II: Summary: MOS Training Date: ___________________________

PLACE A CHECK MARK IN THE APPROPRIATE BOX:  YES  NO

6. Were you always informed of the training objective at the beginning of the training blocks of instruction?  ☐  ☐

7. When you acted as a trainer, was there enough training guidance given?  ☐  ☐

8. When you acted as a trainer, were the references you were given adequate?  ☐  ☐

9. Did the different blocks of instruction on 12B tasks fit together in a logical way?  ☐  ☐

Comment:

10. Do you feel the student-led instruction was effective in preparing you on 12B tasks?  ☐  ☐

Comment:

11. Do you feel the performance tests accurately tested the training objectives?  ☐  ☐
BASIC NCO COURSE

Student Debriefing Form: 12B

Phase III: Collective Training

Name: ____________________
Date: ____________________

PLACE A CHECK MARK IN THE APPROPRIATE BOX:

1. Do you think REALTRAIN is an effective teaching tool?   YES   NO
   Comment: ___________________________________________________________________

2. Do you feel that you will be an effective REALTRAIN controller when you return to your unit?   YES   NO
   Comment: ___________________________________________________________________

______________________________________________________________________________
BASIC NCO COURSE

Student Debriefing Form: 12B
Name: ____________________________

General Course Evaluation
Date: ____________________________

PLACE A CHECK MARK IN THE APPROPRIATE BOX:

YES NO

1. Overall, do you feel your attendance at the Basic NCO Academy will help you perform more effectively as a 12B squad leader (skill level 3 duty)?

   Comment:

2. Which tasks do you feel are the most relevant in preparing for a squad leader position?

3. Which tasks do you feel were really not relevant preparation for squad leader duty?

4. Do you feel that using students as trainers was a useful, effective tool in preparing you for a squad leader position?

   Comment:

5. If you could change any blocks of the 12B training phase of the NCO course, what would you change and how would you change it?

6. Are there any tasks which you feel have been left out that should be added into the program of instruction?

   What tasks?
<table>
<thead>
<tr>
<th>Task Designation</th>
<th>Will it be useful to 123 Sqd. Ldr.?</th>
<th>Does it belong in NCO Basic</th>
<th>Suggestions to improve task instruction or other comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>12B-01-05 RECON. FOR ENGINEERS</td>
<td>YES NO</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>12B-06 BRIDGING</td>
<td>YES NO</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>12B-07 BAILEY BRIDGE &amp; JACK DOWN</td>
<td>YES NO</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>12B-08-09 ASSAULT RIVER CROSSING</td>
<td>YES NO</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>12B-10 LIGHT TACTICAL BRIDGE/RAFT</td>
<td>YES NO</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>12B-11-17 M416/CLASS RAFTS/BRIDGES</td>
<td>YES NO</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>12B-12-20 FIXED SPAN</td>
<td>YES NO</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>12B-21 EXPEDIENT LIFTING DEVICES</td>
<td>YES NO</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>Task Designation</td>
<td>Will it be useful to 12B Sqd. Ldr?</td>
<td>Does it belong in NCO Basic</td>
<td>Suggestions to improve task instruction or other comments</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------</td>
<td>-----------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>12B-22 NON-EXPLOSIVE ANTI-VEH OBS</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>12B-23 BARBED WIRE ENTANGLEMENTS</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>12B-24 BILL OF MATERIALS</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>12B-25 SHELTER CONSTRUCTION</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>12B-26 HASTY HELICOPTER LZ</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>12B-27-31 EXPEDITED ROADS &amp; REPAIRS</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>12B-32-35 RESERVED DEMOLITIONS</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>12B-36-41 OBSTACLES VIA EXPLOSIVES</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
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<tr>
<td>Task Designation</td>
<td>Will it be useful to 12B Sqd. Ldr.</td>
<td>Does it belong in NCO Basic</td>
<td>Suggestions to improve task instruction or other comments</td>
</tr>
<tr>
<td>----------------------------------</td>
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<td>-----------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>12B-42-43 BREACH/CLR NON-MINE OBS.</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
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<tr>
<td>12B-44-48 STD. PATTERN MINEFIELD</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>12B-49-51 INST. DETECT. NEUT. DEV.</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>12B-52-56 BREACH/CLR MINEFIELDS</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>12B-57-58 HASTY PROTECT. MINEFIELD</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
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<td>12B-59 POINT MINEFIELDS</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>12B-60 NBC 1 REPORTS</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>12B-62 SQUAD DEFENSIVE OPERATION</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>Task Designation</td>
<td>Will it be useful to 12B Sqd. Ldr.</td>
<td>Does it belong in NCO Basic</td>
<td>Suggestions to improve task instruction or other comments:</td>
</tr>
<tr>
<td>-----------------------------</td>
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<td>----------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>12B-063 TANK KILLER TEAM OPERATION</td>
<td>YES NO</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>12B-01A BAILEY BRIDGES</td>
<td>YES NO</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>12B-02A ANCHORAGE SYSTEM</td>
<td>YES NO</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>12B-03A RIG. EXT. HELI-LIFT OPS.</td>
<td>YES NO</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>12B-04A CALCULATIONS FOR MINEFIELD</td>
<td>YES NO</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>12B-05A M4T6 CLASS R &amp; B STUDY</td>
<td>YES NO</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>12B-06A SPEC. TERRAIN RECON.</td>
<td>YES NO</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>12B-07A BRIDGE DESTRUCT. GUIDELINES</td>
<td>YES NO</td>
<td>YES NO</td>
<td></td>
</tr>
</tbody>
</table>
## Basic NCO Course

### Task Designation/Block of Tasks

<table>
<thead>
<tr>
<th>Task Designation</th>
<th>Will it be useful to 12B Sgd. Ldr.</th>
<th>Does it belong in NCO Basic</th>
<th>Suggestions to improve task instruction or other comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>12B-08A SURVIVE/CHM.-BIO. ENVIRON.</td>
<td>YES NO</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>12B-09A TARGET LOCAT(POLAR/PLTT).</td>
<td>YES NO</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>12B-10A DETERMIN. DIRECTION</td>
<td>YES NO</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>12B-11A TARGET LOCAT(KNOWN PT).</td>
<td>YES NO</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>12B-12A CALL FOR FIRE</td>
<td>YES NO</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>12B-13A EQUIP. SVC. CRITERIA</td>
<td>YES NO</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>12B-14A EARTHWORK ESTIMATION</td>
<td>YES NO</td>
<td>YES NO</td>
<td></td>
</tr>
</tbody>
</table>

**Name:** ____________________

**Date:** ____________________
BASIC NCO COURSE

Trainer Debriefing Form: 12B  Name: __________________________________________

Phase I: Pretesting and TRAIN to TRAIN  Date: ____________________________

1. What were the major problems you observed during pre-
   testing and student placement?

2. Do you feel the pre-testing was generally effective?  YES  NO
   Comment:

3. What major student difficulties did you observe during the performance oriented training (TRAIN to TRAIN)?

4. How long did it take most students to complete the performance-oriented training objectives?
   Please circle the appropriate number(s):
   4a. All or most completed within the planned time.
   4b. Many took less than the planned time.
   4c. Many took more than the planned time.
   Comment:
BASIC NCO COURSE

Trainer Debriefing Form: 12B

Phase II: Summary: MOS Training

Name: __________________________

Date: __________________________

PLACE A CHECK MARK IN THE APPROPRIATE BOX:

1. Do you feel the pre-testing was generally effective, based on your experience with the 12B training in Phase II?

2. Based on your experience with the pre-testing and the 12B training in Phase II, do you feel those were the right pre-tests?

   If you checked the "NO" box, do you feel that some pre-tests can be added or deleted from those in Phase I?

   Please circle the appropriate number:

   2a. Need to add some pre-tests.

   2b. Need to delete some pre-tests.

   Which pre-tests?

3. Were the tasks selected for training the ones with the correct skill training level?

4. What subject areas need more training objectives (what tasks or blocks of tasks need more objectives or clearer objectives to achieve the required performance)?

5. What subject areas need fewer training objectives (what tasks or blocks of tasks need fewer objectives to achieve the required performance)?

6. Was enough training guidance given for the student instructors?
7. Were the references and training support materials adequate?  

8. Did the different blocks of instruction on 12B tasks fit together in a logical way?  

9. Do you feel the performance tests accurately tested the training objectives for each task?  

10. Were the "NOTES TO EVALUATOR" effective for judging the field exercise training objectives?  

11. Do you feel the students actively participated in the tactical exercise training - not just going through the motions?  

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BASIC NCO COURSE

Trainer Debriefing Form: 12B

Phase III: Collective Training

Name: ____________________

Date: ____________________

1. Do you think REALTRAIN is an effective teaching tool? YES ☐ NO ☐

Comments:

2. What improvements would you suggest for the REALTRAIN exercises?
BASIC NCO COURSE

Trainer Debriefing Form: 12B

General Course Evaluation

PLACE A CHECK MARK IN THE APPROPRIATE BOX:

YES  NO

1. Did students maintain a positive attitude throughout the course?

2. Did you as a trainer have sufficient guidance, instructions, etc., for establishing and managing your course?

   If the "NO" box was checked, state below what was lacking:

3. What areas need immediate revision?

4. Were training and test time allotments fairly accurate?

   Comments:

5. Did the MOS mix create problems?

   If the "YES" box was checked, what were the problems?
BASIC NCO COURSE

Trainer Debriefing Form: 12B

Task Designation: ______________ Date: ______________
Principal Trainer: ______________ Time Ended: ______________
Location: ______________________ Time Begun: ______________
Number of NCO Trainees: __________ Time Used: ______________

PLACE A CHECK MARK IN THE APPROPRIATE BOX:

0. I taught and/or observed training in this task. YES NO
   IF THE "NO" BOX WAS CHECKED, STOP HERE AND TURN IN FORM

1. As a result of the training, did the soldiers perform
the training objectives successfully, meeting or
exceeding the training standards? YES NO
   If neither box was checked, circle the following
   statement, if it is applicable:
   Soldiers not observed for this.
   Comments:

2. Were the resources adequate to accomplish the
   training? YES NO
   Comments:

3. What specific resource problems did you observe?
   TIME:
   EQUIPMENT:
   TRAINING AREA CLASSROOM:
   AMMUNITION:
   TRAINING AIDS/DEVICES:
   TRAINERS (PRINCIPAL & ASSISTANT):
   OTHER PROBLEMS:
4. Did the training progress in a logical sequence toward meeting the training objectives? □ □

Comments:

5. Is the training sufficient as it is? □ □

Comments:

6. List the good and bad training points that can be emphasized during the cadre training in November:

GOOD TRAINING POINTS:

BAD TRAINING POINTS:

7. AFTER COMPLETING A BLOCK OF INSTRUCTION, INFORMALLY QUESTION ONE OR TWO STUDENTS FOR COMMENTS ON IMPROVING THE CLASS.

Summarize the comments:

8. Did some students use calculators? □ □

Circle the appropriate statements, if applicable:

8a. Some used calculators, & had an advantage over those who did not have calculators.

8b. Some used calculators, & did not have an advantage over those who did not have calculators.

8c. This was not observed.