U.S. Army Research Institute
for the Behavioral and Social Sciences

Research Report 1895

Drill Sergeant Candidate Transformation

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February 2009

U.S. Army Research Institute
for the Behavioral and Social Sciences

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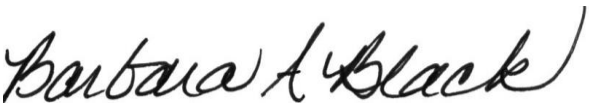

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REPORT DOCUMENTATION PAGE

1. REPORT DATE (dd-mm-yy)	2. REPORT TYPE	3. DATES COVERED (from. . . to)
February 2009	Final	July 2007 - August 2008

4. TITLE AND SUBTITLE	5a. CONTRACT OR GRANT NUMBER
Drill Sergeant Candidate Transformation	
	5b. PROGRAM ELEMENT NUMBER 633007
6. AUTHOR(S) Glenn Cobb (U.S. Army Research Institute), Stephanie T. Muraca (Experimentation and Analysis Element, Directorate of Basic Combat Training, Fort Jackson ATC), David Sluss, Raina Rutti, and Robert Ployhart (University of South Carolina).	5c. PROJECT NUMBER A792
	5d. TASK NUMBER 360
	5e. WORK UNIT NUMBER
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) U.S. Army Research Institute for the Behavioral and Social Sciences ARI – Fort Benning Research Unit PO Box 52086 Fort Benning, GA 31995-2086	8. PERFORMING ORGANIZATION REPORT NUMBER
9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES) U. S. Army Research Institute for the Behavioral & Social Sciences ATTN: DAPE-ARI-IJ 2511 Jefferson Davis Highway Arlington, VA 22202-3926	10. MONITOR ACRONYM ARI
	11. MONITOR REPORT NUMBER Research Report 1895

12. DISTRIBUTION/AVAILABILITY STATEMENT

Approved for public release; distribution is unlimited.

13. SUPPLEMENTARY NOTES

Subject Matter POC: M. Glenn Cobb

14. ABSTRACT *(Maximum 200 words)*:

While Drill Sergeant Schools (DSSs) are charged with preparing Noncommissioned Officers (NCOs) for the role and responsibilities of Drill Sergeants (DS), few attempts have been made to systematically examine the impact this training actually has on its graduates. Rather, previous research has largely focused on manning alternatives such as determining if Sergeants should be readmitted to DS duty, potential interventions employing DS to reduce Initial Entry Training (IET) attrition, and various strategies that could be employed by DSs to train and reinforce various tasks emphasized during IET. As requested by the Commanding General (CG), Fort Jackson, the U. S. Army Research Institute for Behavioral and Social Sciences (ARI) empirically assessed the changes in NCO leadership style, confidence, commitment, and motivation that occur as a function of DS training. Its purpose is to provide leaders at Fort Jackson with information and recommendations upon which they can base decisions that will impact the DSS and subsequent training of DS candidates.

15. SUBJECT TERMS

Drill Sergeant School Drill Sergeant Transformation Drill Sergeant Training Initial Entry Training

SECURITY CLASSIFICATION OF			19. LIMITATION OF ABSTRACT	20. NUMBER OF PAGES	21. RESPONSIBLE PERSON
16. REPORT	17. ABSTRACT	18. THIS PAGE			
Unclassified	Unclassified	Unclassified	Unlimited	54	Diane Hadjiosif Technical Publication Specialist 703/602-8047

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February 2009

Army Project Number
633007A792

Personnel Performance
and Training

ACKNOWLEDGMENT

The authors would like to express their gratitude to Brigadier General James Schwitters, Commanding General, Command Sergeant Major Brian Carlson, Post Command Sergeant Major at the U.S. Army Training Center, and Command Sergeant Major Gary M. Newsome, Commandant of the Drill Sergeant School at Fort Jackson, SC, for making this assessment possible. This effort would not have been possible without the support and advice of LTC Sonya Cable, Experimentation and Analysis Element, Directorate of Basic Combat Training (DBCT) Fort Jackson, SC. The authors also wish to express their gratitude to the 1SG and Drill Sergeant Leaders and the 2-39th IN BN who provided access to their IET Soldiers & Drill Sergeants for interviews and to SFC Leonard Hutton, Mr. John Cobb, and Mr. Ray Montoya, DBCT, who shared their unique insights into the Drill Sergeant School and what it means to be a Drill Sergeant. Finally, the authors wish to recognize the invaluable contributions of Jeanne J. Holmes, Consortium Research Fellow, University of South Carolina, to refining the report and addressing the reviewers' recommendations.

DRILL SERGEANT CANDIDATE TRANSFORMATION

EXECUTIVE SUMMARY

Research Requirement:

As requested by the Commanding General (CG), Fort Jackson, the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI), empirically assessed changes in Noncommissioned Officers (NCOs) leadership style, confidence, commitment, and motivation occurring as a function of Drill Sergeant (DS) training.

Procedure:

ARI developed and administered a prototype Drill Sergeant Candidate (DSC) Assessment Battery to identify the attitudes, values, motivations, and leadership styles of NCOs entering Drill Sergeant School (DSS). ARI also developed and administered a prototype DS Assessment Battery to assess the leadership approaches, motivations and attitudes of NCOs upon completion of DS training, and to determine the extent to which these may have been changed by the DSCs' experiences during DSS. The batteries were administered to 220 DSCs reporting to four (4) Fort Jackson DSS classes between 16 Sep and 18 Oct 07.

Findings:

The Soldiers who completed surveys in this research effort represented a characteristic cross-section of DSCs attending DSS at Fort Jackson, SC. The majority of DSCs are experienced, confident, educated (with some college) Sergeants at the E6 level with one to two combat tours. Although the majority of DSCs did not volunteer for the duty, each candidate is transformed to some degree by their training experiences. Based on this research effort, DSS elicits significant changes in the DS candidate in their level of attachment to the Army and across preferred leadership styles. DSS training increases both the degree to which the DSC feels obligated to and identifies with the Army. DSS training facilitates a more transformational leadership style (with the exception of 'personalized support') and reduces the preference for a transactional leadership style (i.e., contingent reward) among all DSCs. In short, there seems to be a homogenizing effect on the developing DS, as 71% of all new DSs embraced a "Motivator" style of leadership.

Particular incoming characteristics, experiences, and personality traits were significantly related to DS transformation outcomes (i.e., self-reported change, DS role commitment, DS role identification, and DS role fit). Personality traits (i.e., understanding, social boldness, teamwork focus, narcissism, tolerance) predicted self-reported change as well as commitment to, identification with, and fit with the DS role. Volunteer DSCs were more likely to be committed to the role of DS and report a higher degree of change over the course of DSS.

Utilization and Dissemination of Findings:

The results were briefed to members of the Fort Jackson Command Group for their consideration. This research provided essential insights about incoming DSCs and the impact of DS training to leaders and decision makers at Fort Jackson who continue to modify desired DSS training outcomes and the Program of Instruction (POI) to meet the needs of the U.S. Army.

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Introduction

Noncommissioned Officers (NCOs) enter Drill Sergeant School (DSS) for many different reasons, and with a wide variety of leadership experiences and styles. In most cases, they also enter training with some very strong preconceptions of how Drill Sergeant (DSs) should act and carry out their responsibilities. Oftentimes, these perceptions are based on memories of their own experiences during basic training, or a reaction to these experiences. It stands to reason that these factors, and many others yet to be examined, affect their receptivity to and development during DS training. Beyond their impact on the transformation of Drill Sergeant Candidates (DSCs) during training, these factors also have the potential to indirectly shape the attitudes, development, and long-term perceptions of new Soldiers, since many model their behaviors and attitudes on observed DS behaviors and attitudes during Basic Combat Training (BCT).

Problem Definition

While DSSs are charged with preparing NCOs for their role and responsibilities as DSs, few attempts have been made to systematically examine the impact this training actually has on its graduates. Rather, previous research has largely focused on manning alternatives such as determining if Sergeants should be readmitted to DS duty (see Klein, Salter, Gates, Sullivan, Kinnison, Lappin, & Graham, 2005), potential interventions employing DSs to reduce Initial Entry Training (IET) attrition (see Keenan, Strickland, Waugh, Hoenisch, & Schultz, 2004), and various strategies that could be employed by DSs to train and reinforce various tasks emphasized during IET (e.g. Wampler, James, Leibrecht, & Beal, 2007; Klein, Salter, Riccio, & Sullivan, 2006; Stothard & Nicholson, 2001).

Researchers have long echoed Training and Doctrine Command (TRADOC) Regulation 350-6, *Enlisted Initial Entry Training (lET) Policies and Administration* (2007), in emphasizing the critical role played by DSs in the successful transformation of civilians into new Soldiers. A few have, in the course of their analyses, highlighted how experiential and skill differences impact the ability of DSs to train required tasks, such as Warrior Tasks and Battle Drills, during IET (e.g. Wampler et al., 2007). Still others have focused their efforts on validating predictors of NCO performance, such as work orientation, interpersonal skills, and leadership capability that could be used to identify high performance NCOs for DS duty (see Kubisiak, Horgen, Connell, Xu, Borman, White, & Young, 2005). While this latter effort focused on individual attributes associated with being a successful DS, as well as a number of other occupational specialties, the researchers did not examine how the NCOs' specific experiences during DS training affected these same characteristics or contributed to the transformation of experienced NCOs into a mission ready DS.

Over a series of discussions with the DSS proponent and leadership at Fort Jackson, SC, U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) researchers were able to discern that senior leadership was very interested in gaining a greater understanding of the impact that DSS has on the transformation of experienced NCOs into skilled DSs. This

interest became even more acute as the DSS consolidation date approached.[1] Thus, the CG, Fort Jackson, requested ARI in July 2007 to develop a means to determine the extent to which DS training affects DSCs' confidence in their ability to perform DS duties, motivation to serve as a DS, and commitment to the DS mission. Additionally, the CG requested ARI to identify any factors that could be used to predict what leadership style a DSC would cultivate during training.

Technical Objectives

The intent of this research was to assess the changes in NCO leadership style, confidence, commitment, and motivation that occur as a function of DS training. The specific research objectives were to develop survey instruments and methodologies that:

- Develop a snapshot of incoming DSCs highlighting the characteristics, experiences, and personality traits they bring with them to DSS.
- Determine the extent to which DS training affects confidence in ability to perform DS duties, motivation to serve as a DS, and commitment to the DS mission.
- Identify the factors that best predict the desired end-state of transforming NCOs into confident, motivated, and committed DS.
- Determine if NCOs with particular experiences or demographic backgrounds are more likely to transform than others.
- Identify what, if any, changes in DSCs' preferred leadership styles result from attending DSS.

Method

The research involved administering two paper and pencil assessments to DSCs reporting to the DSS between 16 Sep and 18 Oct 07. Each participating DSC completed an initial inventory on day-one and a follow-up assessment one day prior to DSS graduation. A description summary of the inventories is provided in Table 1. A copy of the surveys used in this effort are provided at Appendix A.

Participants

Participants included 220 DSCs reporting to four (4) Fort Jackson DSS classes between 16 Sep and 18 Oct 07. Consistent with the personnel parameters of the Army, and a DSC selection process that favors combat arms[2] (all male) Military Occupational Specialties (MOSs), 85% of the subject population is male. While 24% of the participants reported volunteering for the assignment, 68% indicated they were Department of the Army (DA) selected (i.e. non-volunteers) for DS duty. Furthermore, one percent (1%) of the participants reported that they decided to attend DSS in order to advance their military career, while an additional 1% indicated that they did so in order to avoid a worse assignment. The remaining 6% did not respond to this question.

1 As of 27 May 2008, all Drill Sergeant training was consolidated at Fort Jackson, SC.

2 Although current publications now refer to Maneuver and Fires Division (MFD), Operations Support and Effects (OSE), and Force Sustainment (FS), the previous general classifications of Combat Arms, Combat Support, and Combat Service Support are used throughout this report to remain consistent with SME and participant comments.

Table 1
Variables Measured via Incoming and Outgoing DSC Inventories

Incoming DSC Inventory (Day One of DSS)	Outgoing DSC Inventory (End of DSS)
Military Experience: Time in service (TIS), grade, Time in grade (TIG), MOS, combat experience, prior duty assignments Civilian Leadership Experience Cognitive Skill: General technical (GT) scores and civilian education Reason(s) for Attending DSS Confidence and Motivation: DS mission and task specific Personality Trait Scales: Tolerance Social Boldness Teamwork Emotional Intelligence Understanding Narcissism	Confidence, Commitment, and Motivation: General, DS, and task-specific Evaluation of Training Received in DSS: overall and task specific DS Leadership Profile: Rate the importance of traits necessary to be an effective DS, and rank-order traits by relative importance

Regarding previous civilian education levels, less than 1% of the DSCs stopped with a general education development (GED) test, while 27% earned no more than a high school diploma. 65% of the DSCs reported completing high school and having at least some college experience. Another small portion, less than 1%, indicated they had earned a Bachelor's degree. The remainder chose not to respond.

While the DSCs reflected a wide range of military experience, in terms of occupational specialties, duty assignments, and military schools, only 25% indicated that their last assignment prior to reporting for training was in theater or combat. Table 2 provides a more complete summary of the military experience of the participants in this effort.

Table 2
Military Experience Summary

Military Experience		
TIS:	*M* = 10.15 years (R = 4 to 18)	
Grade:	E5	16%
	E6	70%
	E7	14%
TIG:	*M* = 2.34 years (R = 1 to 10)	
MOS Functional Area:	Combat Arms	42%
	Combat Support	27%
	Combat Service Support	31%
Number of Combat Tours:	None	13%
	One	33%
	Two	40%
	Three or More	14%

Survey Instruments

Although based on scales provided in published research, the survey items were appropriately adjusted for the unique aspects of a military training environment and the DSS population. The scales for self-reported change in confidence, commitment, and motivation in being a DS are "face-valid" scales developed from subject matter expert (SME) interviews with DSs for the research effort. All scales were scored on a five-point Likert-type scale that ranged from strongly disagree (1) to strongly agree (5) (Appendix A).

Personality Trait Variables. Six established scales were used to measure ten personality trait variables. *Understanding* was measured using a scale developed by Hofstee, de Raad, and Goldberg (1992). This 11-item scale had a Cronbach's coefficient alpha of .84. Typical items included in the survey for this effort were "I know how to comfort others" and "I take others' interests into account."

Gough's (1996) California Personality Inventory (CPI) was used to measure *narcissism* and *social desirability*. Eleven items were used to measure *narcissism* and had a Cronbach's coefficient alpha of .71. Typical items included, "I am not afraid of providing criticism." *Social desirability*, which was used as a control variable, was measured using eleven items from the CPI and had a Cronbach's coefficient alpha of .67. Sample items included, "I respect the opinions of others" and "I do a lot in my spare time."

Teamwork and *emotional intelligence* were measured using a scale developed by Peterson and Seligman (2004). The nine items measuring *teamwork* had a Cronbach's

coefficient alpha of .70. Sample items included, "I don't miss group meetings or team practices." Six items measured *emotional intelligence* and had a Cronbach's coefficient alpha of .72. Typical items included, "I know what makes others tick."

The temperament and character inventory (TCI), developed by Cloninger, Przybeck, Svrakic, and Wetzel (1994), was used to measure *tolerance*. The twelve-item measure had a Cronbach's coefficient alpha of .69 and included items such as, "I can accept a lot from others."

Social boldness was measured using a scale developed by Lee and Ashton (2004). The nine-item measure had a Cronbach's coefficient alpha of .77 and included items such as, "I am good at making speeches at a moment's notice."

Preferred Leadership Styles. In order to address the issues raised by the CG, Fort Jackson, detailed information about the DSS POI, standing operating procedures, and resourcing was obtained from SMEs assigned to the Directorate of Basic Combat Training (DBCT), Fort Jackson, SC. Unstructured interviews were conducted with former and incumbent DSs and White Phase IET Soldiers assigned to Fort Jackson in order to identify the traits and experiences they deemed necessary to become effective DSs, as well as identifying potential behavioral indicators of effective DS performance. A second set of unstructured interviews were conducted with additional DSs and White Phase IET Soldiers to elicit feedback on the trait, experience, and behavior lists generated from the initial interviews. A review of published literature provided a foundation for compiling the scales and survey items needed to measure these desired personality and behavioral traits. Table 3 provides a complete description of the attributes of these leadership styles and behaviors.

SME interviews clearly indicated that the DSS (and its supporting POI) emphasized developing more transformational (e.g. coaching and mentoring) than transactional (e.g. reward contingent) leadership behaviors in its DSCs. Previous research has shown that transformational leaders facilitate the development of their followers, as well as increasing their identification with their organization's values and goals, by attending to their individual growth and development needs (individualized consideration), providing appropriate feedback and coaching, and encouraging them to understand and resolve problems from different perspectives, take risks, and think outside of the box (see Bass, 1998; Podsakoff, MacKenzie, Moorman, & Fetter, 1990; Avolio, 1999).

Table 3
Preferred Leadership Styles Definitions (adapted from Podsakoff et al., 1990)

Leadership Styles	Definition
Transformational Leadership Styles	
• Fostering Acceptance	Behavior on the part of the DS aimed at promoting cooperation among Soldiers and getting them to work together toward a common goal
• Providing Role Model	Behavior on the part of the DS that sets an example for Soldiers to follow that is consistent with the values the DS espouses
• Articulating a Vision	Behavior on the part of the DS aimed at identifying new opportunities for his or her unit/company/ platoon, and developing, articulating, and inspiring others with his or her vision for the future
• Setting High Standards	Behavior that demonstrates the DS's expectations for excellence, quality, and/or high performance on the part of followers
• Intellectual Stimulation	Behavior on the part of the leader that challenges Soldiers to re-examine some of their assumptions about their work and rethink how it can be performed
• Personalized Support	Behavior on the part of the DS that indicates that he or she respects Soldiers and is concerned about their personal feelings and needs
Transactional Leadership Style	
• Contingent Reward	Behavior on the part of the DS that indicates the extent to which he or she provides rewards in exchange for a Soldier's effort

Transformational and *transactional leadership* were measured using the 27-item scale developed by Podsakoff, MacKenzie, Moorman, and Fetter (1990). *Transformational leadership*, a six-dimension construct, was measured using 22 items and had a Cronbach's coefficient alpha of .83. The six dimensions included *fostering acceptance* (4 items), providing a *role model* (3 items), *articulating a vision* (4 items), *setting high standards* (3 items), *intellectual stimulation* (4 items), and *personalized support* (4 items). Typical items included, "I get Soldiers to work together for the same goal" and "I insist on only the best performance from Soldiers." *Transactional leadership*, a single dimension construct, was measured using five items and had a Cronbach's coefficient alpha of .84. Sample items included, "I give special recognition to Soldiers when their work is very good."

Attachment to the Army. Two established scales were used to measure *identification with Army* and *perceived obligation to Army*. Mael and Ashforth's (1992) Organizational Identification Scale was used to measure identification with Army. The five items used had a Cronbach's coefficient alpha of .81. Typical items included, "The Army's successes are my successes." *Perceived obligation to Army* was measured using 2 items from a scale developed by Meyer and colleagues (1993). The items had a Cronbach's coefficient alpha of .74 and included items such as, "I would feel like I had let my country down if I left the Army at this time."

Although our factor analysis found these measures to be discriminate, it is important to note that the bivariate correlation between felt obligation to the Army and identification to the Army was significant (r= .397, p<.01 at Time 1; r = .457, p< .01 at Time 2).

DS Transformation. As previously stated, some of the scales were created by SMEs specifically for this project, and others were adapted from established scales. For example, Drill Sergeants' change in *attitude*, *motivation*, and *confidence* in being a Drill Sergeant (α = .89, .83 and .90, respectively) were measured using four items developed specifically for this research effort. Typical items included, "Compared to when you first started Drill Sergeant School, how has your attitude about being a Drill Sergeant changed?" and "Compared to when you first started Drill Sergeant School, how has your motivation changed?"

Drill Sergeant role commitment was measured using eight items from the commitment propensity measure (Lee, Ashford, Walsh, & Mowday, 1992) and reported a Cronbach's coefficient alpha of .86. Three items from Saks and Ashforth's (2002) subjective person-organization (P-O) fit scale were also adapted and used to measure *Drill Sergeant role fit*. They had a Cronbach's coefficient alpha of .51. The survey included items such as, "My personality matches the personality/image of a Drill Sergeant."

A single-item, visual and verbal report based on the organizational identification measurement developed by Bergami and Bagozzi's (2000) was used to measure *Drill Sergeant identification*. The item presented participants with the following instructions: "Circle the picture below that best represents how much being a 'Drill Sergeant' is a part of who you are as a person." Each picture displayed two circles whose degree of overlap increased from one alternative to another. As in Bergami and Bagozzi's original research, the greater the overlap between the circles, the greater the NCO's perceived personal identification with being a DS.

Results

First, the research effort focused on determining the amount of change in DSC attachment to the Army attachment and their preferred leadership styles. Attachment to the Army was measured in terms of their: (1) perceived obligation to the Army (Lee et al., 1992) and (2) identification with the Army (Mael & Ashforth, 1992). In order to measure the level of change, we performed paired sample *t*-tests and found that the DSCs experienced a significant increase in both perceived obligation to the Army (2.96 versus 3.27; t (df, 203) = -5.40, p <.01) and identification with the Army (3.61 versus 3.79; t *(df, 202)* = -4.25, p < .01) from inception to graduation from DSS.

Again using paired sample t-tests, we found that DSCs' preference for transformational leadership behaviors increased, with the exception of personalized support (see Table 4). With a rise in transformational orientation, DSC preference for transactional leadership behaviors (i.e., contingent reward) decreased. Personalized support, as a transformational leadership behavior, focuses on recognizing and being concerned with the follower's personal feelings and needs (Podsakoff et al., 1990[3]). Given this operationalization, it is not surprising that DSCs' preference

3 Note that Podsakoff et al. found via factor analysis that transformational leadership is best operationalized as six separate styles wherein transactional leadership is best represented with one style (i.e., Contingent Reward).

for personal support decreased, since DSCs are generally trained to move individual Soldiers beyond concerns about their personal desires and feelings to focus on the needs of the collective group or team (e.g., platoon) and the needs of their fellow Soldiers.

Table 4
DSC Change in Attachment to Army and Preferred Leadership Styles

Variable	DSS Inception	DSS Graduation	Change	*t* value	*p*
Attachment to Army					
Perceived obligation to Army	2.96	3.27	0.32	-5.40	<.01
Identification with Army	3.61	3.79	0.18	-4.25	<.01
Preferred Leadership Style					
Transformational – Fostering Acceptance	3.96	4.49	0.52	-14.41	<.01
Transformational – Providing Role Model	4.12	4.54	0.42	-11.86	<.01
Transformational – Articulating a Vision	3.67	4.22	0.54	-14.39	<.01
Transformational – Setting High Standards	3.88	4.34	0.46	-12.27	<.01
Transformational – Intellectual Stimulation	3.81	4.15	0.35	-8.42	<.01
Transformational – Personalized Support	3.78	3.38	-0.40	10.96	<.01
Transactional – Contingent Reward	4.15	3.86	-0.29	7.40	<.01

Note: All means are based upon 5-point scales (1 = strongly disagree; 5 = strongly agree).

Next, the research focused on whether MOS or volunteer status influenced DSC transformation (across repeated measures of Attachment to the Army and Preferred Leadership Styles). As mentioned, a large portion of the DSCs were selected by the Army (approximately 70%) versus volunteers (approximately 30%). The DSCs that were selected for duty were more likely to: (a) come directly from combat duty (32% versus 7%), (b) have a higher number of combat tours (1.76 versus 1.25), and (c) have a Combat Arms MOS (36% versus 23%). There were no significant differences regarding gender or GT score between DA-selected and volunteer DSCs.

Previous experience in the three MOS functional areas, i.e. (1) Combat Arms, (2) Combat Support, and (3) Combat Service Support, did not make it more or less likely for the DSC to: (a) come directly from combat duty, (b) have a higher number of combat tours, or (c) have a higher GT score. That said, given the emphasis placed on DSs training combat skills during basic training, we recoded the MOSs into two groups: (1) Combat Arms and (2) Non-Combat Arms. Also supporting this aggregation was the fact that the Combat Support and Combat Service Support DSCs were not significantly different across the personality variables examined in this research effort.

To assess the rate of change over time between the two aggregated MOS groups, we first performed a mixed factor repeated measures analysis of variance (ANOVA) wherein we interacted time (i.e., interval of time between surveys), volunteer status, and combat arms MOS status across the two *Attachment to the Army* variables (i.e., perceived obligation to the Army, identification with the Army) and the *Preferred Leadership Styles*. None of these three-way interactions (time by volunteer status by combat arms MOS) were significant ($p<.05$).

Given that the three-way interactions were not significant, we performed a mixed-model factorial ANOVA in which we tested two separate two-way interactions: (1) time (within subject) x volunteer status (between subjects), and (2) time (within subject) x combat arms MOS status (between subjects). We tested whether these two-way interactions were significant for the difference in means of the two *Attachment to the Army* variables (i.e., perceived obligation to the Army, identification with the Army) and *Preferred Leadership Styles*. In regards to volunteer status x time, we found no significant interactions. With regard to combat arms MOS status, we found one significant interaction (F= 13.96, p= .001) for one of the preferred leadership behaviors (i.e., 'personalized support'). Combat arms DSCs (whether a volunteer or not) showed less of a decrease in a preference for personalized support as a leadership style, although it should be noted that these DSCs started at an lower level of personalized support than the non-Combat Arms DSCs (see Figure 1).

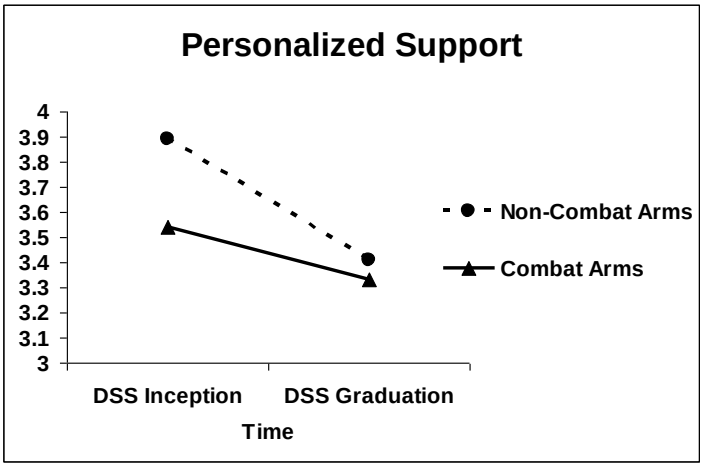

Figure 1
Interaction of Time and Combat Arms MOS status

The researchers then assessed the predictors of four key DS transformation outcomes: (1) self-reported change in confidence, motivation, and commitment, and the DSC's (2) commitment to, (3) identification with, and (4) perceived fit with the DS *role*. At this point, we focused on identifying which social characteristics, experiences, and personality traits predicted these four key DS transformation outcomes (see Table 5).

Table 5
Predictors

Social Characteristics	Experience	Personality Traits
Sex	Combat tours	Tolerance
Education level	Whether or not the DSC had a Permanent	Social Boldness
Combat arms MOS status	Change of Station (PCS) from combat	Teamwork
Volunteer status	Time in Service	Emotional Intelligence
	Time in Grade	Understanding
		Narcissism

A regression was used to test whether any of these variables was associated with the four outcome variables listed above. We used participants' social desirability scores to control for

self-report bias. We regressed our DS transformation outcome variables on the predictors listed in Table 5. Table 6 summarizes the results of the regression analysis.

Table 6
Predicting Drill Sergeant Transformation

Outcomes	**DS Change**		**DS Role Commitment**		**DS Role Identification**		**DS Fit**	
	β	t	β	t	β	t	β	t
Social Desirability (Control)	-.14	-1.48	-.03	-.36	.10	1.11	.05	.54
Gender	.08	1.03	-.01	-.19	.18*	2.43	-.03	-.38
No. of Combat Tours	.04	.56	-.04	-.63	-.13	-1.70	-.06	-.80
PCS from Combat	-.07	-1.00	-.10	-1.63	.02	.20	.00	-.01
Education	-.03	-.36	-.10	-1.73	-.04	-.61	-.03	-.38
DS Volunteer	.17*	2.38	.17*	2.80	.02	.26	.10	1.40
Combat Arms	-.13	-1.76	-.14*	-2.24	-.02	-.24	-.06	-.88
T1 Tolerance	.14	1.27	.04	.43	.12	1.10	-.08	-.81
T1 Social Boldness	-.02	-.21	.17*	.2032	.07	.77	.29*	3.56
T1 Teamwork	.06	.65	.18*	2.33	-.09	.-1.01	.17*	2.03
T1 Emotional Intelligence	.01	.11	.14	1.80	-.05	-.60	.11	1.25
T1 Understanding	.10	.90	.14	1.60	.27*	2.59	.04	.39
T1 Narcissism	-.03	-.29	-.12	-1.59	.18*	2.07	.02	.23
F	2.44*		9.32*		3.48*		5.49*	
Adjusted R^2	.09		.35		.15		.23	
Df	200		199		189		198	

* $p < .05$

As can be seen in Table 6, various predictors were significantly associated with our four DS transformation outcomes. First, volunteer status was positively related (β = .18; p<.05) to self-reported change in confidence, motivation, and commitment. Second, volunteer status (β = .17; p<.05), social boldness (β = .17; p<.05), and teamwork (β = .18; p<.05) were positively related to DS role commitment whereas Combat arms MOS status (β = -.14; p<.05) was negatively related. Third, gender (i.e., being female) (β = .18; p<.05), understanding (β = .27; p<.05), and narcissism (β = .18; p<.05) were positively related to DS role identification. Fourth, social boldness (β = .29; p<.05) and teamwork (β = .17; p<.05) were positively related to perceived fit with the role of DS.

Next, we attempted to determine what leadership profile emerges during DSS, and what incoming social characteristics, experiences, and/or personality variables predict different profiles. Based on interviews with White Phase Soldiers and DSs combined with results from the Time 1 survey, we developed an initial list of 21 leadership attributes associated with effective DSs. We were first interested in the level of importance the DSCs would place on these attributes and, then, whether these attributes would coalesce into general preferred leadership

profiles. Figure 2 illustrates the order in which DSCs ranked 21 "leadership traits of an effective DS" which the researchers derived from a literature review and from interviews conducted with incumbent Fort Jackson DSs. On average, confidence, physical fitness, and Army Values adherence were deemed most important by the DSCs, while having combat experience, being loud, and being intimidating ranked lowest.

Figure 2
The 21 DS Leadership Traits – Listed from Least to Most Important

LEAST →

Be intimidating	**Be Loud**	**Have Combat Experience**
Be Able to "Read" People	**Be Approachable**	**Be Good at Problem-Solving**
Be a Skill Level 1 Master	**Be Organized**	**Be Patient**
Have Good Communication Skills	**Promote Teamwork**	**Promote Discipline**
Be a Good Mentor	**Be a Good Teacher**	**Instill Confidence**
Motivate Soldiers	**Lead by Doing**	**Be Adaptable**
Live the Army Values	**Be Physically Fit**	**Be Confident**

MOST

A principal axis factor analysis with varimax rotation on the 21 leadership attributes revealed two distinct leadership dimensions (e.g., Chao et al., 1994). Each DSC's individual leadership profile is the product of the factor-loading of the four traits he/she rated as most important overall, weighted by the ranking he/she assigned to that trait. The two overall leadership profiles were identified as (1) "The Teacher" and (2) "The Motivator."

The Teacher profile focuses primarily on teaching skills (e.g., Skill Level 1 Mastery), staying organized, and being able to "read" Soldiers. 29% of the DSCs were categorized as The Teacher leadership profile. The Motivator profile focuses primarily on instilling discipline and confidence in Soldiers, promoting teamwork, and living the Army Values. 71% of the DSCs fit the Motivator leadership profile. Interestingly, regression analyses indicated that neither social characteristics, experience, nor personality variables predicted the emergence of these leadership profiles. The key predictor emerging from this analysis was the DSC's prior duty assignment. Specifically, DSCs that came directly to DSS from a combat tour were five (5) times more likely to be categorized as preferring a Motivator leadership profile.

The final question that our research effort addressed regarded the DSCs' overall evaluation of the effectiveness of DSS training, and whether the DSCs perceived a need for increased or decreased focus on the topics required by the DSS POI. The mean overall rating of training effectiveness was 3.52 out of 5; indicating that DSCs reported the training they received was somewhat effective. The scale ranged from [1] Not at All to [5] Extremely Effective.

The DSCs were also asked whether they thought they had received the right amount of training, needed less training, or needed more training on the various topics covered in the DSS POI. 62% of the DSCs stated that they needed more training on 'preparing Soldiers for combat' and 75% stated they needed more training on 'leadership skills' (e.g., counsel Soldiers, instill discipline). Interestingly, there was less agreement on the practice of temporarily placing DSCs

in units (i.e., IET Embedment) to directly observe and participate in training events. While 10% stated they needed less of this type of training, 59% stated they needed more. See Table 7 for a summary of these results.

Table 7
Training Effectiveness

DSS POI Topic	% Agreeing Need Less Training	% Agreeing Received Right Amount	% Agreeing Need More Training
Physical Training	5%	60%	35%
Drill and Ceremony	4%	41%	55%
Basic Rifle Marksmanship	2%	46%	52%
Nuclear, Biological and Chemical Training	8%	54%	38%
Preparing Soldiers for Combat	1.5%	35.5%	63%
IET Embedment	10%	31%	59%
How to conduct Gender Integrated Training	7%	58%	35%
Leadership Training: Includes: how to counsel Soldiers, address Soldiers' personal problems, instill discipline, and motivate Soldiers	5%	20%	75%

Discussion

Based on the DSCs participating in this effort, the majority of DSCs are experienced, confident, educated (with some college) Sergeants at the E6 level with one to two combat tours. Although the majority of DSCs did not volunteer for the duty, each candidate is transformed to some degree by their DSS training experiences. On the whole, this transformation is positive. Based on the results from this research effort, DSS training significantly increases both the degree to which the DSC feels obligated to and identifies with the Army.

Consistent with the described intent of the school's leadership and strategic direction, DSS training facilitates a more transformational leadership style (with the exception of 'personalized support') and reduces the preference for a transactional leadership style (i.e., contingent reward) among all DSCs. In short, there seems to be a homogenizing effect on the developing DSs, as 71% of all new DSs embraced a Motivator style of leadership. Interestingly, DSCs that came directly to DSS from a combat tour were 5 times more likely to be categorized as preferring a Motivator leadership profile over that of a Teacher leadership profile.

As discussed earlier, the decrease in 'individualized support', a preferred transformational leadership behavior, it is not really surprising given that DSCs are generally trained to move individual Soldiers beyond concerns about their personal desires and feelings to focus on the needs of the collective group or team (e.g., platoon) and the needs of their fellow Soldiers. Thus, this behavior would seem to go against several key team and unit level DS outcomes: building effective teamwork during BCT, emphasizing the Warrior ethos, and encouraging new Soldiers to become self-reliant and persevere in the face of personal and

emotional challenges. It also runs counter to the DSs' efforts to ensure their Soldiers are self-sufficient and feel directly accountable for their actions, beliefs, behaviors, etc.

In regard to training effectiveness, DSCs rated the training as generally effective, but expressed a need for increased emphasis in two major areas: (1) Leadership (specifically in Soldier counseling and motivation) (75%) and (2) Preparing the Soldiers for Combat (63%). With a fixed amount of time allotted to DSS, this will be especially challenging, particularly given that the DSCs did not identify any area that needed significantly less training which could potentially provide the time and resources needed for expanding training in these areas.

Combat Arms DSCs decreased less in "Personalized Support" as a preferred leadership style than did non-Combat DSCs. Indeed, the 'end-state' means between the two groups were not significantly different. This seems to suggest two things: (1) Combat Arms DSCs already see the benefit of a decreased focus on "Personalized Support" due to advanced combat training and experience and/or (2) DSS provides a context in which non-Combat DSCs, who seem to have less experience in this area, learn this important Army-specific application of the transformational leadership style.

Particular incoming characteristics, experiences, and personality traits were significantly related to DS Transformation outcomes (i.e., self-reported change, DS role commitment, DS role identification, and DS role fit). Volunteer DSCs were more likely to be committed to the role of DS and report a higher degree of change in confidence and motivation over the course of DSS. Although comprising a relative small percentage of the DSCs participating in this effort, as well as in terms of the DSs assigned to training units throughout the Army, female DSCs were more likely to more personally identify with the role of DS than their male counterparts.

While personality traits (i.e., understanding, social boldness, teamwork focus, narcissism, tolerance) predicted self-reported change as well as commitment to, identification with, and fit with the DS role, more tolerant DSCs reported greater levels of change in confidence, commitment, and motivation as a result of DSS training. More socially bold and team-oriented DSCs were found to have higher levels of commitment to the DS role. Interestingly, more understanding, yet narcissistic, DSCs were found to more closely identify with the DS role. In this case, narcissism seems to not be a negative quality but appears to reflect some of the more traditionally perceived aspects of a DS' identity – a desire to be seen out front, in the lead, and the focal point for training new Soldiers.

Recommendations

Our results clearly indicate that the current DSS leadership's move toward integrating a more transformational style of leadership into their training strategies and outcomes is not only progressing, but is having a marked positive impact on the transformation of DSCs. The movement of DSCs toward more coaching, motivating styles of leadership appears to confirm the DSS is achieving a critical training outcome. Our findings also suggest that taking action to increase the number of volunteers for DS duty, as well as identifying potential DSCs based upon particular personality traits (tolerance, social boldness, and understanding), should increase the overall level of commitment, identification, and fit with the role of DS – which should ultimately

increase their effectiveness "on the trail." While not directly studied in this research effort, it is our contention that this would also result in positive second order effects in the associated training outcomes for new Soldiers.

Our results support ongoing efforts to extend DSS to 10 weeks, in order to train critical skills to a greater level of mastery, and to alter existing leadership training modules to better focus on the leadership challenges a DS faces nearly every day in a training unit. It is clear that both of these initiatives will be critical to enhancing DS transformation in the future.

Limitations and Future Research

Every study has limitations, and future research should attempt to address what may be limitations of the present research. First, all measures were self-reported. While this is common in training research, it would be desirable to have more objective indices of training effectiveness. Objective indices, or at least measures from other collaborating sources (e.g., followers), would help address concerns about common method bias. Second, while we evaluated training effectiveness shortly after the end of training, it would be highly informative to follow-up this evaluation several months (or even a year) after training is completed. This would determine if the training effects supported by this effort both generalized and persisted over time.

In addition to these limitations, our research effort still leaves several open questions. First, this research effort focused on predicting the DSs' reactions to the training and the extent to which they were psychologically 'attached' (i.e., perceived obligation, identification) to the Army as well as 'attached' (i.e., commitment, identification, fit) to the role of DS. However, these predictors may or may not be important for actual performance (i.e., enacting the role of being a DS). Second, this research effort focused on measures of personality that were linked to the U.S. Army values. That said, our findings were less than conclusive. This research was not able to clarify whether standard personality traits (e.g., conscientiousness, agreeableness, openness, emotional stability, and extraversion), as well as adaptability, directly influence reactions and 'attachment.'

To answer these important questions, we recommend that future research assess not only reactions and 'attachment,' but also performance. We also recommend that a future study add a third wave to measure performance at the end of the first (and/or second) cycle the newly graduated DSCs complete as DSs. Performance data should be collected from multiple sources (e.g., peers, superiors, subordinates, and objective data) and heavily rely upon self-reports.

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Acronyms

ANOVA	Analysis of Variance
ARI	U.S. Army Research Institute for the Behavioral and Social Sciences
BCT	Basic Combat Training
CG	Commanding General
CPI	California Personality Inventory
DA	Department of the Army
DBCT	Directorate of Basic Combat Training
DS	Drill Sergeant
DSC	Drill Sergeant Candidate
DSS	Drill Sergeant School
GED	General Education Development
GT	General Technical
HEXACO	Honesty-Humility (H), Emotionality (E), Extraversion (X), Agreeableness (A), Conscientiousness (C), and Openness to Experience (O)
IET	Initial Entry Training
MOS	Military Occupational Specialty
NCO	Noncommissioned Officer
NEO	Neuroticism (N), Extroversion (E), Openness to Experience (O)
NEO-FFI	NEO Five Factor Inventory
NEO-PI-R	Revised NEO Personality Inventory
PCS	Permanent Change of Station
P-O	Person-Organization
POI	Program of Instruction
SME	Subject Matter Expert
TCI	Temperament and Character Inventory
TIG	Time in Grade
TIS	Time in Service
TRADOC	Training and Doctrine Command

APPENDIX A

SURVEYS

DRILL SERGEANT CANDIDATE WORKBOOK

U.S. ARMY RESEARCH INSTITUTE
FOR THE
BEHAVIORAL AND SOCIAL SCIENCES

Infantry Forces Research Unit, FT Jackson Element

Privacy Act Statement

This package contains experimental tests under development as part of the official research mission of the U.S. Army Research Institute for the Behavioral and Social Sciences (10 U.S. Code 2358). Researchers will combine this test data with administrative and other test data to be collected later to evaluate the effectiveness of these tests for identifying new Drill Sergeant leadership experience and characteristics. As authorized by Executive Order 9397, the test forms request personal identifiers (e.g., names and social security numbers) to link data files together. While identifiers are requested, full anonymity of all Soldiers will be maintained in data processing and reporting. Your individual test results will not be reported to anyone in your chain of command, will not be placed in your personnel file, and will in no way impact your Army career. While your participation is voluntary, successful development of these tests requires the contribution of Soldiers like you. This means doing your best when you take these tests. Please indicate your willingness to participate in this research by signing your name in the space provided.

Signature _____

Drill Sergeant Candidate Background Form

Name (please print): _____

Social Security Number: ___ ___ ___ - ___ ___ - ___ ___ ___ ___

TIS: _____ **TIG:** _____ **Grade:** _____ **Primary MOS:** _____ **GT Score:** ____

1) Combat Experience (circle all that apply): OIF OEF Other (specify) _____

2) Number of combat tours: _____

3) Did you PCS to this assignment from a combat tour: YES / NO

4) What were your job responsibilities while deployed (if applicable, circle all that apply):

Patrol	Convoy	Convoy Security	TCP	Detainee Ops	Medical	MOUT	Security Check Point
Staff	Mechanic	Supply	Other (specify) _____				

5) Circle the ONE option that best describes your last duty assignment:

Team Leader Squad Leader PLT SGT Staff NCO Staff NCOIC

Other (specify) _____

6) Circle the highest level of civilian education you have completed:

GED HS Diploma Some College Bachelors Degree Graduate Degree

Other civilian certifications/degrees:_____

7) What military courses have you completed? Please circle all that apply:

AIT OSUT PLDC/WLC BNCOC ANCOC

Airborne Air Assault Ranger Other: _____

8) What civilian leadership positions have you held? Please circle all that apply:

Church Leader	Sports Team Captain	Sports Team Coach	Youth Sports Coach	Scout Leader
Manager	Work Supervisor	Administrative Worker		
Youth Group Leader	Youth Mentor (Big Brother/Sister)	Other (specify) _____		

9) In your Army career so far, what has contributed the most to your success as a Soldier? Please read through the list below. In the space next to each item:

- mark a '**0**' if it did NOT contribute to your success as a Soldier (mark as many '0's' as necessary);
- write the number '**1**' next to the single MOST important factor, the number '**2**' next to the second most important factor, etc., for all those that contributed to your success;
- If you don't see one of the factors that made you successful, please write it in the space marked "Other."

___ Weapons Proficiency	___ Living the Army Values	___ Ability to work with others
___ PT / Physical Ability	___ Combat / Tactical skills	___ Ability to follow orders
___ Problem-solving skills	___ Ability to motivate others	___ Self-discipline
___ Putting the mission first	___ Getting good support/advice from others	___ Ability to tolerate stress
___ Technical/MOS skills	___ Ability to discipline others	___ Ability to give orders
___ Working under good leaders	___ Ability to lead others	___ Always doing the right thing

___ Other (specify) _____

10) Why did you come to Drill Sergeant School (DSS)? Please read through the list below. In the space next to each item:

- mark a '**0**' if it is NOT a reason why you came to DSS (mark as many '0's' as necessary);
- write the number '**1**' next to the single MOST important reason, the number '**2**' next to the second most important reason, etc., for all the reasons that apply to you;
- If you don't see one of the reasons why you came to DSS below, please write it in the space marked "Other."

___ I was involuntarily assigned to DSS (DA Selected)	___ I volunteered for DS duty to avoid a worse assignment	___ I volunteered for DS duty for promotion points / to advance my career
___ I volunteered for DS duty to help prepare Soldiers for combat	___ I volunteered for DS duty because I enjoy mentoring Soldiers	___ Other (specify)_____ _____

11) *At <u>this point in time</u>*, how confident are you in your:

	not at all confident	*slightly confident*	*moderately confident*	*very Confident*	*extremely confident*
• Ability to lead Soldiers?	1	2	3	4	5
• Ability to motivate Soldiers?	1	2	3	4	5
• Overall Warrior Skills Level 1 knowledge?	1	2	3	4	5
• BRM skills?	1	2	3	4	5
• D&C skills?	1	2	3	4	5
• First Aid Skills?	1	2	3	4	5
• NBC Skills?	1	2	3	4	5
• PT ability?	1	2	3	4	5
• Overall physical strength and endurance?	1	2	3	4	5
• Ability to deal with Soldiers' personal problems?	1	2	3	4	5
• Ability to teach new skills to Soldiers?	1	2	3	4	5
• Ability to be patient with new Soldiers?	1	2	3	4	5
• Ability to administer corrective training to Soldiers?	1	2	3	4	5
• Ability to promote Army values?	1	2	3	4	5
• Ability to correct "difficult" Soldiers?	1	2	3	4	5
• Ability to become an effective Drill Sergeant?	1	2	3	4	5
• Ability to mentor Soldiers?	1	2	3	4	5
• Ability to stay calm under pressure?	1	2	3	4	5
• Desire to stay in the Army?	1	2	3	4	5

12) What characteristics should a *New* BCT graduate have? Please read through the list below. In the space next to each item:

- mark a '**0**' if it's NOT important for a new BCT graduate to have (mark as many '0's' as necessary);
- write the number '**1**' next to the single MOST important characteristic, the number '**2**' next to the second most important characteristic, etc., for all those you think are important for a new BCT graduate to have;
- If you don't see one of the characteristics a new BCT graduate should have, please write it in the space marked "Other."

___ Committed to an Army career	___ Motivated	___ Able to work with others (is a "team player")
___ Highly proficient on assigned weapon	___ Self-confident	___ Highly proficient in First Aid
___ Disciplined	___ Respects others	___ Selfless
___ Has strong tactical skills	___ Has a high PT score	___ Has strong Combat skills
___ Has leadership skills	___ Has problem-solving skills	___ Quickly follow orders
___ Has integrity	___ Respects authority	___ Committed to Army values
___ Has self-respect	___ Has high stress tolerance	___ Wants to do the right thing

___ Other (specify): _____

13) Think back to the Drill Sergeants that you had while in BCT or OSUT. What were the best/most effective DSs like? What were the worst/least effective DSs like? In the space below, list some of the characteristics and behaviors of the best and worst DSs.

BEST Drill Sergeants *Behavior, Skills, Characteristics*	**WORST Drill Sergeants** *Behavior, Skills, Characteristics*

DRILL SERGEANT CANDIDATE ASSESSMENT I

Please indicate the extent to which you agree with each of the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I complete tasks successfully.	1	2	3	4	5
2. I accept people as they are.	1	2	3	4	5
3. I do a lot in my spare time.	1	2	3	4	5
4. I find it difficult to approach others.	1	2	3	4	5
5. I tend to trust what people say.	1	2	3	4	5
6. I don't miss group meetings or team practices.	1	2	3	4	5
7. I am good at making speeches at a moments notice.	1	2	3	4	5
8. I suspect hidden motives in others.	1	2	3	4	5
9. I respect the opinions of others.	1	2	3	4	5
10. I enjoy being part of a group.	1	2	3	4	5
11. I excel in what I do.	1	2	3	4	5
12. I am annoyed by others' mistakes.	1	2	3	4	5
13. I would be afraid to give a speech in public.	1	2	3	4	5
14. I can accept a lot from others.	1	2	3	4	5
15. I don't see the consequences of things.	1	2	3	4	5
16. I believe that people are basically moral.	1	2	3	4	5
17. I am able to fit into any situation.	1	2	3	4	5
18. I stay in the background.	1	2	3	4	5
19. I believe in human goodness.	1	2	3	4	5
20. I am easily put out.	1	2	3	4	5

Please indicate the extent to which you agree with each of the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
21. I often feel uncomfortable around others.	1	2	3	4	5
22. I support my teammates or fellow group members.	1	2	3	4	5
23. I don't like to draw attention to myself.	1	2	3	4	5
24. I do things behind other people's backs.	1	2	3	4	5
25. I am sure of my ground.	1	2	3	4	5
26. I respect others.	1	2	3	4	5
27. I know what makes others tick.	1	2	3	4	5
28. I often back out of plans at the last moment.	1	2	3	4	5
29. I have little to say to people I don't know.	1	2	3	4	5
30. I handle tasks smoothly.	1	2	3	4	5
31. I believe there is more than one side to most issues.	1	2	3	4	5
32. I get annoyed with other's behaviors.	1	2	3	4	5
33. I tend to trust others.	1	2	3	4	5
34. I believe that others have good intentions.	1	2	3	4	5
35. I feel I must respect the decisions made by my group.	1	2	3	4	5
36. I am able to express myself easily.	1	2	3	4	5
37. I often break my promises.	1	2	3	4	5
38. I am not good at working with a group.	1	2	3	4	5

Please indicate the extent to which you agree with each of the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
39. I get along well with people I have just met.	1	2	3	4	5
40. I usually cut conversations short.	1	2	3	4	5
41. I have been know to hang up the phone on people.	1	2	3	4	5
42. I know how to get things done.	1	2	3	4	5
43. I feel comfortable around people.	1	2	3	4	5
44. I prefer to do everything alone.	1	2	3	4	5
45. I believe that others have good intentions.	1	2	3	4	5
46. I sympathize with the less fortunate.	1	2	3	4	5
47. I am good at sensing what others are feeling.	1	2	3	4	5
48. I hate being the center of attention.	1	2	3	4	5
49. I scheme against others.	1	2	3	4	5
50. I have a strong personality.	1	2	3	4	5
51. I have little to contribute.	1	2	3	4	5
52. I don't put a lot of thought into things.	1	2	3	4	5
53. I think that everything will turn out well.	1	2	3	4	5
54. I treat people as inferiors.	1	2	3	4	5
55. I lack the talent for influencing people.	1	2	3	4	5
56. I lay down the law to others.	1	2	3	4	5
57. I have the ability to make others feel interesting.	1	2	3	4	5
58. I work best when I am alone.	1	2	3	4	5

Please indicate the extent to which you agree with each of the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
59. I have leadership abilities.	1	2	3	4	5
60. I am suspicious of others.	1	2	3	4	5
61. I don't think it's important to socialize with others.	1	2	3	4	5
62. I am a bad loser.	1	2	3	4	5
63. I believe that people are essentially evil.	1	2	3	4	5
64. I come up with good solutions.	1	2	3	4	5
65. I have a natural talent for influencing people.	1	2	3	4	5
66. I keep to myself.	1	2	3	4	5
67. I have difficulty understanding things.	1	2	3	4	5
68. I misjudge situations.	1	2	3	4	5
69. I am quick to judge others.	1	2	3	4	5
70. I distrust people.	1	2	3	4	5
71. I know what to say to make people feel good.	1	2	3	4	5
72. I get irritated easily.	1	2	3	4	5

DRILL SERGEANT CANDIDATE ASSESSMENT II

Please indicate the extent to which you agree with each of the following statements:

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I have a good word for everyone.	1	2	3	4	5
2.	I develop a team attitude and spirit among Soldiers.	1	2	3	4	5
3.	I try to surpass others' accomplishments.	1	2	3	4	5
4.	Many people seem to be more aggressive than I am.	1	2	3	4	5
5.	I let others make the decisions.	1	2	3	4	5
6.	I lead by "doing" rather than simply by "telling."	1	2	3	4	5
7.	I am not interested in other people's problems.	1	2	3	4	5
8.	I am careful to avoid hurting other people's feelings, even when I fell that I have been injured.	1	2	3	4	5
9.	I behave in a manner thoughtful of the Soldiers' personal needs.	1	2	3	4	5
10.	I try to outdo others.	1	2	3	4	5
11.	I get Soldiers to work together for the same goal.	1	2	3	4	5
12.	I am quick to correct others.	1	2	3	4	5
13.	I feel comfortable taking charge in a situation.	1	2	3	4	5
14.	I paint an interesting picture of the Army's future for my Soldiers.	1	2	3	4	5
15.	Anyone attempting to push ahead of me in line is in for a good fight.	1	2	3	4	5
16.	I wait for others to lead the way.	1	2	3	4	5
17.	I dislike standing out in a crowd.	1	2	3	4	5
18.	I give special recognition to Soldiers when their work is very good.	1	2	3	4	5

Please indicate the extent to which you agree with each of the following statements:

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19.	I tend to impose my will on others.	1	2	3	4	5
20.	I take control of things.	1	2	3	4	5
21.	If a close and respected relative were annoying me, I would hide my feelings rather than express my annoyance.	1	2	3	4	5
22.	I insist on only the best performance from Soldiers.	1	2	3	4	5
23.	I demand explanations from others.	1	2	3	4	5
24.	I feel confident when I am directing the activities of others.	1	2	3	4	5
25.	I act without considering Soldiers' feelings.	1	2	3	4	5
26.	I know how to comfort others.	1	2	3	4	5
27.	I have difficulty getting others to work together.	1	2	3	4	5
28.	I express myself easily.	1	2	3	4	5
29.	Other people often seek my opinion on things.	1	2	3	4	5
30.	I show respect for Soldiers' personal feelings.	1	2	3	4	5
31.	I try to satisfy my group members.	1	2	3	4	5
32.	I tend to make people feel at ease.	1	2	3	4	5
33.	I tend to dominate conversations.	1	2	3	4	5
34.	I can't come up with new ideas.	1	2	3	4	5
35.	I commend Soldiers when they do a better than average job.	1	2	3	4	5
36.	I am not good at planning group activities and getting people to do them.	1	2	3	4	5
37.	When I am asked to do something, I insist on knowing why.	1	2	3	4	5
38.	I want to control the conversation.	1	2	3	4	5

Please indicate the extent to which you agree with each of the following statements:

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
39.	I encourage Soldiers to be "team players"	1	2	3	4	5
40.	I know how to convince others.	1	2	3	4	5
41.	I often can not make up my mind on the best course of action.	1	2	3	4	5
42.	I have ideas that challenge Soldiers to think about their tasks in new ways.	1	2	3	4	5
43.	I try to get myself in a position of authority when I can	1	2	3	4	5
44.	I am not afraid of providing criticism.	1	2	3	4	5
45.	I always give positive feedback to Soldiers when they perform well.	1	2	3	4	5
46.	I would like other people to be afraid of me.	1	2	3	4	5
47.	I feel little concern for others.	1	2	3	4	5
48.	I am good at helping people work well together.	1	2	3	4	5
49.	I am not highly motivated to succeed.	1	2	3	4	5
50.	I challenge Soldiers to think about old problems in new ways.	1	2	3	4	5
51.	I am satisfied to be the same as most everyone else.	1	2	3	4	5
52.	I hate to seem pushy.	1	2	3	4	5
53.	I will not settle for second best.	1	2	3	4	5
54.	I like to be of service to others.	1	2	3	4	5
55.	I will argue for my own point of view even when it isn't popular.	1	2	3	4	5
56.	I lead by example.	1	2	3	4	5
57.	I often reassure others.	1	2	3	4	5
58.	I have a clear understanding of where we are going.	1	2	3	4	5

Please indicate the extent to which you agree with each of the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
59. I take others' interests into account.	1	2	3	4	5
60. I frequently do not acknowledge the good performance of Soldiers.	1	2	3	4	5
61. I am not good at taking charge of a group.	1	2	3	4	5
62. I often challenge others' points of view.	1	2	3	4	5
63. I often have a hard time saying "No."	1	2	3	4	5
64. I show Soldiers that I expect a lot from them.	1	2	3	4	5
65. I sympathize with others' feelings.	1	2	3	4	5
66. I try to make sure everyone in a group feels included.	1	2	3	4	5
67. I provide a good model to follow.	1	2	3	4	5
68. I automatically take charge.	1	2	3	4	5
69. If a couple near me in a theatre were talking loudly, I would ask them to be quiet.	1	2	3	4	5
70. I am the first to act.	1	2	3	4	5
71. I personally compliment Soldiers when they do outstanding work.	1	2	3	4	5
72. I often ask about others' well-being.	1	2	3	4	5
73. I would rather take orders than give them.	1	2	3	4	5
74. I ask questions that prompt Soldiers to think.	1	2	3	4	5
75. I tend to lay down the law to others.	1	2	3	4	5
76. I foster collaboration among Soldiers.	1	2	3	4	5
77. I dislike having to tell others what to do	1	2	3	4	5
78. I have motivated Soldiers to rethink the way they do things.	1	2	3	4	5
79. I can anticipate the needs of others.	1	2	3	4	5

Please indicate the extent to which you agree with each of the following statements:

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
80.	I am able to get Soldiers committed to my vision.	1	2	3	4	5
81.	I am told that I am a strong but fair leader.	1	2	3	4	5
82.	I treat Soldiers without considering their personal feelings.	1	2	3	4	5
83.	I tend to dominate conversations.	1	2	3	4	5
84.	I put people under pressure.	1	2	3	4	5
85.	I try to lead others.	1	2	3	4	5
86.	When I have done something important and worthwhile, I manage to let others know about it.	1	2	3	4	5
87.	I inspire others with my plans for the future.	1	2	3	4	5

DRILL SERGEANT CANDIDATE ASSESSMENT III

Please indicate the extent to which you agree with each of the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I panic easily.	1	2	3	4	5
2. Generally, on a day-to-day basis, I am proud to be in the Army.	1	2	3	4	5
3. I act without planning.	1	2	3	4	5
4. I am true to my own values.	1	2	3	4	5
5. I try not to think about the needy.	1	2	3	4	5
6. The Army has a great deal of personal meaning to me.	1	2	3	4	5
7. I make rash decisions.	1	2	3	4	5
8. I would never cheat on my taxes.	1	2	3	4	5
9. I don't hesitate to express an unpopular opinion.	1	2	3	4	5
10. I handle tasks smoothly.	1	2	3	4	5
11. When I talk about the Army, I usually say "we" rather than "they."	1	2	3	4	5
12. I avoid dealing with uncomfortable emotions.	1	2	3	4	5
13. I enjoy serving in the Army.	1	2	3	4	5
14. I feel a strong sense of belonging to the Army.	1	2	3	4	5
15. The Army's successes are my successes.	1	2	3	4	5
16. If I left the Army, I would feel like I'm starting all over again.	1	2	3	4	5
17. I do not stand up for my beliefs.	1	2	3	4	5
18. I would not leave the Army right now because I have a sense of obligation to the people in it.	1	2	3	4	5

Please indicate the extent to which you agree with each of the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19. I overuse my credit.	1	2	3	4	5
20. I like to exaggerate my troubles.	1	2	3	4	5
21. If a story in the media criticized the Army, I would feel embarrassed.	1	2	3	4	5
22. If I left the Army, I would feel like I had let my country down.	1	2	3	4	5
23. I return extra change when a cashier makes a mistake.	1	2	3	4	5
24. I act wild and crazy.	1	2	3	4	5
25. I spend more money than I have.	1	2	3	4	5
26. It would be difficult for me to leave the Army and give up the benefits that are available in the service.	1	2	3	4	5
27. I don't speak my mind freely when there might be negative results.	1	2	3	4	5
28. I feel threatened easily.	1	2	3	4	5
29. I can be trusted to keep my promises.	1	2	3	4	5
30. I keep my promises.	1	2	3	4	5
31. I feel that I'm unable to deal with things.	1	2	3	4	5
32. I act according to my conscience.	1	2	3	4	5
33. Serving in the Army is consistent with my personal goals.	1	2	3	4	5
34. I use flattery to get ahead.	1	2	3	4	5
35. I do things by the book.	1	2	3	4	5
36. I avoid dealing with awkward situations.	1	2	3	4	5
37. I appreciate people who wait on me.	1	2	3	4	5
38. I am not easily affected by my emotions.	1	2	3	4	5

Please indicate the extent to which you agree with each of the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
39. I respect authority.	1	2	3	4	5
40. I am quite proud to tell people that I am in the Army.	1	2	3	4	5
41. I speak up in protest when I hear someone say things that are wrong.	1	2	3	4	5
42. I pay attention to details.	1	2	3	4	5
43. I am hard to understand.	1	2	3	4	5
44. I don't know why I do some of the things I do.	1	2	3	4	5
45. I anticipate the needs of others.	1	2	3	4	5
46. I never spend more than I can afford.	1	2	3	4	5
47. I oppose authority.	1	2	3	4	5
48. I am a brave person.	1	2	3	4	5
49. I would feel guilty if I left the Army.	1	2	3	4	5
50. I feel like an imposter.	1	2	3	4	5
51. I usually can't make up my mind.	1	2	3	4	5
52. I am able to cooperate with others.	1	2	3	4	5
53. I make a lot of noise.	1	2	3	4	5
54. I really feel as if the Army's values are my own.	1	2	3	4	5
55. I call for action while others talk about an issue	1	2	3	4	5
56. I resist authority.	1	2	3	4	5
57. I need things explained only once.	1	2	3	4	5
58. I am polite to strangers.	1	2	3	4	5
59. I demand attention.	1	2	3	4	5

Please indicate the extent to which you agree with each of the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
60. I believe that honesty is the basis for trust	1	2	3	4	5
61. I take others' interests into account.	1	2	3	4	5
62. I experience very few emotional highs and lows.	1	2	3	4	5
63. I do things according to a plan.	1	2	3	4	5
64. I remain calm under pressure.	1	2	3	4	5
65. When someone praises the Army, it feels like a personal compliment.	1	2	3	4	5
66. Generally, on a day-to-day basis, I am happy with my life in the Army	1	2	3	4	5
67. I mess things up.	1	2	3	4	5
68. I try to forgive and forget.	1	2	3	4	5
69. I use swear words.	1	2	3	4	5
70. When someone criticizes the Army, it feels like a personal insult.	1	2	3	4	5
71. I like to be of service to others.	1	2	3	4	5
72. I do crazy things.	1	2	3	4	5
73. I make plans and stick to them.	1	2	3	4	5
74. I often take a stand in the face of strong opposition.	1	2	3	4	5
75. I can face my fears.	1	2	3	4	5

THANK YOU. YOU HAVE REACHED THE END OF THE ASSESSMENT.

DRILL SERGEANT SURVEY

DSS_t2

PRIVACY ACT STATEMENT

This package contains experimental materials under development as part of the official research mission of the U.S. Army Research Institute for the Behavioral and Social Sciences (10 U.S. Code 2358). Researchers will combine this data with other data collected earlier to evaluate the effectiveness of these instruments for assessing Drill Sergeant training. As authorized by Executive Order 9397, the forms request personal identifiers (e.g., names and social security numbers) to link data files together. While identifiers are requested, full confidentiality of all Soldiers will be maintained in data processing and reporting. Please indicate your willingness to participate in this research by signing your name in the space provided.

Signature _____

Name: _____
(PRINT Last, First, MI)

SSN: ___ ___ ___ - ___ ___ - ___ ___ ___ ___

Instructions: Read each question carefully, and then circle or write-in your response.
Work at a quick pace – do not spend a lot of time on any one question. There are no right or wrong answers.

At this point in time:

1. What best describes your attitude about being a Drill Sergeant?				
Extremely Negative	*Negative*	*Neutral*	*Positive*	*Extremely Positive*
-2	-1	0	+1	+2
2. Compared to <u>when you first started</u> Drill Sergeant School, how has your attitude about being a Drill Sergeant changed?				
Much More Negative	*More Negative*	*No Change*	*More Positive*	*Much More Positive*
-2	-1	0	+1	+2
3. How motivated are you to be a Drill Sergeant?				
Not At All	*Very Little*	*Somewhat*	*Very*	*Extremely*
-2	-1	0	+1	+2

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4. Compared to <u>when you first started</u> Drill Sergeant School, how has your motivation changed?				
Much Less Motivated	*Less Motivated*	*No Change*	*More Motivated*	*Much More Motivated*
-2	-1	0	+1	+2
5. How important is the mission of a Drill Sergeant?				
Not At All	*Very Little*	*Somewhat*	*Very*	*Extremely*
-2	-1	0	+1	+2
6. Compared to <u>when you first started</u> Drill Sergeant school, how important does the mission seem now?				
Much Less Important	*Less Important*	*No Change*	*More Important*	*Much More Important*
-2	-1	0	+1	+2
7. How confident are you that you will be an effective Drill Sergeant?				
Not At All	*Very Little*	*Somewhat*	*Very*	*Extremely*
-2	-1	0	+1	+2
8. Compared to <u>when you first started</u> Drill Sergeant School, how has your confidence changed?				
Much Less Confident	*Less Confident*	*No Change*	*More Confident*	*Much More Confident*
-2	-1	0	+1	+2

Compared to <u>when you first started</u> Drill Sergeant School, how confident are you in your:

	Much Less Confident	**Less Confident**	**No Change**	**More Confident**	**Much More Confident**
9. Ability to lead new Privates?	-2	-1	0	+1	+2
10. Ability to motivate new Privates?	-2	-1	0	+1	+2
11. Ability to train new Privates?	-2	-1	0	+1	+2
12. Ability to "read" new Privates?	-2	-1	0	+1	+2
13. Ability to deal with new Privates' personal problems?	-2	-1	0	+1	+2
14. Ability to be patient with new Privates?	-2	-1	0	+1	+2
15. Ability to instill discipline in new Privates?	-2	-1	0	+1	+2
16. Ability to administer corrective training to new Privates?	-2	-1	0	+1	+2
17. Ability to promote Army Values in new Privates?	-2	-1	0	+1	+2

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		Much Less Confident	Less Confident	No Change	More Confident	Much More Confident
18.	Ability to correct "difficult" new Privates?	-2	-1	0	+1	+2
19.	Ability to mentor new Privates?	-2	-1	0	+1	+2
20.	Ability to model the correct behavior to new Privates?	-2	-1	0	+1	+2
21.	Ability to stay calm under pressure?	-2	-1	0	+1	+2
22.	Ability to lead by doing / lead from the front?	-2	-1	0	+1	+2
23.	Ability to counsel new Privates?					
24.	Overall Warrior Skills Level 1 knowledge?	-2	-1	0	+1	+2
25.	BRM skills?	-2	-1	0	+1	+2
26.	D&C skills?	-2	-1	0	+1	+2
27.	First Aid / CLS skills?	-2	-1	0	+1	+2
28.	NBC skills?	-2	-1	0	+1	+2
29.	PT ability?	-2	-1	0	+1	+2
30.	Overall physical strength and endurance?	-2	-1	0	+1	+2

31. Overall, how effective was the training you received in Drill Sergeant School?				
Not at All	A Little	Somewhat	Very	Extremely
1	2	3	4	5

If you had a say in developing the Drill Sergeant School POI, how much more or less training would you want on the following:

		Much Less Training	Less Training	Same	More Training	Much More Training
32.	How to conduct PT?	-2	-1	0	+1	+2
33.	How to conduct D&C training?	-2	-1	0	+1	+2

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	Much Less Training	Less Training	Same	More Training	Much More Training
34. How to conduct BRM training?	-2	-1	0	+1	+2
35. How to conduct NBC training?	-2	-1	0	+1	+2
36. How to train Privates on tactical / combat skills?	-2	-1	0	+1	+2
37. How to conduct Values training?	-2	-1	0	+1	+2
38. Leadership skills and approaches?	-2	-1	0	+1	+2
39. Motivational skills and approaches?	-2	-1	0	+1	+2
40. Disciplinary tactics and approaches?	-2	-1	0	+1	+2
41. How to conduct an AAR?	-2	-1	0	+1	+2
42. TR 350-6?	-2	-1	0	+1	+2
43. IET embedment?	-2	-1	0	+1	+2
44. The composite risk management process?	-2	-1	0	+1	+2
45. How to conduct gender integrated training?	-2	-1	0	+1	+2

46. In the space below, please list any additional areas in which you would have liked <u>more</u> training, or anything you <u>were not trained on</u>, but should have been:

Need More Training	Not Trained (but should have been)

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47. What characteristics should a new Drill Sergeant have? Please read through the list below, and rate the **TOP FOUR** most important characteristics (mark "**1**" next to the most important, "**2**" next to the second most important, etc.).

___ Intimidating
___ Confident
___ Approachable
___ Patient
___ Loud
___ Physically Fit
___ Lives the Army Values
___ Committed to the Army
___ Adaptable / flexible
___ Combat-experienced
___ Organized
___ Other (specify): _____

___ Mastery of Skill Level 1 tasks
___ Good communication skills
___ Good at "reading" people
___ Good at problem-solving
___ Good at teaching
___ Good at mentoring
___ Able to instill discipline in Privates
___ Able to lead by doing
___ Able to instill confidence in Privates
___ Able to motivate Privates
___ Able to get Privates to work together

How strongly do you agree or disagree with each of the following statements about how you expect to perform as a Drill Sergeant?

As a Drill Sergeant I will...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
48. ...let my Privates know that I expect a lot from them.	1	2	3	4	5
49. ...give my Privates positive feedback when they perform well.	1	2	3	4	5
50. ...consider my Privates' feelings before I act.	1	2	3	4	5
51. ...make the Army seem interesting to my Privates.	1	2	3	4	5
52. ...lead by "doing" rather than by "telling."	1	2	3	4	5
53. ...give a Private special recognition if he/she performs above standard.	1	2	3	4	5
54. ...show respect for my Privates' personal feelings.	1	2	3	4	5
55. ...act as a good role model for my Privates to follow.	1	2	3	4	5

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As a Drill Sergeant I will...		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
56.	...try to consider my Privates' personal needs.	1	2	3	4	5
57.	...insist that my Privates give me their best performance.	1	2	3	4	5
58.	...act without considering my Privates' personal feelings.	1	2	3	4	5
59.	...have a clear understanding of my training goals.	1	2	3	4	5
60.	...compliment my Privates when they exceed standards.	1	2	3	4	5
61.	...not settle for second best.	1	2	3	4	5
62.	...personally compliment a Private if he/she does outstanding work.	1	2	3	4	5
63.	...promote teamwork within my Platoon.	1	2	3	4	5
64.	...not acknowledge a Private if he/she exceeds standards.	1	2	3	4	5
65.	...inspire my Privates.	1	2	3	4	5
66.	...challenge my Privates to think about problems in new ways.	1	2	3	4	5
67.	...be able to get Privates committed to achieving their goals.	1	2	3	4	5
68.	...create situations that make Privates think.	1	2	3	4	5
69.	...encourage my Privates to be team players.	1	2	3	4	5
70.	...get Privates to re-think the way they do things.	1	2	3	4	5
71.	...get Privates to work together for the same goal.	1	2	3	4	5

As a Drill Sergeant I will...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
72. ...lead by example.	1	2	3	4	5
73. ...challenge my Privates to re-examine some of their basic assumptions about the Army.	1	2	3	4	5
74. ...develop a team spirit and attitude within my Platoon.	1	2	3	4	5

Thank you! You have reached the end of the survey.

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