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

Research Report 1935

The Impact of Accelerated Promotion Rates on Drill Sergeant Performance

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January 2011

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for the Behavioral and Social Sciences

Department of the Army
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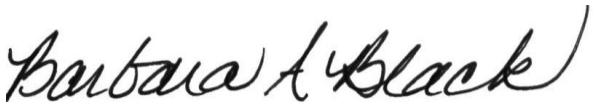

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Research accomplished under contract
for the Department of the Army

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REPORT DOCUMENTATION PAGE

1. REPORT DATE (dd-mm-yy)	2. REPORT TYPE	3. DATES COVERED (from. . . to)
January 2011	Final	April 2009 to July 2010

4. TITLE AND SUBTITLE	5a. CONTRACT OR GRANT NUMBER
The Impact of Accelerated Promotion Rates on Drill Sergeant Performance	W74V8H-04D-0045 Delivery Order 0037
	5b. PROGRAM ELEMENT NUMBER 633007

6. AUTHOR(S)	5c. PROJECT NUMBER
Marisa L. Miller (U.S. Army Research Institute), David R. James (Northrop Grumman Corporation), M. Glenn Cobb (U.S. Army Research Institute)	A792
	5d. TASK NUMBER 364
	5e. WORK UNIT NUMBER

7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES)	8. PERFORMING ORGANIZATION REPORT NUMBER
U.S. Army Research Institute for the Behavioral and Social Sciences ARI – Fort Benning Research Unit PO Box 52086 Fort Benning, GA 31995-2086 Northrop Grumman Corp. 3565 Macon Road Columbus, GA 31907	

9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES)	10. MONITOR ACRONYM
U. S. Army Research Institute for the Behavioral & Social Sciences ATTN: DAPE-ARI-IJ 2511 Jefferson Davis Highway Arlington, VA 22202-3926	ARI
	11. MONITOR REPORT NUMBER Research Report 1935

12. DISTRIBUTION/AVAILABILITY STATEMENT

Approved for public release; distribution is unlimited.

13. SUPPLEMENTARY NOTES

Contracting Officer's Representative and Subject Matter POC: Marisa L. Miller

14. ABSTRACT *(Maximum 200 words)*:

This effort investigated if accelerated promotions have outpaced the ability of noncommissioned officers (NCOs) to gain the depth and breadth of experience and maturity needed to meet the challenges confronting today's Drill Sergeants (DSs) and Drill Sergeant Leaders (DSLs). This research focused on differences in NCO training and Army experiences, personality and demographic characteristics, and performance as a DS as rated by peers, leaders, and themselves. DSs, Company Commanders, and First Sergeants from 31 basic training Companies participated. This effort was also extended to the Drill Sergeant School in order to determine the impact of promotion timing on DSL performance. Results indicate that few differences exist between accelerated and nonaccelerated promotion NCOs and these few differences generally reflect favorably on accelerated promotion DSs and DSLs. Moreover, these differences were more easily predicted by other characteristics, such as age, rank, and MOS division, than promotion timing. Recommendations for improving DS training are discussed.

15. SUBJECT TERMS

Drill Sergeants, NCO promotion, accelerated promotions, Drill Sergeant training , Drill Sergeant school, Drill Sergeant leaders, Tailored Adaptive Personality Assessment System (TAPAS)

			19. LIMITATION OF ABSTRACT	20. NUMBER OF PAGES	21. RESPONSIBLE PERSON
16. REPORT	17. ABSTRACT	18. THIS PAGE			
Unclassified	Unclassified	Unclassified	Unlimited	126	Ellen Kinzer, Technical Publication Specialist 703.545.4225

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January 2011

Army Project Number
633007A792

Personnel Performance and Training

ACKNOWLEDGMENT

The authors would like to thank the Drill Sergeants (DSs) and Drill Sergeant Leaders (DSLs) who participated in this research. Without their participation, this effort could not have been accomplished. Likewise, the authors would like to thank the peer DS and DSLs for their participation, as well as their supervisors, the Company Commanders, First Sergeants, Senior DSLs, and Chief Instructors not only for their participation, but also for their assistance in the initial coordination of this effort. We also would like to thank the individual points of contact at each installation who greatly facilitated the organization of troop support and facility availability.

We appreciate the insights and information provided by Mr. Gerald Purcell, Personnel Policy Integrator, Enlisted Professional Development, Directorate of Military Personnel Management (DMPM) Deputy Chief of Staff, G-1. He was instrumental in highlighting general Army promotion trends.

Finally, we appreciate the support and sponsorship of the U.S. Army Drill Sergeant School, Fort Jackson, SC, in facilitating access to DSLs and providing facilities, as well as providing extremely constructive comments in drafting the measures used in this research effort.

THE IMPACT OF ACCELERATED PROMOTION RATES ON DRILL SERGEANT PERFORMANCE

EXECUTIVE SUMMARY

Research Requirement:

Military attendees at an Initial Entry Training (IET) Research Workshop hosted by the Directorate of Basic Combat Training (DBCT), Fort Jackson, SC, Aug 08, expressed concerns that, combined with the demands placed upon an increasingly stressed Noncommissioned Officer (NCO) corps by the current operations tempo, increased numbers of fast track promotions have adversely impacted the ability of NCOs to consistently meet the challenges confronting today's Drill Sergeants (DSs). At the request of the Director, Directorate of Basic Combat Training (DBCT), and the Commandant, US Army Drill Sergeant School (DSS), Fort Jackson SC, the U.S. Army Research Institute (ARI) for Behavioral and Social Sciences investigated if accelerated promotions have outpaced the ability of NCOs to gain the depth and breadth of experience and maturity needed to meet the challenges confronting today's DSs and Drill Sergeant Leaders (DSLs).

Procedure:

To investigate these issues, the research team used several measures of experience, maturity, and performance. Experiences that could relate to both promotion timing and DS performance included military education, awards, skills, leadership and instructional experiences, deployments, etc. Measurements of maturity included age, time in service (TIS), rank, disciplinary history, non-cognitive measures of work ethic, interpersonal orientation, commitment to being a DS, etc. To ensure that we adequately captured the complex and multifaceted nature of DS duty, several measures of performance were included: ability to perform core IET skills (e.g., Basic Rifle Marksmanship (BRM), Warrior Tasks and Battle Drills (WTBD), Drill and Ceremony, etc.), as well as their ability to train these skills.

We operationalized accelerated promotions as promotions that occurred without the minimum TIS requirement. For Sergeants First Class (SFCs), this is equivalent to promotions in the secondary zone. For Sergeants (SGTs) and Staff Sergeants (SSGs), this is equivalent to receiving a TIS waiver for promotion.

In total 124 DSs across 31 IET companies served as the primary target sample. These DSs each completed a self-assessment of their performance as DSs, the Tailored Adaptive Personality Assessment System (TAPAS) to serve as a non-cognitive predictor of DS performance related to maturity, work orientation, and other personality characteristics, and a background information form to collect measures of previous experiences and demographic information. Each target DS's skills and performance were rated by their peer DSs, as well as their Company Commander and First Sergeant (1SG). These Company Commanders and 1SGs were subsequently interviewed to further examine factors associated with DS performance. During these interviews, Commanders and 1SGs ranked their DSs from best to worst. A similar

procedure was utilized with 25 DSLs at the DSS, Fort Jackson, SC, and interviews with Senior DSLs and Chief Instructors (CIs).

Findings:

The findings in this report do not indicate that accelerated promotions adversely impacted DS and DSL performance. This assessment indicates that accelerated promotions do not degrade the experience and performance capabilities of qualified NCOs to serve as DSs. Instead, if anything, the reverse is true such that when promotion timing is related to performance ratings, NCOs with accelerated promotions received higher ratings by their peers and supervisors. Maturity related variables of age and rank generally provided as good or better prediction of performance ratings as promotion timing. Likewise, MOS division was generally a better predictor of DS performance ratings than promotion timing, as DSs with maneuver and fires division backgrounds were consistently rated higher than their peers. Few differences were found in the experiences and personality traits of accelerated promotion DSs and nonaccelerated promotion DSs. DSL ratings followed the same trend as DSs in that few differences were found as a result of promotion timing, but the differences that were found generally indicated higher performance ratings by accelerated DSLs. More in depth analyses were not appropriate given the small sample size of DSLs.

Utilization and Dissemination of Findings:

The results of this effort were briefed to the Director, DBCT, and Commandant, US Army DSS, as well as to the Training and Doctrine Command (TRADOC) Deputy Commanding General for Initial Military Training (DCG-IMT), Fort Monroe, VA. As requested by the TRADOC DCG-IMT, the findings of the effort were also presented to the attendees of the IMT Brigade Commander and Command Sergeants Major Training Forum, St. Louis, MO, Oct 2010.

THE IMPACT OF ACCELERATED PROMOTION RATES ON DRILL SERGEANT PERFORMANCE

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The Impact of Accelerated Promotion Rates on Drill Sergeant Performance

Introduction

Significant programmatic and policy changes have been implemented since December 2007 that have enhanced the promotion opportunities for many Noncommissioned Officers (NCOs). Sergeants (SGTs) with seven years time in service (TIS) and at least one year time in grade (TIG) are automatically eligible for promotion to staff sergeant (SSG) if their military occupational specialty (MOS) drops below 100 percent of its authorized SSG strength and the normal board selection process did not produce enough eligible NCOs to meet requirements. A similar program instituted to strengthen the promotion of specialists to SGT in under-strength MOSs, called automatic list integration, awards Soldiers the minimum number of promotion points necessary to be eligible for promotion based on additional points for achievements, skills, civilian education, etc. In addition, the required TIS for promotion to SSG was lowered from 84 months to 72 months in 2008. Additionally, the battlefield promotions program allows Soldiers in theater to be recommended for promotion to the next higher rank at the discretion of their commander for demonstrating extraordinary performance in theater, provided that the Soldier was serving in a position coded for the rank to which they were being promoted. These promotions must be approved by higher authorities[1].

Military attendees at an IET Research Workshop hosted by the Directorate of Basic Combat Training (DBCT)[2], Fort Jackson, SC, Aug 08, expressed concerns that, combined with the demands placed upon an increasingly stressed NCO corps by the current operations tempo, increased numbers of fast track promotions have outpaced the ability of NCOs to gain the depth and breadth of experience and maturity needed to consistently meet the challenges confronting today‘s Drill Sergeants (DSs). More specifically, the attendees‘ concerns centered on the readiness and/or maturity of increasingly less experienced DSs to effectively meet the challenges they face transforming civilians into Soldiers during initial entry training (IET). Since Drill Sergeant Leaders (DSLs) are selected from the existing pool of experienced DSs, the Drill Sergeant School (DSS) Commandant also expressed interest in better understanding if and how accelerated promotions are impacting DSL capabilities and performance.

As requested by the Director, DBCT, and the Commandant, DSS, the purpose of this research was to determine if accelerated promotions have outpaced the ability of NCOs to gain the depth and breadth of experience and maturity needed to meet the challenges confronting today‘s DSs and DSLs. While this effort built upon previous research, such as the original 2005 pilot examining the potential for utilizing SGTs as DSs (Klein, et al. 2005), it focused on a much larger issue – the impact of accelerated NCO promotion rates on DS and DSL performance. The

[1] Under the pilot phase that ended in June 2009, approval was authorized by the Commander of the Multi-National Corps Iraq and the Commander of the Combined Joint Task Force-82 Afghanistan. Once the pilot phase ended and became official policy, battlefield promotions are approved by the Commander of U.S. Army Central Command.
[2] Since the conclusion of this research effort, the DBCT was reorganized in July 10 into the Training Support and Schools Directorate under the TRADOC DCG-IMT. The original organizational titles have been retained in this report to more accurately reflect the milestones, developments, and activities executed in this effort.

primary questions of interest in this effort were to determine if there were (1) any notable gaps in the training or disparate experiences or abilities for DSs and DSLs who were promoted on an accelerated time-table versus those who were not and (2) if accelerated promotion had any negative impact on their ability to perform specific DS and DSL duties. Thus, this research would generally identify:

1) Meaningful differences between the participant data reported in the original E-5 pilot report and the demographic characteristics of current DSs (e.g., selection vs. volunteer status, combat experience, GT score, age, experience, TIS, maturity, motivation, etc.).

2) The degree to which experience (e.g., combat experience, MOS, etc.), GT score, age, maturity, motivation, selection vs. volunteer status, and TIS relate to promotion timing and affect ability of DSs and DSLs to meet the challenges associated their duties.

3) The degree to which TIS/TIG, rank, and maturity are associated with measures of DS and DSL performance, motivation, commitment, and incidents of misconduct.

4) Recommendations for minimizing the impact on IET and Drill Sergeant Candidate (DSC) training of any gaps in experience and maturity identified by this research.

Method

General Approach

To investigate these issues, the research team used several measures of experience, performance, and maturity. Experiences that could relate to both promotion timing and DS performance included military education, awards, skills, leadership and instructional experiences, deployments, etc. Measurements of maturity included age, TIS, rank, disciplinary history, non-cognitive measures of work ethic, interpersonal orientation, commitment to being a DS, etc.

To ensure that we adequately captured the complex and multifaceted nature of DS duty, several measures of performance were included: ability to perform core IET skills (e.g., Basic Rifle Marksmanship, Warrior Tasks and Battle Drills, Drill and Ceremony, etc.), as well as their ability to train these skills. Survey instruments were developed that included measures of non-technical skills required to satisfactorily perform as a DS such as following safety regulations, controlling emotions, setting an example, and counseling, disciplining and respecting Soldiers, as well as assessing their general comfort level performing in a mixed gender training environment.

The research team used surveys and structured interviews to collect data from 15 Basic Combat Training (BCT) and 16 One Station Unit Training (OSUT) companies located at Forts Benning, Leonard Wood, and Sill, as well as 70 DSLs and Supervisors from the U.S. Army DSS, Fort Jackson. Researchers conducted structured interviews with 60 basic training leaders and seven Supervisors from the DSS. DSs and DSLs were selected from within each Company and

platoon, respectively, to be evaluated by their peers and complete a self-assessment. The DSs and DSLs were selected from a roster provided by the Company chain of command that listed each individual's rank, name, time as a DS or time as an instructor, TIS, TIG, date of rank (DOR), MOS, and gender. The selected DSs and DSLs fell into one of two groups; those with accelerated promotions[3] and those without.

Participants

A total of 475 Soldiers ranging from SGT (E-5) to Major (O-4) participated in this effort. Table 1 presents the number of participants by installation. Due to DS availability, the number of DSs per training Company fluctuated between seven and fourteen.

Table 1
Summary of Participants by Installation

Installation	Company Commanders & First Sergeants (1SG)	DSs	DSL Chief Instructors	Senior DSLs	DSLs
Fort Jackson	--	--	2	4	64
Fort Leonard Wood	20	98	--	--	--
Fort Sill	20	118	--	--	--
Fort Benning	20	129	--	--	--
Total	60	345	2	4	64

Table 2 summarizes the background of the basic training and DSS leaders who participated in this research. The 30 Company commanders interviewed in this effort averaged 9.1 months in their position and a little over two years TIG, while their 1SGs averaged 14.4 months in their position and just under two years TIG. The two DSL Chief Instructors participating in this effort averaged six months TIG and eleven months in their positions.

[3] An "Accelerated Promotion" was defined as a DS or DSL who was promoted from the previous grade with less than the required TIS, or in the secondary zone for promotion to SFC.

Table 2

Summary Demographic Information for IET Leaders and DSS Supervisors

Group	Company Commanders*	1SGs	DSL Chief Instructors	Senior DSLs ***
Number of Participants	30**	30**	2	3
Average TIG (months)	29.0	23.2	6.0	37.3
Average TIS (Years)	10.1	17.8	18.1	15.9
Average Time in Position (months)	9.1	14.4	11.0	5.7
Average Age (Years)	32.2	38.0	36.5	33.7
Deployed				
Yes	19	23	2	3
No	5	3	0	0
Unknown	6	5	0	0

Note:* One participant was an Executive Officer who stood in for the Commander. ** 31 Companies were included in the project; however, one Company Commander and one 1SG were unavailable for the interviews. *** One Senior DSL did not complete the biographical data form.

Table 3 summarizes the background characteristics of the target and peer DSs and DSLs who participated in this research. In general, the DSs and DSLs rated by their peers and leaders had roughly 10 years TIS, and approximately 30-36 months TIG. DSLs reported having nearly two years of prior experience as a DS, whereas the DSs averaged about a year in their positions. Participants were approximately 30 years old, and there were considerably more males than females. A disproportionately high percentage of females were selected to participate as rated DSs and DSLs compared to the overall sample in order to ensure an adequately sized comparison group of females in the target sample. Few SGTs served as DSs and none were DSLs.

Table 3

Summary Demographic Information for the Drill Sergeants and Drill Sergeant Leaders

		Rated Participants		Peer Rater Participants	
Group		DSs	DSLs*	DSs	DSLs
Number of Participants		124	25	221	39
Average TIS (years)		9.9	10.7	11.5	13.0
Average TIG (months)		33.0	30.6	35.8	29.0
Average Time as a DS (months)		12.3	21.3	16.3	19.9
Average range of number IET Training Cycles		0-3	4-6	0-3	4-6
Average Time as a Drill Sergeant Leader (months)		--	10.1	--	8.8
Age		30.3	29.9	31.6	32.0
Gender:	Male	101	18	197	34
	Female	23	5	24	5
Rank:	SFC	30	8	38	20
	SSG	86	17	156	19
	SGT	8	0	10	0
Deployed		91.1%	95.7%	92.2%	100%
Average Number of Deployments[4]		2.0	1.7	2.2	2.0

Note: *2 DSLs failed to complete any part of the Background Information Form.

[4] The average number of deployments for DSs may be slighter lower because of the scale used to measure deployments (0, 1, 2, 3, 4, 5 or more). 2 DSs indicated that they had been on ~~–5~~ or more" deployments which could mean any number greater than 5, while no DSLs indicated that they had been deployed 5 or more times.

Although in total 345 DSs and 64 DSLs participated, a portion of these DSs were assigned the role of peer raters. As such, both groups can be considered separately, but the primary focus of this research report will be on the characteristics of the target DS sample of 124 DSs.

Data Collection Instruments

Instruments were developed, reviewed, and revised by the research team with input from the DBCT and the DSS at Fort Jackson. The instruments were validated through a pilot test at Fort Benning, GA with one BCT Company. The instruments consisted of a self-assessment form, a supervisor/peer-assessment form, a personality assessment system, a background information form, and a structured interview protocol (see Appendix A).

Self-assessment and supervisor/peer assessment forms. The survey contained a series of questions that focused on assessing the individuals' level of performance, maturity, and commitment. Two versions of this survey were developed for use: one with the DSs assigned to the basic training units and the other with the DSLs assigned to the DSS (see Appendices B and D). Based on earlier work by Kubisiak et al. (2005), the questions used a 9-point scale split into low, moderate, and high levels of behavior anchored by descriptors of each level. The DS version provided a self-assessment of how each DS understood the identified tasks[5], performed the tasks, trained the tasks to IET Soldiers, interacted with IET Soldiers and peers, and demonstrated different aspects of maturity and commitment. Additional supplemental individual difference measures were also included in the self-assessment packet to measure feelings of responsibility towards DS duty and ability to engage in perspective taking (see Appendices C and E). The DSL version was similar but focused on how well the DSL trained NCOs to become a DS (the DSLs ability to train-the-trainer). Supervisors and Peers used a variation of the self assessment form to evaluate the target DSs and DSLs. The only significant difference in the content of the forms was that respondents were directed to rate others instead of self[6] and did not complete the supplemental individual difference measures.

Tailored Adaptive Personality Assessment System (TAPAS). The TAPAS was developed as a non-cognitive measure of personality specifically targeted for use with Soldiers (Stark et al., 2008). Building on prior work, (Kubisiak et al., 2005; White & Young, 1998), the TAPAS is loosely based on the Big Five Theory of personality (Costa & McCrae, 1992; McCrae & Costa, 1987). The TAPAS extends the basic five factors into additional more fine-tuned facet components of the factors. The current version of the TAPAS allows for measuring up to 22 non-cognitive dimensions, which includes an assessment of preference for physical conditioning. The measure incorporates a forced choice between two paired statements from which responders are asked to select the statement that best describes their own personality. Each statement in the dyad is matched for desirability so that neither statement appears to be the clearly desirable choice. This inability to identify one choice as the clearly more desirable therefore urges responders to

[5]In subsequent analyses, the self-assessment of understanding failed to yield any meaningful insights above and beyond performance and training ability and so will not be discussed further in this report.

[6] Peers and supervisors were not asked to what degree the DSs understood the tasks they were expected to train as it was expected that peers and supervisors were in a better position to assess DSs' overt performance and training ability than trying to subjectively measure their level of knowledge or comprehension indirectly.

draw more from their own personality when answering rather than answering to form a particular desirable impression.

In addition to the matched desirability, the measure also includes validity check items to ensure that responders are responding thoughtfully to the questions.[7] The scale has been validated in several Soldier samples, including entering Soldier recruits (Knapp & Heffner, 2010). Although generally intended to be administered as software on a computer, the TAPAS was adapted to a paper-and-pencil version to better suit the current research efforts constraints. In addition, to limit the time demands on participants, only 18 of the possible 22 dimensions were assessed. The dimensions selected for inclusion in the current effort were deemed the best fit for assessing maturity related constructs and IET related skills. The dimensions included are:

- Achievement
- Adjustment
- Attention Seeking
- Dominance
- Even-Tempered
- Generosity
- Ingenuity
- Intellectual Efficiency
- Non-Delinquency
- Optimism
- Order
- Physical Conditioning
- Responsibility
- Self-Control
- Sociability
- Tolerance
- Virtue

Only the target DSs and DSLs completed the TAPAS. However, because of the small DSL sample size that was further reduced by missing promotion data and failed TAPAS validity checks for some DSLs, no calculations could be conducted that were statistically sound for DSLs on the TAPAS.

Background information form. The background information form collected summary demographic information to categorize DSs and DSLs by rank, MOS, age, etc., and to assess their general military experience. Four versions of this form were developed; IET Commanders and 1SGs, DSL supervisors, DSs (see Appendix F), and DSLs (see Appendix G). The DS and DSL versions contained 46 (DS) or 47 (DSL) multiple part questions divided into six sections; demographic information, experience indicators, leadership history, training history, disciplinary history, and deployment history. The areas chosen and the types of questions asked allowed the research team to examine a possible correlation between Supervisor/Peer evaluations and the targeted DS‘s self-reported experience in that particular area.

[7] Most of our participants responded appropriately to the validity check items in the TAPAS. However, some participants expressed after completing the research session that they believed the validity check items to be trick questions and intentionally responded inappropriately. In subsequent data collection sessions, the research team informed the participants how to address these validity check items, but as it cannot be determined how many flagged validity check items were a result of a misunderstanding or as a result of not responding thoughtfully to the measure as a whole, responses to the TAPAS were included if participants responded to at least one validity check correctly.

The experience indicators section contained nine questions that focused on the participants' level of military achievement and proficiency, training and evaluation experience, and additional skills. We asked participants to indicate the type and number of military awards, badges, or tabs to indicate their level of military achievement and proficiency.[8] To measure the DSs/DSLs level of experience as either an instructor or training evaluator, questions asked whether they had held a previous position as an instructor in a service school or an NCO Academy, or whether they had held a position as an observer/controller at one the Army's Training Centers. These positions require NCOs to both plan and resource training sessions, as well as to assess and provide feedback to Soldiers. Finally, DSs and DSLs indicated completion of courses that were related to rifle marksmanship, physical fitness, land navigation, and combat life saver training. Completion of these courses is recognized by the awarding of skill qualification identifiers (SQIs) and additional skill identifiers (ASIs).

The leadership history section consisted of four multipart questions intended to clarify the amount of "green tab[9]" leadership time each DS/DSL had accumulated. This time identifies the opportunity each DS/DSL has had to influence the development of junior Soldiers. Questions focused on the previous two positions the DS/DSL held prior to attending DSS and the frequency with which they developed their Soldiers by providing performance feedback, correcting unacceptable conduct, and conducting counseling.

The training and disciplinary history portions of the form contained two sections. The DS training and NCO Education System (NCOES)/civilian education section addressed such areas as when the DS received notification of required attendance at the Drill Sergeant School, whether he was a Department of the Army selectee or volunteer, rank, etc. They also indicated completion dates for each level of the NCOES and their highest level of civilian education. Two questions in the disciplinary history section focused on whether the DS/DSL had ever been counseled or restricted for lack of effort, unacceptable behavior, or poor performance.

The deployment history section documented the frequency and location of deployments and provided a clearer understanding of the duties and responsibilities while deployed. The DS/DSLs were asked to indicate the number of deployments they had completed and then to describe them in more detail in the subsequent questions. DSs and DSLs were asked to provide information regarding the frequency, type, role, and position they held during their deployment..

Procedure

A pilot test of the instruments and data collection procedures was conducted using one BCT Company at Fort Benning, GA. Eight Drill Sergeants, one Company Commander, and one

[8] Army Regulation 600-8-22 states that "The goal of the total Army awards program is to foster mission accomplishment by recognizing excellence of both military and civilian members of the force and motivating them to high levels of performance and service" and "…to provide for public recognition by tangible evidence of the attainment of a high degree of skill, proficiency, and excellence in tests and completion, as well as in the performance of duties" (Headquarters, Department of the Army, 2006)

[9] "Green Tab" refers to the leader's identification insignia that is authorized for wear by those Soldiers serving in authorized leadership positions (Platoon Sergeant, Squad/Section Leader, Team Leader, etc) (Headquarters, Department of the Army, 2004).

1SG participated in the pilot test. Based on the feedback from the pilot test participants, minor changes to the instruments and procedures were made to clarify the information desired. Once data collection procedures and schedules had been refined with inputs from the participating units, the group of targeted DSs and DSLs to be rated by others, and to complete the self-assessments and TAPAS instrument, were selected. These selections were made based on information provided by the participating companies to the research team that provided time in service, time in grade, date of rank, time serving as a DS, gender, platoon and MOS of each DS in the training Company.

Selection of targeted DSs and DSLs. Four DSs per basic training Company (a total of 124) and six DSLs per DSS platoon (24, plus one additional DSL from a marksmanship platoon for a total of 25) were selected based on their rank, time serving as a DS (time on the trail)[10], TIS, TIG, date of rank (DOR), gender, platoon, and MOS. The selection process sorted DSs and DSLs into two groups – those with accelerated promotions and those without. The accelerated promotion group consisted of NCOs whose promotions had occurred both relatively recently (less than 3.5 years/42 months prior) and those whose promotions had occurred relatively less recently (more than 42 months prior to the data collection.) This was done to ensure that promotion timing per se was isolated as the determining characteristic, rather than TIG or TIS. Accelerated promotion selections were based on the DS/DSLs' TIS, TIG, and DOR when compared against the Army promotion policy for each year as seen in Table 4[11]. The research team determined each DS/DSL's TIS, at time of promotion to current grade, by subtracting the TIG from the TIS. For example, a hypothetical SSG Adams had 61 months TIS (77 months [6 yrs 5 Months] TIS minus 16 months TIG) when he was promoted to SSG and his DOR was in 2008. When compared to the promotion policies in Table 4, we can see that in 2008 an NCO was required to have 72 months TIS to be promoted without a waiver to SSG. In our example, SSG Adams only had 61 months TIS and required a TIS waiver, therefore placing him in the accelerated promotions group.

Table 4
Sergeant through Sergeant First Class Promotion policies for 2006 – 2009

	SGT			SSG			SFC			
	TIS/TIG			TIS/TIG					Primary	Secondary
Year	Waiver	TIS	TIG	Waiver	TIS	TIG	BASD		Zone DOR	Zone DOR
2006	18/4	36	8	48/5	84	10	1-Feb-85	31-Jan-00	< 1-Feb-03	2-Feb-03 – 1-Feb-04
2007	18/4	36	8	48/5	84	10	1-Feb-86	31-Jan-01	< 1-Feb-04	2-Feb-04 – 1-Feb-05
2008	18/6	36	8	48/7	72	10	30-Jan-87	30-Jan-02	< 1-Feb-05	2-Feb-05 – 30-Jan-06
2009	18/6	36	8	48/7	72	10	4-Feb-87	4-Feb-03	<30-Jan-06	31-Jan-06 – 4-Feb-07

[10] Time on the trail is an IET colloquialism for the length of time an NCO has been a DS and was clearly understood by the participants completing this form.
[11] The Army promotion policy information contained in this table was compiled from AR 600-8-19 Enlisted Promotions and Reductions dated 11 July 2007 and 20 March 2008, and MILPER Messages numbered 05-521, 06-294, 07-283, and 08-274.

Additionally, in order to be evaluated by their peers and supervisors, targeted DSs and DSLs had to have a minimum of 4 months[12] time on the trail or 3 months time as a DSL. The final selection resulted in 54% (67/124) of the targeted DSs categorized as accelerated, with 44 % (55/124) categorized as normal promotions and 2% unknown (2/124). DSLs were similarly categorized with 56% (14/25) accelerated and 44% (11/25) normal promotions.

In order to maximize the ability to compare across gender and rank, extra effort was made to include DSs and DSLs of both genders and each rank. Therefore, DSs and DSLs meeting the above criteria who were female and/or the rank of SGT were specifically targeted for inclusion in the rated DS and DSL sample. Thus, the rated DS and DSL demographics are not necessarily comparable to the DS and DSL population at large.

Data sessions. Data collection sessions at each location used similar procedures. A researcher briefed the purpose and process of the session and issued informed consent and a copy of the privacy act statement. Assessment packets were administered to each individual participant customized to his/her role in the study (self assessor, peer or leader). Upon completion, participants were given contact information if they developed any questions. When the Company leadership or DSL supervisor completed the assessment forms, a researcher conducted a one-on-one interview with them. The supervisors completed a DS/DSL rank order form at the beginning of the interview and explained the criteria they used to rank their DSs/DSLs during the interview. In some cases, the leaders were not immediately available and follow-up interviews were generally scheduled within 48-hours.

Results

Overview

In the following section, we will discuss several analytical questions and issues related to the pursuits of this research investigation. First, a brief overview of the sample will be provided. Second, we provide a detailed explanation of how we operationalized promotion timing and the performance ratings for statistical analysis. We then provide a general overview of demographic and experience findings for the sample en masse before describing how these demographic characteristics are related to promotion timing. The description of how promotion timing relates to demographic and experience differences answers the first of the two primary questions for this research effort, which was to identify any notable gaps in the training or disparate experiences or abilities for DSs and DSLs who were promoted on an accelerated time-table or not. If any of these background characteristics demonstrated a notable disparity between accelerated and nonaccelerated DSs and DSLs, this could highlight areas in which training gaps exist in the experiences of accelerated promotion DSs. Following this analysis, a demographic comparison of the current sample to the 2005 SGTs as DS research effort was conducted to determine if there are marked differences between the two samples demographically.

[12] The 4-month requirement insured that each targeted DS/DSL would have completed one BCT or DSS cycle at a minimum and therefore could be evaluated by peers. The BCT and DSS cycles are 10-weeks and 9-weeks respectively.

The second primary question of this research effort was whether accelerated promotion timing had any negative impact on ability to perform DS and DSL duties. This question was addressed by investigating the extent to which promotion timing relates to the performance ratings made by oneself, leaders, and peers. Although ratings were frequently similar, there could be arguments made that peers in particular are privy to more information about a DS/DSL's typical behavior and abilities than their leaders would be. There is also reason to believe that commanders and 1SGs may differ in terms of their expectations for their DSs, and the degree to which they are knowledgeable about the identified tasks and DS/DSL task performance. Likewise, self-assessments are likely to be inflated relative to the assessment of other observers. As such, a test of these differences and their consistency with one another is reviewed, and the ratings made from each group of individuals were considered separately: patterns presented in this report addressed self-assessments, Commander assessments, 1SG assessments and peer assessments separately.

Following a basic analysis of whether promotion timing relates to performance ratings, additional related variables (age, rank, and MOS division) are tested to determine if they impact the relationship between promotion timing and performance ratings. Finally, available performance ratings for the earlier 2005 SGTs as DS research effort are compared to the current performance ratings.

Sample

Although background data and some promotion data is available for all DSs and DSLs that participated in this research effort, a clear conceptual distinction needed to be delineated and maintained throughout the data analyses to denote which DSs and DSLs were the target sample. In this regard, the following results present only the patterns relevant to the 124 DSs and 25 DSLs who were rated by themselves, their peers, and their leadership. The additional DSs and DSLs that participated are considered separately as peers and the relationship between the background characteristics and promotion timing do not include these DSs and DSLs as these characteristics cannot be then tied to promotion timing. Therefore, unless otherwise explicitly noted, the analyses only include the primary target sample of 124 DSs and 25 DSLs.

Due to the unavoidably small sample of DSLs and corresponding low statistical power, very few analyses could be conducted that could identify a statistically significant relationship among variables. As such, only representative means are discussed to highlight general patterns in the DSL portion of this research effort and if they differed from the trends identified in the more robust DS analyses. Although combining the DSs and DSLs samples would increase the overall sample size, this was not possible as the two groups represent very different populations in terms of their training focus. DSLs are tasked to train experienced NCOs (i.e. Drill Sergeant Candidates) to become DSs, while DSs are charged with transforming recruited civilians into new Soldiers. The measures collected about DSs and DSLs reflected these different training environments and trainees. Therefore, although the research questions for each sample were similar, combining the samples would neglect fundamental differences in the training focus and the differing dependent measures and was deemed inappropriate.

Determination of Promotion Timing

As described earlier, we operationalized accelerated promotions as promotions that occurred before the required duration of TIS for a given rank was achieved. In other words, if an NCO was promoted to SSG with 70 months TIS in 2008, this would be an accelerated promotion because the required TIS for that promotion at that time was 72 months TIS (see Table 4). An NCO promoted to SSG with 94 months TIS, in contrast, would *not* be considered an accelerated promotion because he had satisfied the TIS requirements. This first approach therefore categorized DSs as either accelerated or nonaccelerated promotion status.

The second approach to operationalizing accelerated promotions was as a continuous variable reflecting the exact number of months relative to the TIS requirement for promotion that the NCO was promoted to the current grade. For example, an NCO promoted with 6 months *less* than the TIS requirement for the promotion received a promotion timing score of -6, an NCO promoted 12 months *after* the minimum TIS requirement received a promotion timing score of 12. Therefore, negative values reflect accelerated promotions, zero values reflect promotions occurring with exactly the required TIS, and positive values reflect promotions that occurred when more than the minimum TIS requirement had been reached. This approach allowed for more precise measurement of promotion timing and increased the ability of the analyses to detect patterns related to promotion timing. Given the small sample size in the current research, this approach allowed greater statistical power and was the primary approach for data analyses. The means of the categorical accelerated and nonaccelerated promotion status groups are presented to illustrate statistically significant trends. This approach also permitted more sensitivity in determining whether promotion timing is related to categorical variables, in essence treating promotion timing as a dependent measure that can be predicted by other demographic characteristics. Relying on promotion timing as a categorical variable only would greatly reduce statistical power.[13]

The DSL sample was notably smaller than the DS sample. The same approach used to determine promotion status and timing for DSs was applied to the DSL sample where appropriate. However, due to inconsistencies in the reporting of TIS and TIG by individual respondents and the DSS, the more precise measure of TIS months relative to TIS requirements was only calculable for 15 of the 25 DSLs. In this case, the categorical determination of simply whether a DSL was accelerated or nonaccelerated (rather than the more precise month calculation) was frequently more indicative as it roughly doubled the DSL sample size.

[13] Prior to data collection the research team contacted the participating companies to select target DSs on the basis of their promotion timing to ensure that a critical sample of both accelerated and nonaccelerated DSs of various ranks and TIS. During data collection, participants also reported their rank, TIS and promotion dates allowing the research team to calculate the promotion timing for DSs to verify the Company-provided information. In some instances, a participating Company‘s data and the DS-provided data were inconsistent. The research team made every effort to verify and determine the correct TIS and promotion timing of the participants. In most instances, the discrepancy was successfully resolved. In some instances, the inconsistency was minimal enough that determining whether the DS was an accelerated or nonaccelerated promotion was possible, but it was not possible to verify the exact number of months at which the promotion occurred. For example, by both the Company‘s and the DS‘s calculations, a DS may be considered an accelerated promotion, but the exact degree to which this was true may vary by a few months. In such instances, the DS was considered in categorical comparisons comparing the accelerated group to the nonaccelerated group, but not in calculations that required the more precise month determination.

Dependent Measures

The items in the Behaviorally Anchored Rating Scale (BARS) that served as the primary dependent measure contained item responses with specific details that varied from question to question and domain to domain. As such, the items were considered as separate domains and analyzed separately. However, to provide a succinct and summary description of the effects, composite measures were calculated based on a priori groupings of technical skill performance, technical skill training ability, and ―soft" skills- those involving a relatively more interpersonal component.

We calculated a *technical skill performance* composite score which included 8 performance domains: drill & ceremony, physical fitness, combatives, warrior tasks, basic rifle marksmanship (BRM), urban operations, battle drills, and combat lifesaver skills (CLS). The scores were calculated for each rater role. The internal consistency of this 8 item grouping was quite high for each rater role; $\alpha_{Commander} = .885$, $\alpha_{1SG} = .934$, $\alpha_{Peers} = .936$, $\alpha_{self} = .761$. The respective values for DSLs were similarly acceptable, $\alpha_{Senior\ DSL} = .956$, $\alpha_{CI} = .927$, $\alpha_{Peers} = .766$, $\alpha_{self} = .749$. Not surprisingly, the composite score for self-assessments had lower internal consistency. This could be a result of individuals having a more complex and multifaceted assessment of their own abilities than outside observers. This lower internal consistency for composite self-assessments was found across composite skills and samples (DSs and DSLs).

A *technical skill training ability* composite score consisted of 8 items that reflected the training component of the performance domains: training drill & ceremony, conducting physical fitness training, training combatives, training warrior tasks, training BRM, training urban operations, training battle drills, and training CLS. The internal consistencies of this grouping by rater were generally quite high; $\alpha_{Cdr} = .915$, $\alpha_{1SG} = .938$, $\alpha_{peers} = .952$, $\alpha_{self} = .789$. For DSLs, these internal consistencies were similarly high, $\alpha_{Senior\ DSL} = .955$, $\alpha_{CI} = .930$, $\alpha_{Peers} = .840$, $\alpha_{self} = .743$.

The final grouping consisted of skills that were more interpersonal in nature than technical. Moreover, they could be considered MOS-immaterial in that all NCOs regardless of MOS should have similar ability in each of these domains. These consisted of:

- Follow safety guidelines
- Correct Soldier performance
- Discipline Soldiers
- Counsel Soldiers
- Set a good example for personal appearance
- Set a good example for military bearing
- Show respect for Soldiers
- Control personal emotions
- Adapt to change
- Manage differences of opinion
- Handle potentially volatile situations
- Relate to and work well with peers
- Tolerance of diverse cultural/social backgrounds
- Work well with persons of diverse cultural/social backgrounds
- Perform well in a mixed gender environment
- Show concern about Soldier welfare
- Behave in accordance with ethical standards
- Exhibit behavior consistent with Army values
- Display evidence of a strong work ethic

- Accept responsibility for Army rules & regulations
- Take responsibility/implement unit policies
- Show initiative/effort performing DS duties

The internal consistency of the soft skills dimension for each rater role was also high: $\alpha_{Cdr} = .944$, $\alpha_{1SG} = .974$, $\alpha_{Peers} = .981$, $\alpha_{Self} = .943$. DSL responses also showed acceptable levels of internal consistency, $\alpha_{Senior\ DSL} = .957$, $\alpha_{C\ I} = .987$, $\alpha_{Peers} = .960$, $\alpha_{Self} = .883$.

Individual Differences

Perspective-taking. Perspective-taking is an important component of empathy and has been linked to a variety of positive interpersonal outcomes. Perspective-taking reflects the cognitive component of empathy; the motivation and ability to intellectually understand the thoughts and feelings of others. The scale used to measure perspective-taking in the current effort was a subscale of the Davis Empathy Scale (Davis, 1980) and consists of 7 items with a 5-point Likert response scale anchored by *strongly agree* (5) and *strongly disagree* (1). The scale demonstrated an acceptable degree of internal consistency for both DSs and DSLs, $\alpha_{DS} = .704$, $\alpha_{DSL} = .873$. This scale was included to determine, if soft-skill differences were found, if it could be tracked back to differences in perspective-taking ability in understanding peers and trainee perspectives.

Triangle Model of Responsibility. Schlenker (1997) and colleagues (Schlenker, Britt, Pennington, Murphy, & Doherty, 1994) developed an empirically validated triangle model of responsibility. The model posits that there are three key components to assessments of responsibility: the person (the who), the event (the situation), and the behavioral script (the behavioral expectations). Between each component is a linkage: the person-event link, the event-script link, and the person-script link. The person-event link reflects the degree of *control* the individual has over a situation‘s outcome; whether a DS‘s behaviors have any effect on trainee‘s success. The event-script link reflects the *clarity* of what behaviors are expected in a given situation; what is expected of DS in a given situation. Finally, the person-script link reflects a person‘s *commitment* to follow the behavioral script for the situation; whether a DS feels committed to following the behavioral rules in a given situation or whether he/she feels entitled to forsake the expectations for appropriate behavior. Each link additively combines to reflect feelings of responsibility towards a situation; in this case, feelings of responsibility towards being a DS. Each of the three linkages were measured via an adapted version of the Triangle Model of Responsibility Scale that has been successfully used to predict a wide range of behaviors and outcomes: student grade point averages, pharmacists‘ job performance, Soldiers deployed on a peacekeeping mission (Britt, 1999), etc.). The measurement of this model was included here to determine whether accelerated or nonaccelerated DSs differed in their commitment and feelings of responsibility of being a DS.

Participants responded using a 5-point Likert response scale anchored by *strongly agree* (5) and *strongly disagree* (1). See Appendices C and E for the instrument. Scores were calculated as average scores on each of 7 items measuring each component and ranged from 2.00 to 5.00 (clarity), 2.43 to 5.00 (commitment), and 2.14 to 5.00 (control). Each subscale

demonstrated acceptable internal consistency, $\alpha_{clarity} = .790$, $\alpha_{commitment} = .805$, $\alpha_{control} = .791$. Additionally, the DSL composite scores for each dimension also demonstrated acceptable internal consistency, $\alpha_{clarity} = .862$, $\alpha_{commitment} = .781$, $\alpha_{control} = .831$.

Background Information Form

In addition to totaling the number and type of military awards, badges, and tabs each participant reported, the following measures were calculated from the background data.

Instructor and observer/controller positions held. Two scores were calculated from the reported instructor positions held relevant to basic training (e.g., serving as an instructor at a service school or for the NCO Academy): first, whether any instructor position had ever been held (if the DS reported having been an instructor at any of the schools listed) and second, how many positions reportedly had been held. The same approach was conducted for observer/controller (O/C) positions held.[14] A large portion of DSs reported having never been an instructor, and few had held more than one instructor position. See Table 5. None of the DSL participants had reported previously holding an instructor position prior to serving as a DSL at the DSS.

Table 5
Previous Instructor Positions

Number of Instructor Positions Previously Held	Percentage of DSs	Percentage of DSLs
None	51.6%	100%
1	36.3%	0%
2	9.7%	0%
3	1.6%	0%
4	0.8%	0%

The vast majority of DS participants (92.7%) had not previously been an O/C; 5.6% of participants reported having held one O/C position, and less than 2% of participants reported holding two or three O/C positions previously. None of the DSL participants reported having ever been an O/C.

Course experience. Participants identified previous courses they had completed in important skill domains relevant to training Soldiers during basic training. For example, DSs reported whether they had taken specific medical and rifle marksmanship courses. To garner a quantitative sense of this experience, a summative score was calculated for every medical course reported having completed, and separately, every rifle marksmanship course completed. With an overall small number of individuals reported having completed any one course, this approach provided a summative description of the cumulative course experience in these domains.

The majority of both DS and DSL participants did not report having completed any additional rifle marksmanship courses relevant to the basic training environment and very few reported completing more than one. See Table 6.

[14] Observer/controllers at the Joint Readiness Training Center, Ft. Polk, LA are now referred to as Training Mentors rather than Observer/Controllers.

Table 6
Previous Marksmanship Training

Number of Additional Marksmanship Training Courses	Percentage of DSs	Percentage of DSLs
None	65.3%	56.5%
1	30.6%	26.1%
2	2.4%	8.7%
3	0.8%	8.7%
4	0.8%	0.0%

The majority of DS participants reported that they had completed at least one of the medical courses indicated relevant to basic training (91.1%), leaving only 8.9% of participants who did not report having completed any medical training. Likewise, the majority of the DSL participants (95.7%) reported having completed at least one medical training course, while only 4.3% of the DSL participants did not report having completed any medical training.

Additional Skill Identifiers and Skill Qualification Identifiers. DSs reported whether they held additional skill identifiers (ASIs) relevant to skills trained in basic training. Although some of the specific ASIs were directly relevant to other specific basic training skills (e.g., the Pathfinder ASI is most relevant to Land Navigation), the greater number of ASIs held, the more experienced a DS should be in basic training skills. Therefore a summative score was calculated for total number of relevant ASIs, with higher numbers reflecting a greater number of relevant ASIs held. Presumably, a higher number of ASIs should be associated with higher ratings on performance rating scales. This same approach was used to calculate a score for total number of skill qualification identifiers (SQIs) held. The majority of DSs and DSLs reported having no relevant ASIs, but many in both groups reported possessing at least one SQI. See Table 7.

Table 7
Relevant ASIs and SQIs

	Sample			
	DS		DSL	
ASI/SQI relevant to IET	ASI	SQI	ASI	SQI
None	68.5	30.6	47.8	8.7
1	27.4	66.9	47.8	82.6
2	3.2	2.4	0.0	8.7
3	0.8	0.0	4.3	0.0

Individual task proficiency demonstration. DSs reported the last time they completed each of several events in which they demonstrated at least a subset of basic training tasks. Each event, and the recency with which each event took place, was considered separately. However, we focused on the non-MOS-specific event Army Warrior Training (AWT, formerly known as Common Task Testing). This event is mandated to be conducted yearly for all MOSs (AR 350-1, Headquarters, Department of the Army, 2009). Moreover, recency with which this event was completed would likely indicate greater familiarity with the individual tasks and therefore higher performance ratings in relevant basic training domains. DSs and DSLs varied considerably in how recently that had last participated in AWT. Frequently DSs and DSLs did not report having completed the AWT within the last year. See Appendix H for a complete breakdown of this data.

Leadership history. DSs reported whether and for how long they had previously served in leadership positions: as the leader of a team, squad, section, or platoon. Eight items asked DSs to indicate what specific leadership behaviors they had completed in the two years prior to serving as a DS. These included (a) providing performance feedback to subordinates, (b) establishing goals or other incentives to motivate subordinates, (c) correcting unacceptable conduct of a subordinate, (d) conducting formal inspection of subordinates' completed work, (e) counseling subordinates regarding career planning, (f) counseling subordinates with disciplinary problems, (g) serving as a member of a unit advisory council or committee, and (h) applying and supervising all eight steps of the Troop Leading Procedures. These leadership activities were considered both separately and combined to determine whether any particular leadership behavior was particularly important. When combined, the *leadership frequency* composite achieved high internal consistency, $\alpha_{DS} = .912$. The DSL sample achieved a lower level of internal consistency, $\alpha_{DSL} = .523$.

Instructional history. DSs reported whether they had served in various instructor positions and a composite score was calculated to reflect whether the DS had any previous instructional experience. DSs also reported the frequency with which, in the two years prior to serving as a DS, they had previously performed each of seven instructional behaviors: (a) preparing a lesson plan, (b) teaching a platform class to 5 or more people, (c) serving as assistant instructor in a class of 10 or more, (d) conducting preliminary marksmanship instruction, (e) leading an organized physical training session for a platoon sized element or larger, (f) conducting individual task evaluations, and (g) conducting collective task evaluations. These behaviors were considered both separately and combined. Instructional frequency items were also combined into a single composite score that achieved high internal consistency, $\alpha_{DS} = .924$, $\alpha_{DSL} = .882$.

Non-Commissioned Officer Education System (NCOES) courses. DSs reported completion dates for the NCOES courses[15] they had completed. Some DSs reported dates for completion of Phase I of ALC/BNCOC and indicated this completion date for ALC/BNCOC. However, a Phase I completion does not amount to an entirely completed course. As such, because they had not yet completed ALC/BNCOC Phase II, these data points were recoded as having not completed ALC/BNCOC. From this, we determined the highest level of NCOES completed. See Table 8 for a breakdown of NCOES completion by promotion timing. For a complete breakdown of all DS (rated DSs and rater DSs) NCOES completion levels, see Appendix I.

[15] The NCOES courses transitioned in title and content from Primary Leadership Development Course to Warrior Leaders Course (PLDC/WLC), Basic Non-Commissioned Officer Course to Advanced Leader Course (BNCOC/ALC), and Advanced Non-Commissioned Officer Course to Senior Leaders Course (ANCOC/SLC) in 2005 and 2008 (U.S. Department of the Army, 2008). Both titles were included to insure each NCO would recognize the NCOES levels past and present.

Table 8
Highest level of NCOES completion by DSs

		Nonaccelerated		Accelerated	
Rank	Highest Course Completed	n	% within Promotion Status &Rank	n	% within Promotion Status & Rank
SGT	WLC/PLDC	4	66.7%	2	100.0%
	ALC/BNCOC	2	33.3%	0	0.0%
SSG	WLC/PLDC	8	29.6%	5	9.1%
	ALC/BNCOC	18	66.7%	48	87.3%
	SLC/ANCOC	1	3.7%	2	3.6%
SFC	WLC/PLDC	1	5.0%	0	0.0%
	ALC/BNCOC	7	35.0%	2	22.2%
	SLC/ANCOC	12	60.0%	7	77.8%

In the above table, it can be seen that although some of the nonaccelerated DSs had completed ALC, neither of the two accelerated DSs had completed ALC. Of course, this may also reflect greater opportunity to attend ALC as accelerated DSs tended to have less TIS. Accelerated SSGs and SFCs demonstrated a more advanced pacing of completing NCOES than did nonaccelerated SSGs and SFCs in our sample. Likewise, Table 9 below shows that although one of the accelerated SSG DSLs had completed only WLC, and not yet ALC, there are no marked differences in NCOES completion rates between accelerated and nonaccelerated DSLs. This slight discrepancy may be a result of the overall less TIS and thus perhaps less opportunity to attend NCOES courses.

Table 9
Highest level of NCOES completion by DSLs

		Nonaccelerated		Accelerated	
Rank	Highest Course Completed	n	% within Promotion Status & Rank	n	% within Promotion Status & Rank
SSG	WLC/PLDC	0	0.0%	1	12.5%
	ALC/BNCOC	6	85.7%	5	62.5%
	SLC/ANCOC	1	14.3%	2	25.0%
SFC	WLC/PLDC	0	0.0%	0	0.0%
	ALC/BNCOC	1	25.0%	0	0.0%
	SLC/ANCOC	3	75.0%	4	100.0%

Disciplinary history. DSs reported whether they had been formally counseled for lack of effort, for behavior/discipline or for unsatisfactory performance and also whether they had been placed on restriction for not adhering to standards of conduct or for disrespecting superiors. Each disciplinary action response was analyzed separately. However, responses were also combined to form scores for whether or not a DS had received all forms of counseling, any form of counseling, all forms of restriction or any form of restriction. In general, the DSs in our sample reported few disciplinary actions taken against them. For a complete breakdown of disciplinary actions taken, see Table 10. In short, chi-square analyses testing a relationship between promotion timing and whether or not a disciplinary action was reported indicated that promotion status was by and large unrelated to reported disciplinary actions (p's > .05) both for

individual disciplinary actions and composite disciplinary actions. The sole exception to this general finding regarded being placed on restriction for disrespect; compared to what would be expected at random if no relationship existed between promotion timing and disciplinary action, accelerated DSs report less than expected acts of restriction for disrespect and nonaccelerated DSs reporting more than expected, χ^2 (1, N = 122) = 5.04, p = .039.

Table 10
Summary DS Disciplinary Actions reported by DS

Disciplinary Actions	Nonaccelerated		Accelerated	
	Yes	No	Yes	No
Formal Counsel:				
Lack of Effort	2	53	2	65
Behavior or Discipline	18	37	22	45
Unsatisfactory Performance	8	47	7	47
Counseled for ANY of the above	22	33	26	41
Counseled for ALL of the above	2	53	1	66
Restriction:				
Conduct	4	51	4	63
Disrespect	4	51	0	67
Restricted for ANY of the above	5	50	4	63
Restricted for ALL of the above	3	52	0	67

Note: Values presented in Table 7 represent individual DS counts, not percentages.

Although the low sample size prohibits proper statistical analysis, a summary of disciplinary actions reported by DSLs are provided in Table 11. As can be seen in the table, overall disciplinary rates were generally low and few differences seemed to arise between accelerated and nonaccelerated DSLs.

Table 11
Summary DSL Disciplinary Actions reported by DSL

Disciplinary Actions	Nonaccelerated		Accelerated	
	Yes	No	Yes	No
Formal Counsel:				
Lack of Effort	0	11	0	12
Behavior or Discipline	0	11	0	12
Unsatisfactory Performance	2	9	0	12
Counseled for ANY of the above	7	4	3	9
Counseled for ALL of the above	0	11	0	12
Restriction:				
Conduct	0	11	1	11
Disrespect	1	10	1	11
Restricted for EITHER of the above	1	10	2	10
Restricted for ALL of the above	0	11	0	12

Note: Values presented in Table 8 represent individual DSL counts, not percentages.

Demographic Differences Between Accelerated and Nonaccelerated DSs

One of the primary questions of this project was whether there were any significant differences between the accelerated and nonaccelerated DSs regarding previous experiences before serving as a DS. These differences in turn were suggested to serve as potential causes of performance determinants in accelerated promotion DSs because the accelerated DSs were unable to garner as much experience as the nonaccelerated DSs. To determine whether this was the case, the relationship between promotion timing and the above described demographic characteristics was investigated.

Pearson‘s zero-order correlations were calculated to determine the relationship between promotion timing and other continuous measures described above. When the experiences of interest on the Background Information Form were categorical rather than continuous in nature, t-tests were conducted with the categorical demographic variable as the predictor variable and promotion timing as the dependent measure; e.g., whether men and women differed in terms of their average promotion timing. See Table 12 for a summary of the significant relationships between promotion timing and these background characteristics. A full presentation of the relationship between all tested variables and promotion timing, including those that were non-significant, can be found in Appendix J.

In short, it can be seen that, not surprisingly, accelerated DSs were younger and had less time in service than nonaccelerated DSs. The same pattern is also true for DSLs. This is to be expected. Accelerated DSs also reported more time in grade (TIG) than nonaccelerated DSs, although this relationship does not seem to indicate anything meaningful or important. As our data reflects current TIG and not their TIG at the time of the accelerated promotion, perhaps accelerated DSs are promoted early and then remain longer in their grade prior to subsequent promotions. This relationship between TIG and promotion timing was of similar strength for DSLs but was not significant due to the quite small DSL sample size. Of note, a higher level of civilian education was related to slower promotion timing for DSLs, although this may be a function of DSL age being correlated with both slower promotion timing and having a longer period of time to pursue higher levels of civilian education. Accelerated DSs reported receiving fewer military awards, although this may be simply a function of having less TIS and thus less opportunity to earn them rather than being less qualified. The same pattern is implicated in DSLs, although non-significantly. Table 12 summarizes the significant relationships between promotion timing and DSL Demographic Characteristics.

Other statistically significant differences include accelerated DSs reported more commonly serving as a team leader or squad leader than the nonaccelerated DSs. However, despite accelerated DSs reporting a greater likelihood of serving as a team leader, their duration of serving in that position was significantly less than the nonaccelerated DSs (considering only those DSs who reported having served as a team leader). There were no differences as a function of promotion timing on other leadership behaviors such as conducting formal inspections of subordinates‘ work. Promotion timing was also not related to a composite measure of leadership activity, either for DSs or DSLs.

Table 12

Relationship Between DS and DSL Promotion Timing and Demographic Characteristics

Sample	Correlations	Promotion Timing r	p-value	n	Average Trait: Accelerated	Average Trait: Nonaccelerated
DS	Time in Grade	-.214*	.020	117	35.34	29.86
	Time in Service	.631**	<.001	114	102.59	140.67
	Age	.452**	<.001	118	28.79	32.25
	Number Military Awards	.199*	.030	118	8.67	9.85
	Leadership Position: Team Ldr Duration Mths	.277*	.019	72	19.82	26.83
	Instructional Activity Experience Frequency					
	Teach Platform Class to 5 or more	-.182*	.048	118	3.99	3.44
	Serve as Asst. Instructor Class 10 or more	-.261**	.004	118	3.51	2.87
	Conduct Individual Task Evaluations	-.187*	.042	118	3.70	3.15
	TAPAS					
	Self-Control	.195*	.042	109	.01	.20
	Order	.207*	.031	109	-.13	.00
	Sociability	-.259**	.006	109	-.15	-.45
	Perspective Taking	.221*	.016	118	3.52	3.74

Independent Samples t-test	Promotion Timing t	p-value	df	Average: No	Average: Yes
Leadership Position: Been Team Leader	2.21*	.029	114	6.81	-4.10
Leadership Position: Been Squad Leader	1.98*	.050	115	7.35	-3.12

	Correlations	Promotion Timing r	p-value	N	Average Trait: Accelerated	Average Trait: Nonaccelerated
DSLs	Time in Service	.771**	.001	15	111.30	153.40
	Age	.800**	.001	13	28.17	31.82
	Civilian Education Level	.579*	.049	12	3.67	3.80
	Triangle Model of Responsibility					
	Responsibility: Clarity	.611*	.016	15	3.60	3.61

Note:*Indicates p < .05, ** indicates p < .01

Accelerated and nonaccelerated DSs did not differ in their previous experiences serving as instructors with the sole exception that accelerated DSs reported a greater frequency of having taught a platform class to 5 or more students, having served as an assistant to a class of 10 or more students, and having conducted individual task evaluations. This same tendency was observed in the DSLs, although non-significantly.

Accelerated and nonaccelerated DSs also generally did not significantly differ from one another on a host of non-cognitive dimensions assessed by the TAPAS; the few exceptions where promotion timing was related to TAPAS dimensions include a greater degree of sociability amongst accelerated DSs, and a greater degree of order and self-control amongst nonaccelerated DSs. Nonaccelerated DSs also reported a greater propensity to engage in perspective taking than accelerated DSs, as measured by the Davis Empathy Scale.

Summary of demographic differences. The above tables reflect the few differences found among DSs and DSLs in our sample as a function of promotion timing. In short, the concern that accelerated promotion DSs differ substantially from their nonaccelerated promotion DS counterparts was not substantiated by our data. Compared to nonaccelerated DSs, accelerated DSs in our sample had more time in grade but less time in service; were physically younger; had received fewer military awards (not surprisingly due to less TIS); reported less time serving as a team leader but were more likely to have served as a team leader than nonaccelerated DSs, and were more likely to have served as a squad leader. Accelerated DSs on average reported a higher frequency of having taught a platform class to a group of 5 or more students, served as an assistant instructor to a class of 10 or more students and conducted individual task evaluations. Finally, promotion timing was unrelated to most individual difference measures such as non-cognitive performance predictors and feelings of responsibility towards being a DS. Accelerated promotion DSs were on average somewhat higher in attention seeking and sociability, but were less orderly, and lower in perspective taking. In sum, the accelerated DSs are younger, and more likely to be sociable and attention seeking and less orderly and inclined to take the perspectives of others. Accelerated DSs also have less TIS, which is likely the cause of having earned fewer military awards. However, despite having less TIS, accelerated DSs reported a greater frequency of having certain prior instructional activities and a greater likelihood of having served as a team leader (albeit serving of a shorter duration).

Although conclusions are more tenuous given the considerably smaller sample size, the same general pattern of findings held true for DSLs. Specifically, accelerated promotion DSLs were younger, had less TIS and lower levels of civilian education than nonaccelerated promotion DSLs. The differences in TIS and civilian education may be a direct function of their younger age and resulting less opportunity to achieve these outcomes.

Demographic comparison with 2005 participants. As the original 2005 research helped set the stage for the concerns that drove this effort, we were requested to determine whether the characteristics of the SGTs in our sample were markedly different from the SGTs in the 2005 study.

Although every effort was made to include as many SGTs as possible in the rated DSs sample for the current effort, there were very few SGTs that met our selection criteria. Therefore, the total number of target sample SGTs in this effort available for comparison to the SGTs in the earlier effort was only eight, not including an additional 11 peer rater SGT DSs present in the overall sample for a total of 19 SGTs altogether. Clearly, few conclusions can be drawn from these few participants. Indeed, across both rated and rater DSs, SGTs constituted only 5.8% of all DSs who participated in this effort.

However, in comparing the two groups in the absence of any statistical analyses, it can be seen that in short, the samples between the 2005 study and the current research are comparable and did not seem to demonstrate a decline in Army experience (as indicated by TIS) or life experience (physical age), or a difference in the proportion of DSs volunteering versus being selected to be a DS. Not surprisingly, given the ongoing OEF and OIF campaigns, nearly all SGTs reported having deployed to a combat zone, a substantial increase in the proportion of SGTs from the earlier sample that had combat/hostile environment experience. More broadly,

taking together all ranks from the 2005 research effort and the current one, SSGs and SFCs are also comparable with no marked differences between the two groups in TIS or age as indicators of maturity and experience. A summary of the differences between the 2005 SGT sample and the current SGT sample are presented in Table 13.

Table 13
SGT DS Comparison: 2005 Sample Versus Current Sample

Characteristic	2005 SGT Sample	Current SGT Sample
n	46	19
Gender		
Male	76%	47%
Female	24%	53%
DS Selection		
Army Select	91%	84%
Volunteer	9%	16%
Average Age	27.5	28.8
Average TIS	7.2	7.8
Combat Experience		
Combat experience or hostile environment experience	61%	--
Deployed to combat zone	--	94%*

*Note: 2 SGTs in the current sample did not answer the deployment question.

Raters

The number of peer raters per rated DS varied from three to ten. To overcome this variability, peer ratings for each rated DS were averaged together to calculate a composite peer rater score per BARS item. The same approach was used for peer ratings of DSLs, who had between two and eight peer DSL raters.

Self, Commander and 1SG ratings reflect the ratings of a single individual as there were not multiple commanders or 1SGs rating each rated DS. As such, if the rated DS (the self), the commander or the 1SG declined to answer a particular BARS item, the sample size for that particular item diminished. As such, although a total of 124 target DSs and 123 commanders and 1SGs participated, the sample size for any particular item reflects only the number of raters who provided a response. Likewise, the same rationale is true for DSL self-assessments and Senior DSL assessments. However, due to the greater number of target DSLs that each Chief Instructor (CI) supervised, only a subset of six DSLs were rated by each CI, and only one CI. Therefore, the sample size for each rating made by CIs is at most 12 if the CIs completed ratings on all of their target DSLs.

Rater Effects. To assess the degree of agreement between the self, the peers', the 1SGs' and the Commanders' assessment of the target DSs, a one-way repeated measures general linear model was conducted with each of the four raters (self, peer, 1SG and Cdr) as a separate level in the analysis.[16] This analysis allows for an assessment of ~~"r~~ole" tendencies; whether, on average across all rated DSs, one role (Cdr, 1SG, Peers or self) tended to rate the DSs differently than the other roles. Generally, the commander, 1SG, and peers did not significantly differ from one another, but the rated DSs' self-assessment was significantly higher than the assessment of their leaders and peers. Exceptions to this general pattern were that self-assessments did not significantly differ from leader and peer assessments of training Drill & Ceremony, being physically fit, training combatives, performing and training CLS, tolerance of diverse others, performing well in a mixed-gender environment, and behaving in accordance with ethical standards. Likewise, although the omnibus test indicated significant differences in the pattern of means, self-assessments did not always differ significantly from all other means at the level of the individual post-hoc comparison. Finally, self-assessments were actually *lower* than peer and leadership ratings for ability to perform combatives and managing differences of opinion. Mean ratings on the composite scores are reflected in Table 14. For specific effects on each BARS domain, see Appendices K and L.

Table 14
Rater effects in ratings of DSs

BARS Domain	Self	Cdr	1SG	Peers	F	df	p	η_p^2
Average Technical Skill Performance	7.23	6.81_a	6.82_a	6.72_a	8.32	3,	<.001	.065
Average Technical Skill Training	7.23	6.74_a	6.76_a	6.71_a	8.31	3,	<.001	.067
Average Soft Skill	7.53	6.94_a	6.97_a	7.05_a		3,	<.001	.089

Note: Within a row, means sharing a subscript were not significantly different from each other using a Bonferroni adjustment. *Indicates $p < .05$, ** indicates $p < .01$, ns denotes effects where $p > .05$.

In addition, the same approach was used to determine if DSLs assessed themselves higher than their peers and leadership. Although the restricted sample size makes conclusions tentative, the same general pattern of higher self-assessments seemed to hold true for DSLs. See Table 15.

Table 15
Rater effects in ratings of DSLs

BARS Domain	Self	SDSL	CI	Peers	F	df	p	η_p^2
Average Technical Skill Performance	7.08_a	6.05_{ab}	6.50_{ab}	6.29_b	3.10	3, 33	.040*	.220
Average Technical Skill Training to	7.00_a	6.01_a	6.56_a	6.12_a	2.55	3, 33	.072	.188
Average Soft Skill	7.33_a	6.28_b	6.92_{ab}	6.51_b	2.87	3, 33	.051	.207

Note: Due to the subset of DSLs that were rated by CIs, the sample size here is lower than for other analyses as only those DSLs with ratings by all raters were included in this analysis. As with all results presented regarding DSLs, these values should be considered tentative given the small sample size. Within a row, means sharing a subscript were not significantly different from each other using a Bonferroni adjustment. *Indicates $p < .05$, ** indicates $p < .01$, ns denotes effects where $p > .05$.

[16] Various methods of assessing interrater reliability were considered. However, the assumptions for most interrater reliability statistics assume interchangeability between roles (e.g., Brutus, London, Martineau, 1999), that was not true in this instance. Instead, the raters in this research were conceptually distinct and could be considered to provide unique perspectives. As such, the traditional route of calculated interrater reliability was foregone.

Accelerated Promotions and Performance Ratings

The most straightforward approach to assessing whether accelerated promotion timing has an adverse effect on DS performance is to assess performance ratings for each of the BARS domains via zero-order correlations, for each of the rater's assessments. As with the tables above, negative correlations indicate that accelerated promotion DSs were rated more highly; positive correlations indicate that nonaccelerated promoted DSs were rated more highly. As can be seen in Table 16, positive correlations indicate that nonaccelerated DSs assessed themselves more highly than accelerated DSs, although this was primarily true for nontechnical skills such as following safety guidelines, setting an example with respect to personal appearance and military bearing, adapting to change, handling potentially volatile situations, and performing well in a mixed-gender environment. Of note, accelerated promotion DSs did rate themselves as better able to perform combatives. For correlations between promotion timing and specific DS BARS performance ratings, see Appendices M and N.

In contrast, the effect of promotion timing had a significantly different relationship to the ratings made by commanders, 1SGs and Peers. First, it should be noted that the relationship of promotion timing to performance ratings was not found across all BARS domains, but instead was most significantly related to ratings made in the ability to perform and train technical skills rather than nontechnical skills. The direction of these significant effects always indicated that when promotion timing was related to performance ratings, the accelerated promotion DSs were rated more highly than their nonaccelerated counterparts.

Table 16
Correlations between DS Performance Ratings and Promotion Timing

BARS Domain	Self	Cdr	1SG	Peers
Average Technical Skill Performance	.005	-.251**	-.193*	-.217*
Average Technical Skill Training	.027	-.223*	-.191*	-.220*
Average Soft Skill	.236*	.096	-.035	-.040

Note: Positive correlations indicate that nonaccelerated promotion DSs were rated more highly. Negative correlations indicate that accelerated promotion DSs were rated more highly. *indicates $p < .05$, **indicates $p < .01$.

Of course, one might be interested in knowing not only the general differences between promotion timing and performance ratings, but also where on the BARS scale these ratings were made; for example, were DSs generally rated high, moderate, or low, and to what degree. For illustrative purposes, the mean performance ratings of the accelerated and nonaccelerated promotion DS groups are presented below in Table 17 for the significant relationships indicated in Table 16. Although differences were found between promotion groups, such that other individuals (Cdrs, 1SGs, and peers) generally rated accelerated DSs more highly than nonaccelerated DSs, average ratings were still generally positive across the board, ranging between six and nine on a 9-point scale.

Table 17
Mean Ratings on Significant DS Performance Ratings

BARS Domain	Promotion Status	Self	Cdr	1SG	Peers
Average Technical Skills Performance	Nonaccelerated		6.57	6.51	6.56
	Accelerated		7.02	7.07	6.94
Average Technical Skills Training	Nonaccelerated		6.54	6.46	6.57
	Accelerated		6.92	7.02	6.94
Average Soft Skills	Nonaccelerated	7.71			
	Accelerated	7.35			

In sum, promotion timing was not strongly associated with self-assessments of technical skill performance or training ability. However, DSs who were not promoted at an accelerated pace rated themselves more capable in softer skills such as correcting Soldier performance, showing respect for Soldiers, controlling emotions, etc. Peer and leader ratings did not concur with these self-assessments. Instead, commanders, 1SGs, and peers rated accelerated DSs as more proficient in technical skills than nonaccelerated DSs on technical skill performance and technical skill training ability. Peers and leaders did not rate accelerated and nonaccelerated DSs differently on soft skills. The exception to this rule is that nonaccelerated promotion DSs assessed themselves as less competent at training combatives than their accelerated promotion counterparts.

In examining what impact accelerated promotions had on DSL performance, zero order correlations are presented below for the DSLs. Generally, it can be seen from the preponderance of negative correlations that accelerated DSLs were generally rated more highly than nonaccelerated DSLs, particularly in the more technical skill areas. Although interpreting correlations on such a small sample size is quite limited, unlike the DSs, the self-assessments of DSLs do not seem to show the same tendency of nonaccelerated DSLs to rate themselves more highly than the accelerated DSLs. See Table 18 for correlations between promotion timing and composite skills. For correlations between promotion timing and specific rating domains, see Appendix O and P.

Table 18
Correlations between DSL Performance Ratings and Promotion Timing

BARS Domain	Self	SDSL	CI	Peers
Average Technical Skill Performance Ability	-.444	-.371	-.508	-.274
Average Technical Skill Training to Train Ability	-.360	-.339	-.464	-.180
Average Soft Skills	-.090	-.334	-.391	.050

Note: * Indicates $p < .05$, ** indicates $p < .01$. Positive correlations indicate that nonaccelerated promotion DSLs were rated more highly. Negative correlations indicate that accelerated promotion DSs were rated more highly. Chief Instructors (CI) correlations had n = 5 to n = 8; other correlations had n = 11 to n = 15.

Although use of a continuously measured variable like promotion timing can provide a more statistically sensitive approach to assessing relationships, the inconsistencies in the DSLs reporting of their promotion timing resulted in only 15 of 25 DSLs with this more precise measurement. However, the general categorization of DSLs into either an accelerated or nonaccelerated promotion group is possible for all 25 DSLs. The means for those groups on each dimension are presented below, regardless of whether or not a significant relationship was

indicated in Table 19. The tendency to rate accelerated DSLs more highly seemed to be particularly true for Senior DSLs and CIs, and less so for Peers.

Table 19
Mean Ratings on DSL Performance Ratings

BARS Domain	Promotion Status	Self	SDSL	CI	Peers
Average Technical Skill Performance Ability	Nonaccelerated	6.98	5.95	5.85	6.36
	Accelerated	7.42	6.77	7.15	6.52
Average Technical Skill Training to Train Ability	Nonaccelerated	6.98	5.92	5.88	6.26
	Accelerated	7.19	6.72	7.24	6.25
Average Soft Skills	Nonaccelerated	7.28	5.50**	5.94*	6.49
	Accelerated	7.44	6.87**	7.91*	6.65

Note: *Indicates that an independent samples t-test indicates a p-value of < .05, **indicates p < .01, and *** indicates p < .001. Degrees of freedom ranged from 8 to 12 for chief instructor comparisons, and 12 to 23 for all other comparisons.

Related Measures of Maturity

The original concern was whether being promoted earlier versus later had an adverse effect on time to mature before serving as a DS. It was believed that fewer life and Army career experiences could lead to decreased opportunity to grow and mature as professional NCOs and potentially impair their ability to perform as a DS. To assess whether the above described effects regarding promotion timing lent a unique predictive power to performance ratings above and beyond the effects of other maturity-relevant variables of age and rank, general linear modeling with promotion timing and age as continuous predictors, and rank as 3-level between subjects factor was conducted to assess whether promotion timing was predictive after controlling for the related variables. These variables were considered as simultaneous predictors; the interaction effects were not tested due to low sample size to detect a three-way interaction and all possible two-way interactions. Table 20 presents the relationship between promotion timing, age, and rank on the summary composite scores of ability to perform technical skills, the ability to train technical skills, and soft skill ability. Full results are presented in Appendix Q for all individual skill sets. Positive relationships indicate that: nonaccelerated promotion DSs were rated more highly than accelerated promotion DSs; older DSs were rated more highly than younger DSs, and higher ranked DSs (e.g., SFCs) were rated more highly than lower ranked DSs (e.g., SGTs). Negative relationships indicate that: accelerated promotion DSs were rated more highly than nonaccelerated DSs; younger DSs were rated more highly than older DSs and lower ranks were rated more highly than higher ranks.

In general, rank and age were strongly associated with performance ratings made by peers and supervisors. As can be seen from the table below, the effect of rank was strongly predictive of technical skills performance and training ability and age was strongly predictive of soft skill performance ratings such that DSs with higher ranks were rated more highly than DSs of lower ranks and older DSs were rated more highly than younger DSs, respectively. When controlling for rank and age, promotion timing generally still uniquely predicted the ratings made by peers and supervisors. When comparing effect sizes, though, the effect of promotion timing was generally eclipsed by the effect of either rank or age in performance ratings, with the exception of 1SG ratings of technical training performance and technical training ability. In short, when considered alone, age and rank may frequently be better predictors of performance

ratings than promotion timing, although promotion timing does also provide additional predictive ability not indicated by age and rank.

Table 20
Effect of Promotion Timing, Age, and Rank on DS Performance Ratings

		Predictor					
		Promotion Timing		Age		Rank	
	Rater	p-value	η_p^2	p-value	η_p^2	p-value	η_p^2
Average Technical Performance	Peers	.030, -	.041	ns	.008	<.001, +	.249
	Cdr	.001, -	.101	ns	.005	<.001, +	.139
	1SG	<.001, -	.123	.013, +	.055	.002, +	.108
	Self	ns	.002	ns	.002	ns	.041
Average Technical Train	Peers	.019, -	.048	ns	.005	<.001, +	.241
	Cdr	<.001, -	.113	ns	.028	.001, +	.129
	1SG	<.001, -	.132	.003, +	.080	.008, +	.085
	Self	ns	.006	ns	.002	ns	.033
Average Soft Skill	Peers	.037, -	.038	.017, +	.049	.001, +	.120
	Cdr	ns	.003	ns	.030	.048, +	.054
	1SG	.003, -	.078	<.001, +	.123	.042, +	.056
	Self	ns	.014	ns	.013	ns	.028

Note: ns indicates p > .05.

In summary, when controlling for the conceptually related variables of age and rank as measures of experience and maturity, promotion timing remains significant in predicting DS performance ratings made by peers, 1SGs, and commanders. However, when considering effect size, rank had a considerably larger effect on ratings than promotion timing on technical skill performance and technical skill training ability, and age had a larger effect than promotion timing on soft skills. When simultaneously controlling for all three predictors (promotion timing, age, and rank), none significantly predicted self-assessments of DS performance. Due to the small sample size of DSLs, the above approach is not defensible for the DSL sample and so was not conducted.

MOS Division Differences

The rated DSs in the current sample were overrepresented by DSs from the Maneuver and Fires Division (MFD) compared to the overall populations at the participating installations. As many of the DS training tasks require proficiency in tasks that are more familiar to NCOs from the MFD, we tested the effects of promotion timing controlling for MOS division. Moreover, the MOS divisions varied somewhat in the typical promotion timing for their division. Although the omnibus test was not statistically significant, comparing all three MOS divisions simultaneously, descriptively, the Force Sustainment (FS) division DSs showed an average promotion timing of 9.39 months past meeting the minimum TIS requirements, MFD DSs showed an average promotion timing of 1.92 months before meeting the minimum TIS requirements, and Operations Support and Effects (OSE) DSs showed an average promotion timing of 4.48 months before meeting the minimum TIS requirements.

The joint relationship between promotion timing and MOS Division is presented in Table 21. The results indicate that when controlling for MOS Division, the effect of promotion timing

was significantly muted, predicting none of the ratings made by peers and supervisors, whereas MOS Division significantly predicted the ratings of peers on each of the three composite measures such that MFD DSs were rated significantly higher than the OSE and FS DSs. Although MOS Division and promotion timing did not significantly interact on the composite performance measures, there were significant MOS by promotion timing interactions on some of the specific skills; those skills are presented in Table 22. For the joint effect of promotion timing and MOS division on all tasks individually, see Appendix R.

Table 21
DS Performance Ratings by Promotion Timing and MOS Division

		p-values			Means		
	Rater	MOS Division	Promotion Timing	Interaction	MFD	OSE	FS
Average Technical Skill Performance	Peers	<.001	ns	ns	7.15_{a}	6.60_{b}	5.91_{c}
	Cdr	ns	ns	ns	6.90	6.97	6.24
	1SG	ns	ns	ns	6.94	6.83	6.41
	Self	ns	ns	ns	7.39	7.18	6.91
Average Technical Skill Training	Peers	<.001	ns	ns	7.15	6.60_{a}	5.91_{a}
	Cdr	ns	ns	ns	6.84	6.89	6.16
	1SG	ns	ns	ns	6.90	6.67	6.50
	Self	.045	ns	ns	7.44_{a}	7.15_{ab}	6.89_{b}
Average Soft Skill Performance	Peers	.001	ns	ns	7.34_{a}	6.98_{ab}	6.61_{b}
	Cdr	ns	ns	ns	7.01	6.89	6.96
	1SG	ns	ns	ns	6.94	7.02	7.01
	Self	ns	.012	ns	7.40	7.65	7.62

Note: Within each row, means sharing a subscript are not significantly different from one another using the Bonferroni adjustment. Means presented are adjusted for promotion timing when a significant interaction between MOS division and promotion timing was found. All means in a row without subscripts denote non-significant main effects of MOS division.

Table 22
Mean Performance Ratings by Promotion Status and MOS Division

	Rater	Promotion Status	MOS			Appendix S Figure
			MFD	OSE	FS	
Train Drill & Ceremony	Peers	Nonaccelerated	6.86	6.14	6.50	1
		Accelerated	6.92	6.93	6.15	
Performing Warrior Tasks	1SG	Nonaccelerated	7.00	5.79	6.69	2
		Accelerated	7.13	7.04	5.67	
Performing CLS	Self	Nonaccelerated	7.21	8.00	7.38	3
		Accelerated	7.40	7.31	7.17	
Correct Soldier Performance	Peers	Nonaccelerated	7.02	6.43	6.86	4
		Accelerated	7.17	6.63	5.26	
Correct Soldier Performance	1SG	Nonaccelerated	6.35	6.50	6.92	5
		Accelerated	6.94	7.50	5.00	
Discipline Soldiers	Peers	Nonaccelerated	6.94	6.27	6.64	6
		Accelerated	7.07	6.40	5.04	
Set example re: military bearing	Peers	Nonaccelerated	7.19	6.81	7.07	7
		Accelerated	7.24	7.08	5.98	
Behave in accordance with ethical standards	1SG	Nonaccelerated	7.04	6.86	8.00	8
		Accelerated	7.25	7.04	6.17	
Behave consistent with Army Values	Peers	Nonaccelerated	7.49	7.09	7.08	9
		Accelerated	7.53	7.27	6.20	

The general nature of the interactions indicate that promotion timing had some impact on OSE DSs such that accelerated OSE DSs were more likely to be rated higher than nonaccelerated OSE DSs. Promotion timing had less impact on the MFD DSs, but a greater impact on the FS DSs such that these nonaccelerated FS DSs were seen as showing greater skill in a variety of domains than their accelerated FS DS counterparts. These MOS division patterns should be interpreted with caution, however, as the FS MOS division was disproportionately comprised of activated Reserve Component DSs. Moreover, the accelerated promotion FS DSs were particularly overrepresented in Reserve component DSs. See Table 23 for a breakdown of component by MOS division and promotion status. For graphical depictions of the above interactions with specific simple effects tests of the interaction, see Appendix S, Figures 1-9.

Table 23
Number of Drill Sergeants by MOS Division, Service Status and Promotion Status

		Service Status		
Promotion Status	MOS Division	Active	Reserve	Total
Nonaccelerated	MFD	23	2	25
	OSE	11	1	12
	FS	7	4	11
	Total	41	7	48
Accelerated	MFD	31	1	32
	OSE	23	1	24
	FS	2	4	6
	Total	56	6	62

Leader Interviews

Drill Sergeants‘ leadership (1SGS and Company commanders) were interviewed to assess overall expectations of DSs arriving at basic training units and the degree to which DSs were meeting those expectations, and more broadly, what characteristics were seen as most important for a DS to possess. These questions were also asked of the DSLs‘ supervisors, the Senior DSL in each platoon and the Chief Instructors. The aim of the interviews was to investigate whether leaders commented on immaturity (particularly as a function of accelerated promotions) as a determinant of DS performance in the eyes of those who supervise them. As such, the questions provided an opportunity for leaders to raise the issue of accelerated promotion on DS performance but did not do so explicitly so as not to disproportionately focus leaders on one determinant of DS performance to the exclusion of others.

In general, Commanders, 1SGs, Senior DSLs, and Chief Instructors did not highlight accelerated promotions as a point of concern. Rather, leaders frequently commented on other attributes they desired or found lacking in DSs. They did, however, include maturity and related constructs as desirable characteristics in DSs, albeit this characteristic was not mentioned as often as other characteristics. Table 24 presents the attributes that leaders mentioned as best describing a good Drill Sergeant. Our findings on the leader and peer performance ratings indicate that military experiences, emotional stability, and maturity are not areas of weaknesses for accelerated DSs. Promotion timing was not explicitly mentioned in response to this interview question.

Table 24
Leadership Responses to "How would you best describe a „Good" Drill Sergeant"?

Attribute	% of attribute responses (n= 208)
Professional	9%
Teacher, coach, mentor	9%
Communicator	9%
Adaptable	8%
Initiative	7%
Ability to Motivate	7%
WTBD/SL1 Expert	5%
Trainer	4%
Disciplinarian	4%
Safety conscious	4%
Cares for Soldiers	4%
Physically fit	3%
Experienced (Military)	3%
Good NCO	3%
Maturity*	3%
Emotionally stable	3%
Dependable	3%
Confident	3%
Flexible (Switch Hats)	2%
Self-reliant	2%
Appearance/image	1%

*Maturity in this regard was how the commanders and 1SGs defined maturity as a personality characteristc. These responses were not coded to reflect accelerated promotions as a characteristic of maturity.

More broadly, and less directly relevant to accelerated promotions, leaders were asked to describe what they expected of a newly assigned DS fresh from DSS. Likewise, leaders were asked to describe the characteristics expected of a newly assigned DS. Table 25 presents the leaders' responses. First and foremost, these leaders expect their DSs to be proficient in IET tasks/SL1/WTBD. This attribute was mentioned considerably more often than any other attribute. To the degree that MFD and OSE MOSs have more experience in these domains (either from having to more frequently demonstrate proficiency or because their MOS requires frequent exposure and practice on these skills), the DSs coming from these MOSs should be more capable. This may partly explain some of the reported differences in DS performance by MOS division.

Regarding the attributes in Table 25, leaders were asked the degree to which DSs (broadly) were meeting their expectations. Although 7% of the leaders interviewed did not/could not evaluate this, 17% were explicitly dissatisfied with the ability of new DSs to meet their expectations (10% perceived few DSs as meeting their expectations and 7% reported that their DSs were generally not physically fit). In contrast, 53% felt that at least half of their DSs were meeting their expectations. An additional 23% of leaders responded that DS performance was

not a function of DSS; DSS was perceived as having no bearing on DS performance but instead quality DSs were a function of previous experiences and personality characteristics.

Table 25
Leadership Expectations of DSs

What do you expect of new DSs fresh from DSS?	% of responses (n = 138)
IET tasks/SL1/WTBD Proficiency	25%
Ability to teach and diagnose	14%
Physically Fit	12%
Intangibles (Empathetic/Flexible/adaptable)	10%
Tangibles (problem solving, run, observe)	10%
Drill and Ceremony	9%
BRM skills	7%
Disciplinarian	4%
Know TRADOC Reg 350-6	3%
Communication	3%
Counseling	2%
Combatives	1%
To what level are new Drill Sergeants meeting your expectations coming from DSS?	(n = 60)
Most	35%
Product of before DSS	23%
Half	18%
Few	10%
Not Physically Fit	7%
Cannot evaluate	5%
No comment	2%

As a component of the interview, leaders were asked to rank the DSs in their Company from best to worst. They were subsequently asked to identify what attributes they used to make that ranking. Presented in Table 26, leaders reported that training ability was the foremost criteria they used to determine who the better DSs were, followed by Soldier interactions and performance.

Table 26
Attributes used to Rank Order DSs

What primary attributes did you focus on to rank order these Drill Sergeants the way you did?	% of responses (n= 104)
Training	22%
Soldier Interactions and Performance	13%
Experience as DS	11%
SL1	10%
Physical Fitness	9%
NCO Quality Generally	9%
Job Performance	8%
Initiative	7%
Maturity	6%
Work Ethic	6%
Professionalism	2%

Rankings made by Company commanders and those made by 1SGs were considered separately. To determine to what degree leadership ranked accelerated vs. nonaccelerated promotion DSs differently, rankings were reordered to include only the relative positions of the target DSs comprising the primary sample. Peer DSs were also ranked by leadership, but they were excluded from this analysis. Of the 60 1SGs and Company commanders who were interviewed, three commanders and two 1SGs neglected to rate all four of the target DSs in their Company. With the addition of even a single ranking of four, the other DSs' relative positions could be altered—e.g., if actually provided, the missing ranking might bump the top ranked DS in the Company to second ranked. Moreover, with only three DSs ranked, a rank of 3 becomes a worst ranking but would be analyzed as a next-to-worst ranking when compared to DS ranked in a group of four. Due to this conceptual inequality between DSs ranked in a group of three vs. four, all rankings made by the commanders and 1SGs who missed any of the four rankings were treated as missing data. As such, 12 DSs did not have commander rankings and eight DSs were missing 1SG rankings. Pearson correlations between promotion timing and leadership rankings indicated that 1SGs perceived accelerated DSs as better DSs than nonaccelerated DSs, r (108) = .256, p = .007. The positive correlation here indicates that higher values of promotion timing (nonaccelerated promotions) were associated with higher numbered ranks (4th of 4 DSs, lowest ranking). Although commanders and 1SGs rankings were generally consistent with each other, r (106), = .756, p < .001, commanders' rankings of DSs did not reach statistically significant levels., r (104) = .134, p = .170. As reflected in the above findings, accelerated promotion DSs were seen as better DSs than nonaccelerated DSs, with this perception seen primarily by 1SGs.

DSLs were also ranked by their leadership. Senior DSLs rated all DSLs in their platoons and as above, we recoded the rankings to reflect the rankings of the six target DSLs for the target sample in their respective platoons. One DSL neglected to include all six target DSLs in the platoon, so the six DSLs in this platoon were recoded as missing data for this measure, as outlined previously. Due to the greater number of DSLs supervised by Chief Instructors (≈ 30 across the two platoons they supervised), CIs rated their DSLs as being in the top, middle, or bottom third of their DSLs. These rankings were recoded for the 12 target DSLs to 1 (top third), 2 (middle third), or 3 (bottom third), with these rankings being nonexclusive—multiple DSLs

were assigned the rankings of 1, 2, and 3 . Correlations were conducted between promotion timing and the Senior DSL and CI rankings, and although they were in the same direction reflecting better rankings for accelerated promoted DSLs, these correlations did not reach statistical significance, r_{SDSL} (10) = .310, p = .327; r_{CI} (12) = .244, p = .400. To address the question in another manner and to increase the available pool of DSLs with promotion timing information, t-tests were conducted on the categorical measure of promotion timing. This did not indicate a significant relationship (t_{SDSL} (16) = .677, p =.508, t_{CI} (21) = .392, p = .699) although the pattern of means indicated higher ranking for the accelerated promotion DSLs over the nonaccelerated promotion DSLs; SDSLs, $M_{accelerated}$ = 3.27, $M_{nonaccelerated}$ = 3.86; CIs, $M_{accelerated}$ = 1.77, $M_{nonaccelerated}$ = 1.90.

Leaders were also asked to report what types of disciplinary actions they had taken against their DSs, and what factors they believed contributed to these disciplinary problems. The data in Table 27 show that counseling (informal and formal) was the most common disciplinary action, and maturity and personal habits were the two primary perceived causes of these disciplinary problems. Although accelerated promotion DSs did not report having more disciplinary problems than nonaccelerated DSs and maturity did not seem to be closely related to promotion timing, leaders did perceive maturity as being related to disciplinary problems, independent of promotion timing.

Table 27
Disciplinary Actions and Perceived Contributing Factors

What disciplinary actions have you taken against your Drill Sergeants since taking command?	% of responses (n = 79)
Informal Counseling	30%
Formal Counseling	24%
Letter of Concern	16%
Letter of Reprimand	14%
Suspension of Favorable Personnel Action (Flags)	8%
Court Martial	4%
Removal from the Drill Sergeant Program	3%
Non-judicial punishment (ART 15)	1%
What are the significant factors that contributed to the infractions?	(n = 48)
Maturity	21%
Personal Habits	21%
Fatigue	15%
Laziness	10%
Didn‘t know they were in the wrong	10%
Emotions	8%
Lack of Judgment/Decision Making	8%
Insubordination	6%

To determine how training tasks were assigned to DSs to assess whether these determinations reflected accelerated DSs receiving a differential proportion of training tasks, leaders were asked which DSs taught the most tasks, which tasks these were, and why some DSs taught certain tasks versus other tasks. The most popular response was that all DSs taught some tasks, and these were selected by the DSs themselves. Another 27% of leadership reported that a

subset of DSs taught all tasks. Table 28 shows that the reason some DSs had a higher teaching load is due to experience and MOS background. This is consistent with the differential performance ratings by MOS division discussed earlier.

Other questions asked of the leadership failed to highlight accelerated promotions as a critical component of DS performance, either for better or worse. However, for a full breakdown of responses to each interview question, see Appendix T. Appendix U provides a breakdown of responses by Company commanders and 1SGs.

Table 28
DS Teaching Assignments

	% of responses (n = 64)
Which Drill Sergeants teach the most tasks? (n = 64)	
All DSs teach some tasks (DSs choose preferred task)	45%
Subset of DSs are teaching all the tasks	27%
Subject Matter Experts	17%
DSs are assigned to tasks to ensure NCO development	11%
How did these DSs come to have a higher teaching load than their peers?	(n = 30)
Experience	33%
Proficiency	30%
Volunteered	20%
Selected	13%
MOS	3%
What are those Drill Sergeants‘ [with the higher teaching load] MOSs?	(n= 46)
MF Division	41%
Equal distribution of DS teaching assignments across MOS	37%
OSE and FS Divisions	22%

Comparisons with the 2005 Study

The research team could comment on distinctions between the current research effort and previous work. In 2004, ARI investigated to what extent SGTs (E-5s) would be fit to serve as DSs. Based on the results of that effort, the Chief of Staff of the Army issued a memorandum 28 February 2005 authorizing the assignment of Sergeants as Drill Sergeants. The current research effort would allow for a limited analysis of demographic differences between the original sample upon which the decision to admit SGTs as DSs was based and the sample of SGTs in our current effort.

Although statistical analyses cannot be conducted to compare the original performance ratings of the SGTs in the 2005 effort and the current SGTs, some performance measures were asked in both research efforts using a similar 9-point scale. Due to changes in the BCT/OSUT Programs of Instruction over time and specific needs of each research effort, there are slight variations in the phrasing of the scale responses. Moreover, the original research effort gathered performance ratings from up to three supervisors (commander, 1SG, and Senior DS/Platoon Sgt) and for up to 4 points in time. These multiple longitudinal rating and various raters for each longitudinal assessment were averaged into composite scores for SGTs on each of several domains. The current research effort instead solicited ratings from commanders, 1SGs, and peer

DSs at one point in time and these were treated separately. A side-by-side comparison of the original SGT ratings and the eight SGT DSs in the current sample for which performance ratings are available is provided in Table 29.

Table 29
Ratings Comparisons with 2005 E-5 Participants

Attribute	E-5 SGT to DS 2005 Research Composite Performance Assessment		Current Effort					
			Cdr		1SG		Peers	
	M	SD	M	SD	M	SD	M	SD
Teach/Train Drill and Ceremony	6.73	.93	5.57	1.40	5.50	.93	5.19	.84
Conduct PT	7.35	.86	6.86	1.95	6.62	1.60	5.57	1.07
Conduct BRM Training	6.68	1.00	5.57	1.72	5.57	1.13	5.50	1.21
Follow safety guidelines	7.42	.70	6.50	1.93	6.62	1.19	6.23	.60
Correct Trainee/Soldier Performance	6.82	.95	5.88	2.30	4.88	1.81	5.48	1.16
Counsel Trainees/Soldiers	6.62	.85	4.29	2.14	5.43	1.27	5.55	.97
Set a good example re: personal appearance	7.83	.84	7.50	1.41	5.88	2.53	6.07	1.13
Set a good example re: military bearing	7.60	.95	6.38	2.50	6.00	1.93	5.92	1.36
Demonstrate respect for Trainees/Soldiers	7.17	.99	6.25	2.61	5.88	1.89	6.00	1.30
Adapt to change	6.85	.92	6.00	2.78	4.88	2.23	6.55	1.31
Manage differences of opinion	6.79	1.05	5.29	2.43	5.75	2.44	6.29	1.65
Handle potentially volatile situations	6.99	1.00	5.40	1.52	5.62	1.60	5.66	.84
Relate to and work with peers	7.14	1.09	5.25	2.61	5.50	2.07	5.80	1.50
Demonstrate understanding /tolerance of diverse cultural and social backgrounds	7.59	.74	8.00	.93	7.75	1.04	7.18	.81
Work well with persons of differing cultural and social backgrounds	7.73	.79	7.88	.84	7.50	1.20	7.35	.75
Demonstrate/ exhibit behavior consistent with Army Values	7.58	.89	6.75	1.83	6.88	1.73	6.36	1.08
Show initiative performing DS duties	6.95	1.11	6.50	1.85	6.25	1.83	5.29	.79

From Table 29, it can be seen that the composite ratings of the 40 SGTs in the earlier research effort are generally higher than the ratings given to the 8 SGTs in the current research. One conclusion may be that current SGTs are not performing as well as SGTs in the earlier study, and this conclusion may or may not be warranted. First, the SDs in the current effort indicate considerably more variability in the ratings made of the current SGTs than in the ratings made of the earlier SGTs. This is possibly due to the considerably fewer number of performance assessments for SGTs in the current effort (8) versus the earlier effort (40). Second, of the eight SGTs in the current effort‘s target sample, only one possessed an MOS in the MFD. As discussed previously, MFD DSs were generally assessed more favorably than their OSE and FS counterparts. By contrast, the earlier research effort reported the MOS for 32 of the 46 SGTs and at least 57.5% (if not more) of these SGT DSs possessed an MFD MOS. Third, the SGTs in the

earlier effort were hand-picked to participate in that effort, presumably because they showed great promise. This is less true for the current sample of SGTs. Therefore, it is not possible to say definitively whether the disparity in performance ratings are a result of (1) slightly different measurement scales between the earlier and current studies (2) differences in sample sizes, (3) differences in MOS, (4) a difference in the intangibles possessed by the hand-picked group of SGTs in the earlier sample and the more representative SGTs in the current sample, or (5) an actual performance decline in SGT DSs.

One advantage of comparing the two groups is we can gain a very limited picture of how well the assignment criteria established in the original selection policy were applied in the current sample. As indicated in the CSA memo (Memorandum, Chief of Staff of the Army General P. J. Schoomaker, 2005), the assignment criteria for SGTs to serve as DSs were:

1) Be a Primary Leadership Development Course (PLDC) graduate
2) Have Battalion Commander recommendation
3) Have a minimum of 4 years TIS; minimum of 1 year TIG
4) Have 2 years service remaining after DS duty.
5) Have a GT score of 100 or higher
6) Pass Psychological Screening.
7) Pass Human Resources Command (HRC) records screening.

Of these criteria, the measures collected in the current effort include their previous NCOES level (i.e. PLDC graduate), TIS and TIG, and self-reported GT score. Regarding the first criterion, all 19 SGTs participating in this effort reported having completed PLDC/WLC. Regarding GT scores, two of the 19 SGT DSs reported a GT score lower than 100: 95 and 98. In terms of TIS and TIG requirements, all participating SGT DSs reported that they had at least four years TIS and 17 months TIG at the time this research occurred. However, a better assessment of whether the selection criteria are being met would have been their TIS and TIG at the onset of their DS duty assignment. This can be calculated as the current effort collected the number of months into DS duty each DS had already completed. Unfortunately, due to inconsistencies in the manner in which DSs reported their time on the trail, TIG, and TIS, we were unable to determine the TIS and TIG of DSs at the onset of DS duty for three of the DSs. For the remaining DSs for which this figure was calculable, one DS reported TIS of 39 months and eight months TIG, nine months short of the TIS requirement and four months shy of the TIG requirement. One other DS reported TIG at the beginning of DS duty as 11 months but 102 months TIS, considerably longer than the required TIS. In short, only two DSs of 17 had any indication that they may have deviated from the established TIS and TIG requirements. Without further information regarding each of these two DSs‘ Army records, no further conclusions can be drawn. However, taken together, it appears from this very limited sample that the criteria established in 2005 for selecting E-5s as DSs were generally being applied as directed.

Conclusions

The findings in this research demonstrate that accelerated promotions do not adversely impact DS and DSL performance. Although promotion policies can change in response to Army needs, the current assessment indicates that accelerated promotions do not degrade the

experience and performance capabilities of NCOs to serve as DSs. Instead, if anything, the reverse is true such that when promotion timing is related to performance ratings, those who were promoted early received higher ratings. As such, these findings indicate that accelerated promotions seem to be appropriately recognizing NCOs who show the greatest potential.

Regarding the first objective, the primary concern was to differentiate whether there were marked differences between the SGTs in the earlier E-5 pilot report and the current sample of E-5s. Due to the limited nature of the information regarding the characteristics of the original 2005 E-5 pilot sample, comparisons between the two samples are very constrained. These comparisons highlighted only a few differences between these two samples. The primary difference is a greater percentage of female SGTs in the current sample than in the earlier sample and a greater proportion of SGTs with combat experience. There were minimal differences between the groups in terms of TIS, age, and selection vs. volunteer status. No direct measures of motivation and maturity can be compared across the samples, but to the degree that TIS and age are proxies related to maturity, minimal differences would be expected regarding experience and maturity. Interestingly, in making tentative comparisons in performance ratings using the results from the targeted sample and the data in the 2005 report, the current SGTs received generally lower ratings than the earlier SGTs. Although one conclusion could be a decline in the DS performance of SGTs, several other reasons could explain these lowered ratings: (1) slightly different measurement scales, (2) less reliability of ratings due to a smaller sample size in the current effort, (3) fewer MFD SGT DSs in the current effort, and (4) the hand-picked nature of the earlier sample. Therefore, this finding, although interesting, should be made with great caution.

Additionally, this effort examined whether accelerated and nonaccelerated DSs differ in their ability to perform as DSs because of differences in experience, age, TIS, DS selection status, etc. Generally, few differences were found between accelerated and nonaccelerated DSs‘ demographic characteristics. Other than accelerated DSs being generally younger and having less TIS, accelerated and nonaccelerated DSs did not significantly differ in most areas of experience, background characteristics, maturity (as assessed by individual differences in the TAPAS), combat experience, etc.

As discussed earlier, one persistent effect was found with NCOs reporting MFD MOSs. Our results indicated that when controlling for MOS Division, the effect of promotion timing was significantly muted, predicting none of the composite ratings made by peers and supervisors, although some individual BARS domains were predicted by promotion timing in combination with MOS division. However, MOS Division significantly predicted the ratings of peers on each of the three composite measures such that MFD DSs were rated significantly higher than their OSE and FS counterparts. Given that most of the technical skills and performance expectations for incoming DSs are core requirements of all Soldiers in the MFD, this result reflects conventional wisdom that MFD NCOs are simply better prepared for being a DS by virtue of greater mastery of core skills/tasks and more opportunities to train and lead others in performing the types of tasks most required of a DS in basic training.

Finally, this effort was expected to examine whether differences in TIS/TIG as related to promotion timing relate to differences in DS performance ratings, commitment, and incidents of misconduct. Generally, few differences were found between accelerated and nonaccelerated DSs. However, when they were found, accelerated DSs and DSLs were generally rated higher,

particularly in more technical skill areas, than their peers. These differences diminished when controlling for MOS division such that (1) few differences were found as a function of promotion timing for MFD DSs, (2) accelerated promotion timing was related to higher performance ratings on some skills for OSE DSs, and (3) accelerated promotion FS DSs were rated lower than the nonaccelerated FS DSs on some skills. Again, this indicated promotion timing appears to be a better predictor of performance as a DS for OSE and FS NCOs than MFD NCOs.

Recommendations

Although accelerated promotion timing did not reveal any consistent adverse effect, there were some general trends observed regarding training gaps or leadership expectations for DSs that may be useful to integrate into training decisions for DSs and DSLs. Basic training Company commanders and 1SGs indicated that the primary attribute they expect from an incoming DS is that he/she be proficient in IET/Skill Level 1 tasks and WTBD. As such, the authors recommend an initial assessment of DSCs IET/SL1 task proficiency prior to the onset of DSS training. In this way, the DSS could tailor their approach to emphasize skills that are highlighted as deficient in each incoming class of DSCs. After establishing that all DSCs are proficient in the skills they will be training, DSLs can then focus on teaching the DSCs the best ways to *train* these skills to basic training Soldiers. Since leaders reported that ability to train was the skill that set apart the truly best DSs, greater emphasis needs to be placed on ensuring DSCs understand how to train and are confident in training new Soldiers in each of the required skills.

Based on the results of this effort, MOS Division was a more consistent predictor of DS performance ratings than promotion timing, and as such, MOS division would be better worth considering than promotion timing for predicting DS performance. In fact, due to the degree to which the skills most associated with effectively training basic training Soldiers are core requirements of MFD MOSs, it is imperative that a significant portion of the DSLs charged with training DSCs have this background in order to enhance the capability of accelerated and nonaccelerated DSCs to develop the skills they need as DSs.

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Acronyms

1SG	First Sergeant
ALC	Advanced Leaders Course
ANCOC	Advanced Noncommissioned Officers Course
APFT	Army Physical Fitness Test
ARI	U.S. Army Research Institute for the Behavioral and Social Sciences
ASI	Additional Skill Identifier
BARS	Behaviorally Anchored Rating Scales
BASD	Basic Active Service Date
BCT	Basic Combat Training
BDE	Brigade
BN	Battalion
BNCOC	Basic Noncommissioned Officer Course
BRM	Basic Rifle Marksmanship
CART-C	Combat Assault Rifle Marksmanship Training Course
CDR	Commander
CI	Chief Instructor
CLS	Combat Lifesaver Skills
DBCT	Directorate of Basic Combat Training
df	Degrees of Freedom
DOR	Date of Rank
DS	Drill Sergeant
DSC	Drill Sergeant Candidate
DSL	Drill Sergeant Leader
DSS	Drill Sergeant School
EFMB	Expert Field Medical Badge
FS	Force Sustainment
GT	General Technical
IET	Initial Entry Training
IMT	Initial Military Training
M	Mean; a statistical index
MFD	Maneuver and Fires Division
MOS	Military Occupational Specialty
MSG	Master Sergeant

N	Number of participants (sample size)
NCO	Noncommissioned Officer
NCOES	Noncommissioned Officer Education System
O/C	Observer/Controller
OEF	Operation Enduring Freedom
OIF	Operation Iraqi Freedom
OSE	Operations Support and Effects
OSUT	One Station Unit Training
PLDC	Primary Leadership Development Course
POC	Point of Contact
POI	Program of Instruction
PT	Physical Training
SD	Standard Deviation
SDSL	Senior Drill Sergeant Leader
SGT	Sergeant
SFC	Sergeant First Class
SL	Skill Level
SLC	Senior Leaders Course
SQI	Skill Qualification Identifier
SSG	Staff Sergeant
TAPAS	Tailored Adaptive Personality Assessment System
TIG	Time in Grade
TIS	Time in Service
WLC	Warrior Leaders Course

Appendix A
Leadership Interview Protocol

1. . Do the behaviors described on the survey portray an accurate description of Drill Sergeant Attributes (*Use the condensed BARS as a memory jogger)*?

   - What additional behaviors would you add / delete?

   - How would you describe those behaviors at each level?

2. How would you best describe a "Good" Drill Sergeant?

3. What primary attributes did you focus on to rank order these Drill Sergeants the way you did?
   - Why?

4. To what level are new Drill Sergeants meeting your expectations?

   - Based on what evidence or measures?

   - Exactly, what do you expect of a newly assigned DS fresh from Drill Sergeant School?

5. How are you tracking Drill Sergeant development and performance?

   - How do you determine which DSs deserve special recognition for their performance?

   - How frequently have your DSs been recognized for excellent performance during your tenure?

6. What disciplinary actions have you taken against your Drill Sergeants since taking command?

   - What do you believe are the most significant factors contributing to these disciplinary actions having to be taken?

7. What Individual tasks are taught by committee?

8. Which Drill Sergeants teach the most tasks?

   - What are those tasks?
   - How did these DSs come to have a higher teaching load than their peers?

   - What are those Drill Sergeants' MOSs?

Ranking Form

Drill Sergeant Rank Order

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Appendix B
General Instructions for DS BARS Self-Assessment

Please describe yourself on the following dimensions.

First, read through the descriptions of Drill Sergeant behaviors and then select (circle) the number **1** to **9** that most closely resembles the type of behavior **you** typically demonstrate.

- The number **1** is always the lowest rating, describing the least desirable behavior
- The number **9** is always the highest rating, describing the most desirable behavior.
- Brief descriptions are provided to give you an idea of the typical behaviors associated with low, moderate, and high performance.

Example

<table>
<tr><td colspan="9">How proficient are you in performing Squad and Platoon Drill and Ceremony?</td></tr>
<tr><td colspan="3">I have minimal knowledge and proficiency regarding Squad and Platoon Drill and Ceremony; my skill at performing these tasks is minimal.</td><td colspan="3">I have adequate knowledge and proficiency regarding Squad and Platoon Drill and Ceremony; I routinely meet the standard when performing these tasks.</td><td colspan="3">I have superior knowledge and proficiency regarding Squad and Platoon Drill and Ceremony; I frequently perform these tasks above the established standards.</td></tr>
<tr><td colspan="3">LOW</td><td colspan="3">MODERATE</td><td colspan="3">HIGH</td></tr>
<tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr>
</table>

1. How proficient are you in **performing** Squad and Platoon Drill and Ceremony?								
I have minimal knowledge and proficiency regarding Squad and Platoon Drill and Ceremony; my skill at **performing** these tasks is minimal.			I have adequate knowledge and proficiency regarding Squad and Platoon Drill and Ceremony; I routinely meet the standard when **performing** these tasks.			I have superior knowledge and proficiency regarding Squad and Platoon Drill and Ceremony; I frequently **perform** these tasks above the established standards.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

2. How effectively do you **train** Squad and Platoon Drill and Ceremony?								
I issue commands incorrectly or hesitantly. My **instructions** are not clear or consistent; my demonstrations frequently include mistakes.			I deliver commands correctly; most **instructions** are clear and mistakes are minor and infrequent; I execute training guidance and TSPs with little assistance.			I deliver commands correctly and confidently; use appropriate talk-through and step-by-step methods of **instructions**; I frequently go beyond the minimum training outcomes and requirements.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

3. How physically fit are you?								
I am overweight or in poor physical condition; I avoid exercise whenever possible; I am largely unconcerned about my potential nutritional issues.			I meet basic standards for physical fitness; I am adequately concerned about understanding and meeting my personal nutritional needs.			I exercise consistently to maintain excellent physical fitness; I take action to ensure my nutritional practices meet fitness needs and goals.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

4. How effectively do you conduct Standardized Physical Training?								
I fail to demonstrate proper and effective techniques; I assign developmental PT without regard to Soldier's level of fitness.			I demonstrate proper techniques; the developmental PT I assign is usually appropriate but may not always reflect individual differences in fitness.			I demonstrate proper techniques; When assigning developmental PT, I take individual differences in fitness levels into account to enhance its effectiveness.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

5. How proficient are you at **performing** Combatives?								
I do not posses adequate knowledge of Combatives; I have minimal training or experience in Combatives; I do not **perform** Combatives well.			I possess acceptable knowledge of Combatives; I have moderate training and experience in Combatives; I **perform** Combatives well.			I am highly knowledgeable and proficient in all aspects of Combatives; I embody the Warrior Ethos in my commitment to Combatives performance; I **perform** Combatives in a superior manner.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

6. How effectively do you conduct/assist with Combatives training?								
I am not Level I qualified to **train** Soldiers in close quarters Combatives; I do not possess the desire to demonstrate to or train Soldiers in Combatives. I do not properly or effectively identify or correct Soldier deficiencies.			I am Level I qualified to **train** Soldiers in close quarters Combatives; I identify and correct the most common Soldier mistakes and deficiencies.			I am Level II qualified and enthusiastically **train** Soldiers; I consistently monitor Soldier performance and offer performance enhancing tips for both deficient and proficient Soldiers.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

7. How proficient are you in **performing** the Warrior Tasks?								
I do not have the knowledge or skill required to **perform** most of the Warrior tasks (e.g., land navigation, communication (voice/visual), NBC protection).			I have good knowledge of most Warrior tasks; I have sufficient skills to handle moderately difficult problems and to properly **perform** Warrior tasks proficiently.			I am highly competent in performing Warrior tasks; I possess proficient skills and knowledge needed to **perform** all of the common tasks at a superior level.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

8. How effectively do you **train** the Warrior Tasks?								
I do not correctly **train** most of the Warrior tasks (e.g., land navigation, communication (voice/visual), NBC protection). I do not properly or effectively identify and correct Soldier deficiencies.			I sufficiently **train** Warrior tasks to the minimal acceptable standard; I identify and correct the most common Soldier mistakes and deficiencies.			I am highly competent in **training** Warrior tasks; I train Soldiers on all of the common tasks to a high level of competency; I consistently monitor Soldier performance and offer performance enhancing tips for both deficient and proficient Soldiers.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

9. How well do you **understand** Rifle Marksmanship?								
I do not **understand** how to organize Basic and Advance Rifle Marksmanship and conduct preliminary rifle instruction, concurrent, and reinforcement training; I do not **understand** how to identify problem shooters and apply techniques for assisting the IET Soldier; I do not understand how to conduct a shot grouping or zeroing exercise, and downrange feedback with IET Soldiers.			I generally **understand** how to organize Basic and Advance Rifle Marksmanship and conduct preliminary rifle instruction, concurrent, and reinforcement training; I generally **understand** how to identify problem shooters and apply techniques for assisting the IET Soldier; I generally **understand** how to conduct a shot grouping or zeroing exercise, and downrange feedback with IET Soldiers.			I fully **understand** how to organize Basic and Advance Rifle Marksmanship and conduct preliminary rifle instruction, concurrent, and reinforcement training; I fully **understand** how to identify problem shooters and apply techniques for assisting the IET Soldier; I fully **understand** how to conduct a shot grouping or zeroing exercise, and downrange feedback with IET Soldiers.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

10. How proficient are you at **performing** Basic Rifle Marksmanship?								
I often fail to meet standards on all BRM **performance** tasks; I have minimal knowledge of weapon and its operation.			I have adequate BRM skills and understanding of the weapon; I am routinely able to meet established standards of **performance**.			I have exceptional BRM skills and mastery of the weapon and its operation; I usually perform well beyond the established standards **performance**; I am frequently sought by peers for knowledge and expertise.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

11. How effectively do you conduct/assist with Basic Rifle Marksmanship **training**?								
My **instruction** and supervision are poorly organized and executed; I do not properly or effectively identify and correct Soldier deficiencies.			I properly execute established **instructions** during exercises; I appropriately identify and correct the most common Soldier mistakes and deficiencies.			I routinely use creative **instruction** approaches to enhance Soldier performance and understanding; I consistently monitor Soldier performance and offer performance enhancing tips and techniques for both deficient and proficient Soldiers.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

12. How well do you **understand** Urban Operations (UO)?								
I do not understand the: - concepts and fundamentals of UO from individual to platoon level; - UO movement techniques, movement formations, decisive points, main and supporting efforts and operational terms and graphics; - the basic fundamentals of entering and clearing a room, movement through buildings (hallways, staircases), or occupying a building, establishing security, and providing overwatch and/or support by fire.			**I generally understand the:** - concepts and fundamentals of UO from individual to platoon level; - UO movement techniques, movement formations, decisive points, main and supporting efforts and operational terms and graphics; - the basic fundamentals of entering and clearing a room, movement through buildings (hallways, staircases), or occupying a building, establishing security, and providing overwatch and/or support by fire.			**I fully understand the**: - concepts and fundamentals of UO from individual to platoon level; - UO movement techniques, movement formations, decisive points, main and supporting efforts and operational terms and graphics; - the basic fundamentals of entering and clearing a room, movement through buildings (hallways, staircases), or occupying a building, establishing security, and providing overwatch and/or support by fire.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

13. How proficient are you in **performing** Urban Operations?								
I do not have the knowledge or skill required to **perform** many of the Urban Operations related tasks I am expected to teach Soldiers.			I have adequate knowledge of Urban Operations; I am able to properly **perform** Urban Operations related tasks.			I am highly competent in all aspects of **performing** Urban Operations; I am able to quickly determine when some techniques are better than others in different situations; I am frequently sought by peers for knowledge and expertise.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

14. How effectively do you **train** Urban Operations?								
I do not effectively **train** Urban Operations; I do not properly or effectively identify and correct Soldier deficiencies.			I am moderately effective at **training** Urban Operations; I have sufficient skill to demonstrate and identify proper techniques; I identify and correct the most common Soldier mistakes and deficiencies.			I am highly competent in all aspects of **training** Urban Operations; I routinely explain and demonstrate why certain techniques are better than others in different situations; I consistently monitor Soldier performance and offer performance enhancing tips for both deficient and proficient Soldiers.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

15. How well do you **understand** Battle Drills?								
I do not **understand** the individual and collective tasks required for React to Contact, React to Indirect Fire, React to Chemical Attack, Break Contact, Dismount a Vehicle, React to an Ambush (Near and Far), Evacuate a Casualty (Mounted and Dismounted), Establish security at a Halt, Checkpoint Operations, and React to Vehicle Roll-Over.			I generally **understand** the individual and collective tasks required for React to Contact, React to Indirect Fire, React to Chemical Attack, Break Contact, Dismount a Vehicle, React to an Ambush (Near and Far), Evacuate a Casualty (Mounted and Dismounted), Establish security at a Halt, Checkpoint Operations, and React to Vehicle Roll-Over.			I fully **understand** the individual and collective tasks required for React to Contact, React to Indirect Fire, React to Chemical Attack, Break Contact, Dismount a Vehicle, React to an Ambush (Near and Far), Evacuate a Casualty (Mounted and Dismounted), Establish security at a Halt, Checkpoint Operations, and React to Vehicle Roll-Over.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

16. How proficient are you in **performing** Battle Drills?								
I do not have the knowledge or skill required to **perform** related individual and collective tasks that I am expected to teach Soldiers.			I have adequate knowledge of individual and collective training tasks; I have sufficient skill to properly **perform** most Battle Drills.			I am highly competent in all aspects of Battle Drills; I am able to **perform** sound techniques and procedures; I am frequently sought by peers for my knowledge and expertise.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

17. How effective are you at **training** Battle Drills?								
I do not effectively **train** Soldiers on Battle Drills; I do not properly or effectively identify and correct Soldier deficiencies.			I am moderately effective at **training** Battle Drills but may not fully explain why procedures are correct or important; I identify and correct the most common Soldier mistakes and deficiencies.			I am highly competent in explaining and demonstrating all aspects of Battle Drill **training**; I routinely explain why certain techniques are better than others in different situations; I consistently monitor Soldier performance and offer performance enhancing tips for both deficient and proficient Soldiers.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

18. How well do you **understand** Combat Lifesaver Skills (CLS)?								
I do not **understand** the steps required to Evaluate a casualty, Manage an Airway, Control Bleeding, Prevent Shock, Splint a Suspected Fracture, Transport a Casualty, Perform Tactical Combat Casualty Care, Perform First Aid for Nerve Agent, Restore Breathing/CPR without causing further injury to the casualty.			I generally **understand** the steps required to Evaluate a casualty, Manage an Airway, Control Bleeding, Prevent Shock, Splint a Suspected Fracture, Transport a Casualty, Perform Tactical Combat Casualty Care, Perform First Aid for Nerve Agent, Restore Breathing/CPR without causing further injury to the casualty.			I fully **understand** the steps required to Evaluate a casualty, Manage an Airway, Control Bleeding, Prevent Shock, Splint a Suspected Fracture, Transport a Casualty, Perform Tactical Combat Casualty Care, Perform First Aid for Nerve Agent, Restore Breathing/CPR without causing further injury to the casualty.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

19. How proficient are you at **performing** Combat Lifesaver Skills (CLS)?								
I do not have the knowledge or skill required to consistently **perform** emergency medical care to standard.			I have adequate knowledge of CLS skills; I have sufficient skill to routinely **perform** proper emergency medical care to standard.			I am highly knowledgeable of and competent in all aspects of CLS and always efficiently **perform** proper emergency care to standard; I am consistently able to identify ineffective CLS techniques; I am frequently sought by peers for knowledge and expertise.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

20. How effective are you at **training** Combat Lifesaver Skills (CLS)?		
I cannot properly **train** Soldiers how to provide emergency medical care without significant assistance. I do not properly or effectively identify and correct Soldier deficiencies.	I demonstrate but may not fully explain proper emergency medical procedures; I identify and correct the most common Soldier mistakes and deficiencies.	I am highly competent in all aspects of CLS **training;** I demonstrate and explain effective CLS techniques; I easily identify ineffective CLS techniques; I consistently monitor Soldier performance and offer performance enhancing tips for both deficient and proficient Soldiers.
LOW	MODERATE	HIGH

1	2	3	4	5	6	7	8	9
21. How effectively do you follow safety guidelines?								
I am often unaware of specific safety guidelines; I sometimes permit unsafe conditions during training; I am generally unaware of Soldier fatigue, stress, and inexperience.			I consistently follow safety guidelines and instructions; I enforce SOPs when using weapons or other equipment; I am generally aware of Soldier fatigue, stress, and inexperience.			I am alert to safety at all times; I actively manage risk and monitor Soldier behavior to ensure compliance; I am consistently aware of Soldier fatigue, stress, and inexperience, especially when using dangerous equipment.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

22. How effectively do you correct Soldier performance?								
I usually resort to yelling and berating Soldiers when their attention wanders or they fail to perform correctly; my interventions often leaves Soldiers confused about intent and direction; I inconsistently provide constructive feedback or hands-on corrections.			I seldom resort to berating Soldiers, but do not always adjust my voice for maximum effect; I usually provide clear corrective guidance to most common performance problems.			My corrections are always clear, appropriate, and authoritative; after my intervention, Soldiers clearly understand the problem and normally have multiple options to enhance performance. I adjust my voice for maximum effect.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

23. How effectively do you discipline Soldiers?								
I rely on punishment or threats to influence Soldier behavior; I routinely yell at, insult Soldiers or use mass punishment for individual infractions			I occasionally resort to yelling at Soldiers to gain their attention; I have a repertoire of different disciplinary techniques to get points across; I rarely use mass punishments when not appropriate.			I recognize effort as well as accomplishments; I am creative in designing corrective actions that are appropriate for the infraction and create true learning opportunities; I remain focused on Soldier development rather than simple punishment.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

24. How effectively do you counsel Soldiers?								
I have minimum skills and little interest in counseling Soldiers; I spend as little time as possible in preparation for or in conducting counseling.			I have adequate knowledge of Soldier counseling; I adequately prepare for sessions and treat Soldiers with respect; I usually provide appropriate guidance.			I am highly competent in all aspects of counseling, giving individual attention to the needs and performance of each Soldier; I consistently provide constructive and timely guidance.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

25. To what extent do you set a good example for Soldiers with respect to personal appearance?								
I sometimes appear before Soldiers in wrong, improper, or poorly maintained uniform or personal condition; I am unconcerned with meeting the standard.			I usually dress properly and normally appear in accordance with Army standards; I am always concerned about personally meeting the standard.			I always dress sharply in correct and meticulously maintained uniforms; I take pride in my personal appearance and setting the standard.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

26. To what extent do you set a good example for Soldiers with respect to military bearing?								
I often fail to display proper military bearing; I routinely fail to display proper military customs and courtesies.			I usually display good military bearing; I am generally a good role model for how a Soldier should act and conduct himself/herself.			I consistently maintain excellent military bearing; I set an outstanding example by maintaining professional bearing regardless of the situation.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

27. To what extent do you show respect for Soldiers?								
I routinely berate, use insults, intimidation, embarrassment, or humiliation with Soldiers; I frequently dismiss their personal concerns and opinions.			I rarely openly berate or embarrass Soldiers; I generally use positive motivation; I normally express interest in Soldiers' personal concerns and opinions.			I never berate or embarrass Soldiers; I creatively use positive motivation; I always show positive regard for Soldiers' personal concerns and opinions.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

28. How effectively do you control your emotions?								
I am easily provoked by Soldiers and peers; I respond with frequent flashes of temper and anger; I respond to Soldiers with shouts; I have difficulty maintaining control in stressful or trying situations.			I am sometimes provoked by Soldiers and peers; I occasionally respond by raising my voice; I seldom express or act in anger. I generally maintain control in stressful or trying situations.			I am rarely provoked by Soldiers and peers; I respond calmly/ authoritatively, rarely responding with an angry raised voice, I maintain control in all situations.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

29. How effectively do you adapt to change?								
I have difficulty functioning effectively in new situations; I am easily agitated by changes in schedule, policies, personnel, etc.; I generally see any significant change as threatening.			I modify my behavior or plans to handle new situations; I adapt readily to changes in schedule, policies, personnel, etc.; I generally see change as a fact of life.			I act quickly to accommodate new situations; I develop well-thought-out approaches to adjust smoothly to changes; I generally see changes as opportunities.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

30. How effectively do you manage differences of opinion?								
I regularly dismiss nonconforming opinions; I frequently attempt to force my opinions on others without seeking or acknowledging their thoughts or input.			I acknowledge differences in opinion; I seek clarification and explanation when disagreements occur; I am generally open to other opinions.			I respect differing opinions; I actively try to resolve disagreements through constructive dialogue.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

31. How effectively do you handle potentially volatile situations?								
When conflict or hostility arises, my excitability tends to escalate tension; I tend to react emotionally.			I usually ask for help or back-up from fellow DSs; sometimes I inadvertently escalate tension by reacting emotionally or failing to lend support.			I am skilled at defusing conflict and hostility; I am generally capable of handling such situations without assistance, but I know when to and am confident in asking for help or back-up when needed.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

32. How effectively do you relate to and work with peers?								
I tend to be rude and disrespectful to peers; I generally avoid helping others; I seldom accept guidance or advice from others; I am more of a loner than a team player.			I am usually tactful and respectful with peers; I provide assistance to other DSs, especially when asked; I sometimes ask for guidance and advice; I am generally a good team player.			I always treat peers with tact and respect; I proactively offer help without belittling others; I am confident in asking other DSs for guidance; I am an excellent team player.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

33. To what extent do you demonstrate tolerance of diverse cultural and social backgrounds?								
I challenge others' cultural practices or beliefs; I make blunt or stereotypical comments to others about social, cultural, or gender differences.			I recognize the need to tolerate others' social/cultural and ethnic beliefs; although I try to demonstrate tolerance in all actions, I do not always give appropriate respect to other social, cultural, or gender groups.			I show respect for other social/cultural and ethnic beliefs; I express appreciation for social and cultural diversity; I believe in, act on and teach cultural tolerance.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

34. To what extent do you work well with persons of differing cultural and social backgrounds?								
I do not work, socialize, or communicate effectively with Soldiers or DSs from different backgrounds.			I am willing to work with and help Soldiers or DSs from different backgrounds, but seldom reach out on my own initiative.			I communicate and work well with others regardless of background; I encourage attitudes of tolerance and respect; I actively work to ensure everyone is accepted/ respected within the unit.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

35. To what extent do you perform well in a mixed gender environment?								
I am very uncomfortable in a mixed gender integrated training environment; I lack confidence in interacting with Soldiers of a different gender; I tend to treat male and female Soldiers differently regardless of published standards.			I am reasonably comfortable in a mixed-gender training environment; I avoid inappropriately adjusting standards based on gender; I normally treat all Soldiers fairly and equally.			I perform well in a mixed-gender environment; I am never flustered by working with Soldiers of the opposite gender; I consistently treat males and females fairly and equally.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

36. To what extent do you show concern about Soldier welfare?								
I rarely provide constructive help to Soldiers having personal problems; I encourage dispirited Soldiers to quit.			I listen to Soldiers who talk about personal problems; I try to help find solutions to problems; I let Soldiers know that DSs care about their welfare and development.			I encourage counseling for troubled Soldiers; I work hard to help resolve personal problems; I let Soldiers know that DSs are committed to their welfare and development.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

37. To what extent do you behave in accordance with ethical standards?								
I sometimes behave in a manner that could be construed as inconsistent with sound ethical standards; I do not always show good judgment.			I exhibit proper and morally responsible behavior; I exercise self-control and sound judgment.			I behave in a manner beyond reproach; I consistently demonstrate excellent judgment.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

38. To what extent do you exhibit behavior consistent with the Army values?								
I rarely exercise initiative and confidence; I frequently avoid taking responsibility for my mistakes; I rarely sacrifice for the good of others and the unit.			I usually show initiative and confidence; I generally take responsibility for job-related mistakes; I will make sacrifices for the good of others and the unit.			I consistently show initiative and confidence; I ensure others are not blamed for my mistakes; I frequently make sacrifices for the good of others and the unit.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

39. To what extent do you exhibit evidence of a strong work ethic?								
I am sometimes late for work or ask others to cover for me; I spend minimal time preparing in advance; I rarely invest extra effort in my duties.			I rarely arrive late for work or ask others to cover for me; I sometimes spend extra time preparing in advance; I sometimes invest extra effort in performing my duties.			I am always on time or early for work and appointments; I never ask others to cover for me; I am always well prepared; I routinely invest extra effort to make sure each job gets done well.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

40. To what extent do you accept responsibility for Army rules and regulations?								
I do not know or am unconcerned with proper rules and regulations; I frequently allow or encourage peers to do things my way instead of by the book.			I make a concerted effort to learn and follow applicable rules and regulations; I expect peers to follow rules and regulations.			I know and follow rules and regulations, using them to guide my behavior; I urge peers to appropriately comply with rules and regulations.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

41. To what extent do you take responsibility for implementing Unit policies?								
I often fail to follow policies and procedures re: safety, fraternization, Buddy System, etc.; I do not closely monitor peers' and Soldiers' compliance.			I generally follow policies and procedures re: safety, fraternization, Buddy System, etc.; I frequently check peers' and Soldiers' behavior for compliance			I consistently follow policies and procedures re: safety, fraternization, Buddy System, etc.; I continuously monitor peers' & Soldiers' behavior to protect safety & well-being		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

42. To what extent do you show initiative/effort performing Drill Sergeant duties?								
I seldom take the initiative to address small problems before they become big ones; I put minimal effort into learning how to train most effectively			I often take the initiative to address problems or learn better ways of doing tasks; I put sufficient effort into a task to get it accomplished; I put forth extra effort if necessary.			I take a great deal of initiative addressing problems to learn better ways of doing tasks; I put forth extra effort to ensure that training is well organized and effective.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

Appendix C
Supplemental Individual Difference Measures Completed by Target DSs

The following questions pertain to your opinions about being a Drill Sergeant. Please circle the number that best represents the degree to which you either agree or disagree with each statement.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
43. The ways to achieve success as a Drill Sergeant are clear to me.	1	2	3	4	5
44. It is difficult to determine how much time and effort should be dedicated to military related duties versus other important activities in life	1	2	3	4	5
45. I am clear about the quality of work that is expected of me in training new Soldiers.	1	2	3	4	5
46. I am often unsure about how to go about accomplishing my goals for training new Soldiers.	1	2	3	4	5
47. To me, the strategies, techniques, or methods to attain success as a Drill Sergeant are relatively clear.	1	2	3	4	5
48. I am often unsure about what is expected of me in training new Soldiers.	1	2	3	4	5
49. To me, the goals or objectives of being a Drill Sergeant are unclear.	1	2	3	4	5
50. At this stage of my life, being a successful Drill Sergeant is my job or duty.	1	2	3	4	5
51. I feel that I have an obligation or duty to do well as a Drill Sergeant.	1	2	3	4	5
52. Of all of my current roles in life, being a successful Drill Sergeant is one of the more important.	1	2	3	4	5
53. Achievement as a Drill Sergeant is not one of the major obligations I feel in life.	1	2	3	4	5
54. To me, being a Drill Sergeant is just one of many roles and is usually not one of the most important of my roles.	1	2	3	4	5
55. The success of my IET Soldiers matters a great deal to me.	1	2	3	4	5
56. At this stage of my life, I consider being a Drill Sergeant to be my job.	1	2	3	4	5
57. I have personal control over my success as a Drill Sergeant.	1	2	3	4	5
58. When it comes to training new Soldiers, I've found that obstacles or problems can usually be overcome by persistence and hard work.	1	2	3	4	5

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
59. I have personal control over my success training new Soldiers.	1	2	3	4	5
60. In my personal experience, the training outcomes of new Soldiers are unpredictable because they depend as much on luck and the whims of the Soldiers as on my true performance.	1	2	3	4	5
61. I am confident that I can successfully train new Soldiers, if I set my mind to doing so.	1	2	3	4	5
62. In my personal experience, the training outcomes of new Soldiers primarily reflect the combination of my ability and my effort.	1	2	3	4	5
63. I personally control the training outcomes of new Soldiers I receive.	1	2	3	4	5
64. I feel personally responsible for my success training new Soldiers.	1	2	3	4	5
65. I am determined to be successful as a Drill Sergeant.	1	2	3	4	5
66. I am committed to successfully training new Soldiers.	1	2	3	4	5
67. I feel personally responsible for how my new Soldiers turn out.	1	2	3	4	5
68. I feel personally responsible for my new Soldiers' training.	1	2	3	4	5
69. I will not be deterred by problems or obstacles when it comes to my duty as a Drill Sergeant.	1	2	3	4	5
70. I feel personally responsible for my performance as a Drill Sergeant.	1	2	3	4	5
71. Before criticizing somebody, I try to imagine how *I* would feel if I were in their place.	1	2	3	4	5
72. If I'm sure I'm right about something, I don't waste much time listening to other people's arguments.	1	2	3	4	5
73. I sometimes try to understand my friends better by imagining how things look for their perspective.	1	2	3	4	5
74. I believe that there are two sides to every question and try to look at them both.	1	2	3	4	5
75. I sometimes find it difficult to see things from the "other guy's" point of view.	1	2	3	4	5
76. I try to look at everybody's side of a disagreement before I make a decision.	1	2	3	4	5
77. When I'm upset at someone, I usually try to "put myself in his shoes" for a while.	1	2	3	4	5

Appendix D
General Instructions for DSL BARS Self-Assessment

Please evaluate yourself on the following dimensions.

First, read through the descriptions of DSL behaviors and then select (circle) the number **1** to **9** that most closely resembles the type of behavior you typically exhibit.

- The number **1** is always the lowest rating, describing the least desirable behavior
- The number **9** is always the highest rating, describing the most desirable behavior.
- Brief descriptions are provided to give you an idea of the typical behaviors associated with low, moderate, and high performance.

Example

<table>
<tr><td colspan="9">How effectively do you prepare DSCs to train Squad and Platoon Drill and Ceremony?</td></tr>
<tr><td colspan="3">I fail to instruct/explain Drill and Ceremony movements and positions using by-the-numbers, step-by-step, and talk-through methods of instruction; my demonstrations frequently include mistakes.</td><td colspan="3">Most of my explanations/instruction of the by-the-numbers, step-by-step, and talk-through methods of instruction are clear; mistakes during my demonstrations are minor and infrequent.</td><td colspan="3">All of my explanations and instruction of the by-the-numbers, step-by-step, and talk-through methods of instruction are clear; my demonstrations are precise and error free.</td></tr>
<tr><td colspan="3">LOW</td><td colspan="3">MODERATE</td><td colspan="3">HIGH</td></tr>
<tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr>
</table>

1. How proficient are you in **performing** Squad and Platoon Drill and Ceremony?								
I have minimal knowledge and proficiency regarding Squad and Platoon Drill and Ceremony; my skill at **performing** these tasks is minimal.			I have adequate knowledge and proficiency regarding Squad and Platoon Drill and Ceremony; I routinely meet the standard when **performing** these tasks.			I have superior knowledge and proficiency regarding Squad and Platoon Drill and Ceremony; I frequently **perform** these tasks above the established standards.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

2. How effectively do you prepare DSCs to **train** Squad and Platoon Drill and Ceremony?								
I fail to **instruct** or explain Drill and Ceremony movements and positions using by-the-numbers, step-by-step, and talk-through methods of instruction; my demonstrations frequently include mistakes.			Most of my explanations or **instructions** of the by-the-numbers, step-by-step, and talk-through methods of instruction are clear; mistakes during my demonstrations are minor and infrequent.			All of my explanations and **instruction** of the by-the-numbers, step-by-step, and talk-through methods of instruction are clear; my demonstrations are precise and error free.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

3. How physically fit are you?								
I am overweight or in poor physical condition; I avoid exercise whenever possible; I am largely unconcerned about my potential nutritional issues.			I meet the minimum standard for physical fitness; I am adequately concerned about understanding and meeting my personal nutritional needs.			I exercise consistently to maintain excellent physical fitness; I take action to ensure my nutritional practices meet fitness needs and goals.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

4. How effectively do you prepare DSCs to conduct Standardized Physical Training?								
I fail to **train** candidates in all aspects of the Army's total fitness system; I am unable to demonstrate the proper techniques and procedures for completing the obstacle course; I cannot explain how to construct a developmental fitness training program.			**I train** candidates in most aspects of the Army's total fitness system; I demonstrate most techniques and procedures for completing an obstacle course; my explanation of a developmental fitness training program may not always reflect individual differences in fitness.			**I train** candidates in all aspects of the Army's total fitness system; I demonstrate all techniques and procedures for completing an obstacle course; I explain how to construct and adapt developmental fitness training programs to effectively meet the needs of individual Soldiers.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

5. How proficient are you at **performing** Combatives?								
I do not possess adequate knowledge of Combatives; I have minimal training or experience in Combatives; I do not **perform** Combatives well.			I possess acceptable knowledge of Combatives; I have moderate training and experience in Combatives; I **perform** Combatives well.			I am highly knowledgeable and proficient in all aspects of Combatives; I embody the Warrior Ethos in my commitment to Combatives performance; I **perform** Combatives in a superior manner.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

6. How effectively do you **prepare DSCs** to conduct/assist with Combatives **training**?								
I am not Level I certified to **train** or assist in **training DSCs** in Combatives; I do not have the expertise to certify or train DSCs in training Combatives.			I am Level I or II certified to train or assist in **training DSCs** in Combatives; I can identify and correct the most common DSC training mistakes and deficiencies.			I am Level III or IV certified in Combatives; I am completely qualified to **train and certify DSCs** as Level I Instructors.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

7. How proficient are you in **performing** the Warrior Tasks?								
I do not have the knowledge or skill required to **perform** most of the Warrior tasks (e.g., land navigation, communication (voice/visual), NBC protection).			I have good knowledge of most Warrior tasks; I have sufficient skills to handle moderately difficult problems and to properly **perform** Warrior tasks proficiently.			I am highly competent in performing Warrior tasks; I possess proficient skills and knowledge needed to **perform** all of the common tasks at a superior level.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

8. How effectively do you **prepare DSCs to train** the Warrior Tasks?								
I do not correctly **train** most of the Warrior tasks (e.g., land navigation, communication (voice/visual), NBC protection). I do not properly or effectively identify and correct DSC deficiencies.			I **train** Warrior tasks to the minimal acceptable standard; I can identify and correct the most common DSC mistakes and deficiencies.			I am highly competent in **training** Warrior tasks; I train DSCs on all of the common tasks to a high level of competency; I consistently monitor DSC performance and offer performance enhancing tips for both deficient and proficient DSCs.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

9. How well do you **understand** how to train Rifle Marksmanship?								
I do not **understand** how to organize Basic and Advance Rifle Marksmanship and conduct preliminary rifle instruction, concurrent, and reinforcement training; I do not **understand** how to identify problem shooters and apply techniques for assisting the IET Soldier; I do not **understand** how to conduct a shot grouping or zeroing exercise, and downrange feedback with IET Soldiers.			I generally **understand** how to organize Basic and Advance Rifle Marksmanship and conduct preliminary rifle instruction, concurrent, and reinforcement training; I generally **understand** how to identify problem shooters and apply techniques for assisting the IET Soldier; I somewhat understand how to conduct a shot grouping or zeroing exercise, and downrange feedback with IET Soldiers.			I fully **understand** how to organize Basic and Advance Rifle Marksmanship and conduct preliminary rifle instruction, concurrent, and reinforcement training; I fully understand how to **identify** problem shooters and apply techniques for assisting the IET Soldier; I fully understand how to **conduct** a shot grouping or zeroing exercise, and downrange feedback with IET Soldiers.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

10. How proficient are you at **performing** Basic Rifle Marksmanship?								
I often fail to meet the standard on all BRM **performance** tasks; I have minimal knowledge of the weapon and its operation.			I have adequate BRM skills and understanding of the weapon; I am routinely able to meet established standards of **performance**.			I have exceptional BRM skills and mastery of the weapon and its operation; I usually perform well beyond the established **performance** standards; I am frequently sought out by peers for knowledge and expertise.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

11. How effectively do you prepare DSCs to conduct/assist with Basic Rifle Marksmanship **training**?								
My instruction and supervision are poorly organized and executed; I cannot properly or effectively identify and correct DSC training deficiencies.			I can properly execute established training **instructions** during exercises; I can appropriately identify and correct the most common DSC training mistakes and deficiencies.			I routinely use creative **instructional** approaches to enhance DSC performance and understanding; I consistently monitor DSC performance and offer training enhancing tips and techniques for both deficient and proficient DSCs.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

12. How well do you **understand** Urban Operations (UO)?								
I do not understand the: - concepts and fundamentals of UO from individual to platoon level; - UO movement techniques, movement formations, decisive points, main and supporting efforts and operational terms and graphics; - the basic fundamentals of entering and clearing a room, movement through buildings (hallways, staircases), or occupying a building, establishing security, and providing overwatch and/or support by fire.			**I generally understand the:** - concepts and fundamentals of UO from individual to platoon level; - UO movement techniques, movement formations, decisive points, main and supporting efforts and operational terms and graphics; - the basic fundamentals of entering and clearing a room, movement through buildings (hallways, staircases), or occupying a building, establishing security, and providing overwatch and/or support by fire.			**I fully understand the**: - concepts and fundamentals of UO from individual to platoon level; - UO movement techniques, movement formations, decisive points, main and supporting efforts and operational terms and graphics; - the basic fundamentals of entering and clearing a room, movement through buildings (hallways, staircases), or occupying a building, establishing security, and providing overwatch and/or support by fire.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

13. How proficient are you in **performing** Urban Operations?								
I do not have the knowledge or skill required to **perform** many of the Urban Operations related tasks I am expected to teach DSCs.			I have adequate knowledge of Urban Operations; I am able to properly **perform** Urban Operations related tasks.			I am highly competent in all aspects of **performing** Urban Operations; I am able to quickly determine when some techniques are better than others in different situations; I am frequently sought out by peers for knowledge and expertise.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

14. How effectively do you prepare DSCs to **train** Urban Operations?								
I do not effectively **train** Urban Operations; I cannot properly or effectively identify and correct DSC training deficiencies.			I am moderately effective at **training** Urban Operations; I have sufficient skill to demonstrate and identify proper training techniques; I can identify and correct the most common DSC training mistakes and deficiencies.			I am highly competent in all aspects of **training** Urban Operations; I routinely explain and demonstrate why certain training techniques are better than others in different situations; I consistently monitor DSC performance and offer instructional tips for both deficient and proficient DSCs.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

15. How well do you **understand** Battle Drills?								
I do not **understand** the individual and collective tasks required for React to Contact, React to Indirect Fire, React to Chemical Attack, Break Contact, Dismount a Vehicle, React to an Ambush (Near and Far), Evacuate a Casualty (Mounted and Dismounted), Establish security at a Halt, Checkpoint Operations, & React to Vehicle Roll-Over.			I generally **understand** the individual and collective tasks required for React to Contact, React to Indirect Fire, React to Chemical Attack, Break Contact, Dismount a Vehicle, React to an Ambush (Near and Far), Evacuate a Casualty (Mounted and Dismounted), Establish security at a Halt, Checkpoint Operations, & React to Vehicle Roll-Over.			I fully **understand** the individual and collective tasks required for React to Contact, React to Indirect Fire, React to Chemical Attack, Break Contact, Dismount a Vehicle, React to an Ambush (Near and Far), Evacuate a Casualty (Mounted and Dismounted), Establish security at a Halt, Checkpoint Operations, & React to Vehicle Roll-Over.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

16. How proficient are you in **performing** Battle Drills?								
I do not have the knowledge or skill required to **perform** related individual and collective tasks I am expected to teach DSCs.			I have adequate knowledge of individual and collective training tasks; I have sufficient skill to properly **perform** most Battle Drills.			I am highly competent in all aspects of Battle Drills; I am able to **perform** sound techniques and procedures; I am frequently sought by peers for my knowledge and expertise.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

17. How effectively do you prepare DSCs to train Battle Drills?								
I do not effectively **train** DSCs on Battle Drills; I cannot properly or effectively identify and correct DSC deficiencies.			I am moderately effective at **training** Battle Drills but may not fully explain why procedures are correct or important; I can identify and correct the most common DSC mistakes and deficiencies.			I am highly competent in explaining and demonstrating all aspects of Battle Drill **training**; I routinely explain why certain techniques are better than others in different situations; I consistently monitor DSC performance and offer training enhancing tips for both deficient and proficient DSCs.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

18. How well do you **understand** Combat Lifesaver Skills (CLS)?								
I do not **understand** the steps required to Evaluate a casualty, Manage an Airway, Control Bleeding, Prevent Shock, Splint a Suspected Fracture, Transport a Casualty, Perform Tactical Combat Casualty Care, Perform First Aid for Nerve Agent, Restore Breathing/CPR without causing further injury to the casualty.			I generally **understand** the steps required to Evaluate a casualty, Manage an Airway, Control Bleeding, Prevent Shock, Splint a Suspected Fracture, Transport a Casualty, Perform Tactical Combat Casualty Care, Perform First Aid for Nerve Agent, Restore Breathing/CPR without causing further injury to the casualty.			I fully **understand** the steps required to Evaluate a casualty, Manage an Airway, Control Bleeding, Prevent Shock, Splint a Suspected Fracture, Transport a Casualty, Perform Tactical Combat Casualty Care, Perform First Aid for Nerve Agent, Restore Breathing/CPR without causing further injury to the casualty.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

19. How proficient are you at **performing** Combat Lifesaver Skills (CLS)?								
I do not have the knowledge or skill required to consistently **perform** emergency medical care to standard.			I have adequate knowledge of CLS skills; I have sufficient skill to routinely **perform** proper emergency medical care to standard.			I am highly knowledgeable of and competent in all aspects of CLS and always efficiently **perform** proper emergency care to standard; I am consistently able to identify ineffective CLS techniques; I am frequently sought by peers for my knowledge & expertise.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

20. How effectively do you **prepare DSCs to train** Combat Lifesaver Skills (CLS)?								
I cannot properly instruct DSCs how to **train** Soldiers to provide emergency medical care without significant assistance; I cannot properly or effectively identify and correct DSC training deficiencies.			I can demonstrate but not fully explain proper emergency medical **training** procedures; I can identify and correct the most common DSC training mistakes and deficiencies.			I am highly competent in all aspects of CLS **training**; I can demonstrate and explain effective CLS techniques; I easily identify ineffective CLS training techniques; I consistently monitor DSC performance and offer training tips for both deficient and proficient DSCs.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

21. How effectively do you follow safety guidelines?								
I am often unaware of specific safety guidelines; I sometimes permit unsafe conditions during training; I am generally unaware of DSC fatigue, stress, and inexperience.			I consistently follow safety guidelines and instructions; I enforce SOPs when using weapons or other equipment; I am generally aware of DSC fatigue, stress, and inexperience.			I am alert to safety at all times; I actively manage risk and monitor DSC behavior to ensure compliance; I am consistently aware of DSC fatigue, stress, and inexperience, especially when using dangerous equipment.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

22. How effectively do you correct DSC performance?								
I usually resort to yelling and berating DSCs when their attention wanders or they fail to perform correctly; my interventions often leave DSCs confused about intent and direction; I inconsistently provide constructive feedback or hands-on corrections.			I seldom resort to berating DSCs, but do not always adjust my voice for maximum effect; I usually provide clear corrective guidance to most common performance problems.			My corrections are always clear, appropriate, and authoritative; after my intervention, DSCs clearly understand the problem and normally have multiple options to enhance performance. I adjust my voice for maximum effect.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

23. How effectively do you discipline DSCs?								
I rely on punishment or threats to influence DSC behavior; I routinely yell at, insult DSCs, or uses mass punishment for individual infractions.			I occasionally resort to yelling at DSCs to gain their attention; I have a repertoire of different disciplinary techniques to get the point across; I rarely use mass punishments when not appropriate.			I recognize effort as well as accomplishment; I am creative in designing corrective actions that are appropriate for the infraction and create true learning opportunities; I remain focused on DSC development rather than simple punishment.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

24. How effectively do you counsel DSCs?								
I have minimal skills and little interest in counseling DSCs; I spend as little time as possible in preparation for or in conducting counseling.			I have adequate knowledge of DSC counseling; I adequately prepare for sessions and treat DSCs with respect; I usually provide appropriate guidance.			I am highly competent in all aspects of counseling, giving individual attention to the needs and performance of each DSC; I consistently provide constructive and timely guidance.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

25. To what extent do you set a good example for DSCs with respect to personal appearance?								
I sometimes appear before DSCs in wrong, improper, or poorly maintained uniforms or personal condition; I am unconcerned with meeting the standard.			I usually dress properly and normally appear in accordance with Army standards; I am always concerned about personally meeting the standard.			I always dress sharply in correct and meticulously maintained uniforms; I take pride in my personal appearance and setting the standard.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

26. To what extent do you set a good example for DSCs with respect to military bearing?								
I often fail to display proper military bearing; I routinely fail to display proper military customs and courtesies.			I usually display good military bearing; I am generally a good role model for how a Drill Sergeant should act and conduct himself/herself.			I consistently maintain excellent military bearing; I set an outstanding example by maintaining professional bearing regardless of the situation.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

27. To what extent do you show respect for DSCs?								
I routinely berate, use insults, intimidation, embarrassment, or humiliation with DSCs; I frequently dismiss their personal concerns and opinions.			I rarely openly berate or embarrass DSCs; I generally use positive motivation; I normally express interest in DSCs' personal concerns and opinions.			I never berate or embarrass DSCs; I creatively use positive motivation; I always show positive regard for DSCs' personal concerns and opinions.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

28. How effectively do you control your emotions?								
I am easily provoked by DSCs and peers; I respond with frequent flashes of temper and anger; I respond with shouts; I have difficulty maintaining control in stressful or trying situations			I am sometimes provoked by DSCs and peers; I occasionally respond by raising my voice; I seldom express or act in anger. I generally maintain control in stressful or trying situations.			I am rarely provoked by DSCs and peers; I respond calmly/ authoritatively, rarely responding with an angry raised voice; I maintain control in all situations		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

29. How effectively do you adapt to change?								
I have difficulty functioning effectively in new situations; I am easily agitated by changes in schedule, policies, personnel, etc.; I generally see any significant change as threatening.			I modify my behavior or plans to handle new situations; I adapt readily to changes in schedule, policies, personnel, etc.; I generally see change as a fact of life.			I act quickly to accommodate new situations; I develop well-thought-out approaches to adjust smoothly to changes; I generally see changes as opportunities.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

30. How effectively do you manage differences of opinion?								
I regularly dismiss nonconforming opinions; I frequently attempt to force my opinions on others without seeking or acknowledging their thoughts or input.			I acknowledge differences in opinion; I seek clarification and explanation when disagreements occur; I am generally open to other opinions.			I respect differing opinions; I actively try to resolve disagreements through constructive dialogue.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

31. How effectively do you handle potentially volatile situations?								
When conflict or hostility arises, my excitability tends to escalate tension; I tend to react emotionally.			I usually ask for help or back-up from fellow DSLs; sometimes I inadvertently escalate tension by reacting emotionally or failing to lend support.			I am skilled at defusing conflict and hostility; I am generally capable of handling such situations without assistance, but know when to and am confident in asking for help or back-up when needed.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

32. How effectively do you relate to and work with peers?								
I tend to be rude and disrespectful to peers; I generally avoid helping others; I seldom accept guidance or advice from others; I am more of a loner than a team player.			I am usually tactful and respectful with peers; I provide assistance to other DSLs, especially when asked; I sometimes ask for guidance and advice; I am generally a good team player.			I always treat peers with tact and respect; I proactively offer help without belittling others; I am confident in asking other DSLs for guidance; I am an excellent team player.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

33. To what extent do you demonstrate tolerance of diverse cultural and social backgrounds?								
I challenge others' cultural practices or beliefs; I make blunt or stereotypical comments to others about social, cultural, or gender differences.			I recognize the need to tolerate others' social/cultural and ethnic beliefs; although I try to demonstrate tolerance in all actions, I do not always give appropriate respect to other social, cultural, or gender groups.			I show respect for other social/cultural and ethnic beliefs; I express appreciation for social and cultural diversity; I believe in, act on, and teach cultural tolerance.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

34. To what extent do you work well with persons of differing cultural and social backgrounds?								
I do not work, socialize, or communicate effectively with DSLs or DSCs from different backgrounds.			I am willing to work with and help DSLs and DSCs from different backgrounds, but seldom reach out on my own initiative.			I communicate and work well with others regardless of background; I encourage attitudes of tolerance and respect; I actively work to ensure everyone is accepted/respected within the unit.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

35. To what extent do you perform well in a mixed gender environment?								
I am very uncomfortable in a mixed-gender training environment; I lack confidence in interacting with DSLs and DSCs of a different gender; I tend to treat male and female DSLs and DSCs differently regardless of published standards.			I am reasonably comfortable in a mixed-gender training environment; I avoid inappropriately adjusting standards based on gender; I normally treat all DSLs and DSCs fairly and equally.			I perform well in a mixed-gender environment; I am never flustered by working with DSLs and DSCs of the opposite gender; I consistently treat males and females fairly and equally.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

36. To what extent do you show concern about DSC welfare?								
I rarely provide constructive help to DSCs having personal and academic problems; I encourage DSCs to quit.			I sometimes provide assistance to DSCs with personal and academic problems; I try to help find solutions to problems; I let DSCs know that DSLs care about their welfare and development.			I always provide assistance to DSCs with academic problems; I work hard to help resolve personal problems; I let DSCs know that DSLs are committed to their welfare and development.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

37. To what extent do you behave in accordance with ethical standards?								
I sometimes behave in a manner that could be construed as inconsistent with sound ethical standards; I do not always show good judgment.			I exhibit proper and morally responsible behavior; I exercise self-control and sound judgment.			I behave in a manner beyond reproach; I consistently demonstrate excellent judgment.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

38. To what extent do you exhibit behavior consistent with the Army values?								
I rarely exercise initiative and confidence; I frequently avoid taking responsibility for my mistakes; I rarely sacrifice for the good of others and the unit.			I usually show initiative and confidence; I generally take responsibility for job-related mistakes; I will make sacrifices for the good of others and the unit.			I consistently show initiative and confidence; I ensure others are not blamed for his/her mistakes; I frequently make sacrifices for the good of others and the unit.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

39. To what extent do you exhibit evidence of a strong work ethic?								
I am sometimes late for work or ask others to cover for me; I spend minimal time pre-paring in advance; I rarely invest extra effort in my duties.			I rarely arrive late for work or ask others to cover for me; I sometimes spend extra time preparing in advance; I sometimes invest extra effort in performing my duties.			I am always on time or early for work and appointments; I never ask others to cover for me; I am always well prepared; I routinely invest extra effort to make sure each job gets done well.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

40. To what extent do you accept responsibility for Army rules and regulations?								
I do not know or am unconcerned with proper rules and regulations; I frequently allow or encourage peers and students to do things their way instead of by the book.			I make a concerted effort to learn and follow applicable rules and regulations; I expect peers and students to follow rules and regulations.			I know and follow rules and regulations, using them to guide my behavior; I urge peers and students to appropriately comply with rules and regulations.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

41. To what extent do you take responsibility for implementing Unit policies?								
I often fail to follow policies and procedures re: student – instructor relationships, safety, fraternization, etc.; I do not closely monitor peers' and DSCs' compliance.			I generally follow policies and procedures re: student – instructor relationships, safety, fraternization, etc.; I frequently check peers' and DSCs' behavior for compliance.			I consistently follow policies and procedures re: student – instructor relationships, safety, fraternization, etc.; I continuously monitors peers' and DSCs' behavior to protect safety and well-being		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

42. To what extent do you show initiative/effort performing DSL duties?								
I seldom take the initiative to address small problems before they become big ones; I put minimal effort into learning how to train most effectively			I often take the initiative to address problems or learn better ways of doing tasks; I put sufficient effort into a task to get it accomplished; I put forth extra effort if necessary.			I take a great deal of initiative addressing problems to learn better ways of doing tasks; I put forth extra effort to ensure that training is well organized and effective.		
LOW			MODERATE			HIGH		
1	2	3	4	5	6	7	8	9

Appendix E
Supplemental Individual Difference Measures Completed by Target DSLs

The following questions pertain to your opinions about being a Drill Sergeant Leader. Please circle the number that best represents the degree to which you either agree or disagree with each statement.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
43. The ways to achieve success as a Drill Sergeant Leader are clear to me.	1	2	3	4	5
44. It is difficult to determine how much time and effort should be dedicated to military related duties versus other important activities in life	1	2	3	4	5
45. I am clear about the quality of work that is expected of me in training Drill Sergeant Candidates.	1	2	3	4	5
46. I am often unsure about how to go about accomplishing my goals for training new Drill Sergeant Candidates.	1	2	3	4	5
47. To me, the strategies, techniques, or methods to attain success as a Drill Sergeant Leader are relatively clear.	1	2	3	4	5
48. I am often unsure about what is expected of me in training new Drill Sergeant Candidates.	1	2	3	4	5
49. To me, the goals or objectives of being a Drill Sergeant Leader are unclear.	1	2	3	4	5
50. At this stage of my life, being a successful Drill Sergeant Leader is my job or duty.	1	2	3	4	5
51. I feel that I have an obligation or duty to do well as a Drill Sergeant Leader.	1	2	3	4	5
52. Of all of my current roles in life, being a successful Drill Sergeant Leader is one of the more important.	1	2	3	4	5
53. Achievement as a Drill Sergeant Leader is not one of the major obligations I feel in life.	1	2	3	4	5
54. To me, being a Drill Sergeant Leader is just one of many roles and is usually not one of the most important of my roles.	1	2	3	4	5
55. The success of my Drill Sergeant Candidates matters a great deal to me.	1	2	3	4	5
56. At this stage of my life, I consider being a Drill Sergeant Leader to be my job.	1	2	3	4	5
57. I have personal control over my success as a Drill Sergeant Leader.	1	2	3	4	5
58. When it comes to training Drill Sergeant Candidates, I've found that obstacles or problems can usually be overcome by persistence and hard work.	1	2	3	4	5

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
59. I have personal control over my success training Drill Sergeant Candidates.	1	2	3	4	5
60. In my personal experience, the training outcomes of Drill Sergeant Candidates are unpredictable because they depend as much on luck and the whims of the Drill Sergeant Candidates as on my true performance.	1	2	3	4	5
61. I am confident that I can successfully train Drill Sergeant Candidates, if I set my mind to doing so.	1	2	3	4	5
62. In my personal experience, the training outcomes of Drill Sergeant Candidates primarily reflect the combination of my ability and my effort.	1	2	3	4	5
63. I personally control the training outcomes of Drill Sergeant Candidates I receive.	1	2	3	4	5
64. I feel personally responsible for my success training Drill Sergeant Candidates.	1	2	3	4	5
65. I am determined to be successful as a Drill Sergeant Leader.	1	2	3	4	5
66. I am committed to successfully training Drill Sergeant Candidates.	1	2	3	4	5
67. I feel personally responsible for how my Drill Sergeant Candidates turn out.	1	2	3	4	5
68. I feel personally responsible for my Drill Sergeant Candidates' training.	1	2	3	4	5
69. I will not be deterred by problems or obstacles when it comes to my duty as a Drill Sergeant Leader.	1	2	3	4	5
70. I feel personally responsible for my performance as a Drill Sergeant Leader.	1	2	3	4	5
71. Before criticizing somebody, I try to imagine how *I* would feel if I were in their place.	1	2	3	4	5
72. If I'm sure I'm right about something, I don't waste much time listening to other people's arguments.	1	2	3	4	5
73. I sometimes try to understand my friends better by imagining how things look for their perspective.	1	2	3	4	5
74. I believe that there are two sides to every question and try to look at them both.	1	2	3	4	5
75. I sometimes find it difficult to see things from the "other guy's" point of view.	1	2	3	4	5
76. I try to look at everybody's side of a disagreement before I make a decision.	1	2	3	4	5
77. When I'm upset at someone, I usually try to "put myself in his shoes" for a while.	1	2	3	4	5

Appendix F
Drill Sergeant Background Information Form

Please write-in, circle, or fill-in the dot (•) for each question. Where ***"Other"*** and a blank space are located, please write-in any positions that apply (e.g. United States Military Academy Prep School) and fill in the dot.

1.Unique Code	
Unit	_____ Platoon _____ Company _____Battalion

2. Current Service Status (circle one)	Active Duty	NG on Active Duty	USAR on Active Duty

3. Rank (fill-in previous and current dates of rank)	**Date of Rank (*month/year)***
a. SGT	
b. SSG	
c. SFC	
d. MSG	

	Years	**Months**
4. Current Time in Grade		
5. Current Time in Service		
6. Time as a Drill Sergeant		

7. Were you ever promoted as part of the Battlefield Promotions Pilot Program? (circle one):

Yes **No**

8. Were you promoted with waivers to your current grade (SGT, SSG)?		
a. TIS Waiver (circle one):	**Yes**	**No**
b. TIG Waiver (circle one):	**Yes**	**No**

9. Were you promoted through the Automatic List Integration (ALI) process to SGT or SSG?		
a. SGT (circle one):	**Yes**	**No**
b. SSG (circle one):	**Yes**	**No**

10. Were you promoted in the secondary zone to the rank of SFC? (circle one):

Yes **No**

11. Primary MOS				
12. Previous MOSs Held				
13. GT Score				
14. Age				
15. Gender (circle one)		Male	Female	
16. Marital Status (circle one)	Single	Married	Divorced/Separated	Widowed

Experience Indicators

17. Awards (check (′) all that apply) (In the case of multiple awards, please indicate how many. e.g. GCM 5th Award)		
a	Silver Star Medal (_____Award)	○
b	Bronze Star Medal (_____Award)	○
c	Purple Heart (_____Award)	○
d	Meritorious Service Medal (MSM) (_____Award)	○
e	Air Medal (_____Award)	○
f	Army Commendation Medal (ARCOM) (_____Award)	○
g	Army Achievement Medal (AAM) (_____Award)	○
h	Good Conduct Medal (_____Award)	○

18. Badges/Tabs (check (′) all that apply)					
a	Combat Action Badge				○
b	Combat Infantry Badge				○
c	Combat Medical Badge				○
d	Expert Field Medical Badge				○
e	Expert Infantry Badge				○
f	Presidents One Hundred Tab				○
g	Ranger Tab				○
h	Special Forces Tab				○
i	Sapper Tab				○
j	Tomb Guard Identification Badge				○
k	Physical Fitness Badge (Year_____)				○
l	APFT Score (Circle most recent)	179 or below	180 - 219	220 - 269	270 or above
m	Rifle Marksmanship Badge (Circle most recent)	Unqualified	MM	SS	Exp

19. Instructor Positions Held (check (′) all that apply)		
a	Service School	○
b	Non Commissioned Officer Academy	○
c	Drill Sergeant School	○
Other		○

20. Observer/Controller (O/C) Positions Held (check (′) all that apply)		
a	Joint Readiness Training Center	○
b	National Training Center	○
c	Combat Maneuver Training Center	○
Other		○

21. Skill Qualification Identifiers Held (check (′) all that apply)		
a	2 - Training Development	○
b	G/V – Ranger	○
c	8 or H – Instructor	○

22. Additional Skill Identifiers Held (check (′) all that apply)		
a	B2 - Light Leaders course	○
b	B4 - Sniper	○
c	F7 - Pathfinder	○
d	P5 - Master Fitness Trainer	○
e	2B - Air Assault	○
f	6B - Long Range Surveillance Course	○
Other		

23. Demonstrated Proficiency of Individual Tasks (check (′) all that apply and the calendar year the event was conducted)		2007 or earlier	2008	2009
a	Army Warrior Training (formerly known as Common Task Testing (CTT))	○	○	○
b	Expert Infantry Badge (EIB) (Candidate)	○	○	○
c	Expert Field Medical Badge (EFMB) (Candidate)	○	○	○
d	Spur Ride	○	○	○
e	Sapper Stakes (Candidate)	○	○	○
f	Theater Specific Individual Readiness Training (TSIRT)	○	○	○
g	Soldier of the Qtr/Year	○	○	○
h	NCO of the Qtr/Year	○	○	○
i	Drill Sergeant of the Year (DSOY)	○	○	○
j	Other:	○	○	○
k	Other:	○	○	○

24. Rifle Marksmanship Courses Attended (check (′) all that apply and the calendar year the event was conducted)		2007 or earlier	2008	2009
a	Squad Designated Marksman	○	○	○
b	U.S. Army Sniper School	○	○	○
c	Marine Corps Scout Sniper Training	○	○	○
d	Special Operations Target Interdiction Course	○	○	○
Other		○	○	○

25. Medical Courses Attended (check (′) all that apply and the calendar year the event was conducted)		2007 or earlier	2008	2009
a	Combat Life Saver Annual Certification	○	○	○
b	Tactical Combat Casualty Care	○	○	○
c	Brigade Combat Team Trauma Training (BCT3)	○	○	○
d	Emergency Medical Technician	○	○	○
e	Special Operations Combat Medic (SOCM) Course	○	○	○
Other		○	○	○

Leadership History

26. Last 2 Duty Positions held before attending Drill Sergeant School (e.g. BN NCOER Clerk, BDE NCOER NCOIC)	
a	
b	

27. Number of Soldiers you supervised in the duty positions from the previous question. (check (′) the number that applies to each position)	0	1 – 5	6 – 10	11 – 15	16 – 20	more than 20
Duty Position *a*	○	○	○	○	○	○
Duty Position *b*	○	○	○	○	○	○

28. In the 2 years prior to attending Drill Sergeant School, how often did you perform each activity? (indicate *ONE* rating for each item)		Never	Once a Year	A few times a year	About once a month	A few times a month	A few times a week	Daily
		(0)	(1)	(2)	(3)	(4)	(5)	(6)
a	Provide performance feedback to subordinates	○	○	○	○	○	○	○
b	Establish goals or other incentives to motivate subordinates	○	○	○	○	○	○	○
c	Correct unacceptable conduct of a subordinate	○	○	○	○	○	○	○
d	Conduct formal inspection of subordinates completed work	○	○	○	○	○	○	○
e	Counsel subordinates regarding career planning	○	○	○	○	○	○	○
f	Counsel subordinates with disciplinary problems	○	○	○	○	○	○	○
g	Serve as a member of a unit advisory council or committee	○	○	○	○	○	○	○
h	Apply and supervised all 8-steps of the Troop Leading Procedures	○	○	○	○	○	○	○

29. <u>Leadership</u> positions you held prior to DSS (check (′) all that apply)			**Duration in months**	**Calendar Year (e.g. 2004 - 2005)**
a	Team Leader	○		
b	Squad Leader	○		
c	Section Leader	○		
d	Platoon Sergeant	○		
Other		○		

Training History

30. When were you notified of your selection for Drill Sergeant duty? (circle one)

Pre-Deployment While Deployed Post-Deployment

31. Were you DA Select or did you Volunteer for DS duty (circle one)

DA Select Volunteer

32. Report Date to DSS (*month year*):

33. Identify your rank when you completed Drill Sergeant School (circle one)

SFC SSG SGT

34. Service Status when you attended Drill Sergeant School (circle one)

Active Duty NG on Active Duty USAR on Active Duty

35. When you arrived at your current duty station, did you attend a Drill Sergeant Unit Certification Program? (circle one)

Yes No

36. At what level was the certification program conducted? (circle one)

Battalion Brigade Post

37. Since becoming a Drill Sergeant, how many cycles have you trained Soldiers?	**0 - 3**	**4 - 6**	**7 - 10**	**More than 10**
	○	○	○	○

38. In the 2 years prior to attending Drill Sergeant School, how often did you perform each activity? (Indicate *ONE* rating for each item)		Never	Once a Year	A few times a year	About once a month	A few times a month	A few times a week	Daily
		(0)	(1)	(2)	(3)	(4)	(5)	(6)
a	Prepare a lesson plan	○	○	○	○	○	○	○
b	Teach a platform class to 5 or more people	○	○	○	○	○	○	○
c	Serve as an assistant instructor in a class of 10 or more people	○	○	○	○	○	○	○
d	Conduct preliminary marksmanship instruction (PMI)	○	○	○	○	○	○	○
e	Lead an organized physical training session for a platoon sized element or larger	○	○	○	○	○	○	○
f	Conduct individual task evaluations	○	○	○	○	○	○	○
g	Conduct collective task evaluations	○	○	○	○	○	○	○

39. Identify completion dates for each applicable Military Education Level (NCOES)	
Course	Date (*month year*)
PLDC/WLC	
BNCOC/ALC	
ANCOC/SLC	

40. Civilian Education Level (circle highest level of education)			
Non HSG	GED	HS Diploma	Some College (no degree)
Associates Degree	Bachelors Deg	Graduate Work	Master's Degree

Disciplinary History

41. Have you ever …		Yes	No
a	been formally counseled about your lack of effort?	○	○
b	been formally counseled about your behavior or discipline?	○	○
c	been formally counseled about unsatisfactory performance?	○	○

42. Have you ever been placed on restriction for:		Yes	No
a	not adhering to standards of conduct?	○	○
b	disrespecting your superiors?	○	○

Deployment History

In the following section we would like to gain insights into your deployment history. First, indicate how many deployments you have been on.

43. How many times have you been deployed?	0	1	2	3	4	5 or more
	○	○	○	○	○	○

Next, there are 3 blocks containing questions about each deployment. Each block pertains to **1** deployment. Please fill-in the appropriate number of blocks for each deployment starting with the most recent.

- If you selected 3, 4, 5 or more deployments in the above question, answer questions 44 thru 46 about your 3 *most recent* deployments, starting with the *most* recent.
- If you have been deployed 2 times, complete questions 44 and 45 about these two deployments starting with the most recent.
- If you have been deployed 1 time, complete question 44 about this deployment.
- If you selected 0 for the above question, you have completed the survey.

44. Deployment History (Most recent first)					
a. Brief description of job during last deployment					
b. Year	**c. Length**	**d. Iraq**	**e. Afghan**	**f. Other**	**g. Duty Position**
e.g. 2007	***15 months***	***X***			***Engineer Squad***
Combat Patrols (Cordon & Search, Raids, Humanitarian Missions, etc.)					
h. Did you conduct any Combat Patrols? (check (′) as applicable) ***Yes*** ○ ***No*** ○ (If Yes, fill-in 'i' through 'm' below, if No skip to question 'n')					
i. Planned Yes/No	j. Led/Participated	k. Type		l. Frequency	m. Duty Position
e.g. No	***Led***	***FOB Security***		***Daily***	***Squad Leader***
Convoy Operations (Route Clearance, Troop Transportation, Logistic Re-supply, etc.)					
n. Did you conduct any Convoy Operations? (check (′) as applicable) ***Yes*** ○ ***No*** ○ (If Yes, fill-in 'o' through 's' below, if No skip to question '45')					
o. Planned Yes/No	p. Led/Participated	q. Type		r. Frequency	s. Duty Position
e.g. No	***Participated***	***Rte Clearance***		***Weekly***	***Vehicle Commander***

45. Deployment History (Second most recent)

a. Brief description of job during 2nd most recent deployment

b. Year	c. Length	d. Iraq	e. Afghan	f. Other	g. Duty Position
e.g. 2007	***15 months***	***X***			***Engineer Squad***

Combat Patrols (Cordon & Search, Raids, Humanitarian Missions, etc.)

h. Did you conduct any Combat Patrols? (check (′) as applicable)

Yes ○ ***No*** ○

(If Yes, fill-in 'i' through 'm' below, if No skip to question 'n')

i. Planned Yes/No	j. Led/Participated	k. Type	l. Frequency	m. Duty Position
e.g. No	***Led***	***FOB Security***	***Daily***	***Squad Leader***

Convoy Operations (Route Clearance, Troop Transportation, Logistic Re-supply, etc.)

n. Did you conduct any Convoy Operations? (check (′) as applicable)

Yes ○ ***No*** ○

(If Yes, fill-in 'o' through 's' below, if No skip to question '46')

o. Planned Yes/No	p. Led/Participated	q. Type	r. Frequency	s. Duty Position
e.g. No	***Participated***	***Rte Clearance***	***Weekly***	***Vehicle Commander***

46. Deployment History (Third most recent)

a. Brief description of job during 3rd most recent deployment

b. Year	c. Length	d. Iraq	e. Afghan	f. Other	g. Duty Position
e.g. 2007	***15 months***	***X***			***Engineer Squad***

Combat Patrols (Cordon & Search, Raids, Humanitarian Missions, etc.)

h. Did you conduct any Combat Patrols? (check (′) as applicable)

Yes ○ ***No*** ○

(If Yes, fill-in 'i' through 'm' below, if No skip to question 'n')

i. Planned Yes/No	j. Led/Participated	k. Type	l. Frequency	m. Duty Position
e.g. No	***Led***	***FOB Security***	***Daily***	***Squad Leader***

Convoy Operations (Route Clearance, Troop Transportation, Logistic Re-supply, etc.)

n. Did you conduct any Convoy Operations? (check (′) as applicable)

Yes ○ ***No*** ○

(If Yes, fill-in 'o' through 's' below, if No this completes the survey)

o. Planned Yes/No	p. Led/Participated	q. Type	r. Frequency	s. Duty Position
e.g. No	***Participated***	***Rte Clearance***	***Weekly***	***Vehicle Commander***

Appendix G
Drill Sergeant Leader Background Information Form

Please write-in, circle, or fill-in the dot (•) for each question. Where ***"Other"*** and a blank space are located, please write-in any positions that apply (e.g. United States Military Academy Prep School) and fill in the dot.

1.Unique Code	
Unit	_____ Platoon

2. Current Service Status (circle one)	Active Duty	NG on Active Duty	USAR on Active Duty

3. Rank (fill-in previous and current dates of rank)	**Date of Rank (*month/year)***
a. SGT	
b. SSG	
c. SFC	
d. MSG	

	Years	**Months**
4. Current Time in Grade		
5. Current Time in Service		
6. Time as a Drill Sergeant		
7. Time as a Drill Sergeant Leader		

8. Were you ever promoted as part of the Battlefield Promotions Pilot Program? (circle one):

Yes **No**

9. Were you promoted with waivers to your current grade (SGT, SSG)?		
a. TIS Waiver (circle one):	**Yes**	**No**
b. TIG Waiver (circle one):	**Yes**	**No**

10. Were you promoted through the Automatic List Integration (ALI) process to SGT or SSG?		
a. SGT (circle one):	**Yes**	**No**
b. SSG (circle one):	**Yes**	**No**

11. Were you promoted in the secondary zone to the rank of SFC? (circle one):

Yes **No**

12. Primary MOS				
13. Previous MOSs Held				
14. GT Score				
15. Age				
16. Gender (circle one)	Male	Female		
17. Marital Status (circle one)	Single	Married	Divorced/Separated	

Experience Indicators

18. Awards (check (′) all that apply) (In the case of multiple awards, please indicate how many. e.g. GCM 5th Award)		
a	Silver Star Medal (_____Award)	○
b	Bronze Star Medal (_____Award)	○
c	Purple Heart (_____Award)	○
d	Meritorious Service Medal (MSM) (_____Award)	○
e	Air Medal (_____Award)	○
f	Army Commendation Medal (ARCOM) (_____Award)	○
g	Army Achievement Medal (AAM) (_____Award)	○
h	Good Conduct Medal (_____Award)	○

19. Badges/Tabs (check (′) all that apply)					
a	Combat Action Badge				○
b	Combat Infantry Badge				○
c	Combat Medical Badge				○
d	Expert Field Medical Badge				○
e	Expert Infantry Badge				○
f	Presidents One Hundred Tab				○
g	Ranger Tab				○
h	Special Forces Tab				○
i	Sapper Tab				○
j	Tomb Guard Identification Badge				○
k	Physical Fitness Badge (Year_____)				○
l	APFT Score (Circle most recent)	179 or below	180 - 219	220 - 269	270 or above
m	Rifle Marksmanship Badge (Circle most recent)	Unqualified	MM	SS	Exp

20. Instructor Positions Held (check (′) all that apply)		
a	Service School	○
b	Non Commissioned Officer Academy	○
c	Drill Sergeant School	○
Other		○

21. Observer/Controller (O/C) Positions Held (check (′) all that apply)		
a	Joint Readiness Training Center	○
b	National Training Center	○
c	Combat Maneuver Training Center	○
Other		○

22. Skill Qualification Identifiers Held (check (′) all that apply)		
a	2 - Training Development	○
b	G/V – Ranger	○
c	8 or H – Instructor	○

23. Additional Skill Identifiers Held (check (′) all that apply)		
a	B2 - Light Leaders course	○
b	B4 - Sniper	○
c	F7 - Pathfinder	○
d	P5 - Master Fitness Trainer	○
e	2B - Air Assault	○
f	6B - Long Range Surveillance Course	○
Other		

24. Demonstrated Proficiency of Individual Tasks (check (′) all that apply and the calendar year the event was conducted)		2007 or earlier	2008	2009
a	Army Warrior Training (formerly known as Common Task Testing (CTT))	○	○	○
b	Expert Infantry Badge (EIB) (Candidate)	○	○	○
c	Expert Field Medical Badge (EFMB) (Candidate)	○	○	○
d	Spur Ride	○	○	○
e	Sapper Stakes (Candidate)	○	○	○
f	Theater Specific Individual Readiness Training (TSIRT)	○	○	○
g	Soldier of the Qtr/Year	○	○	○
h	NCO of the Qtr/Year	○	○	○
i	Drill Sergeant of the Year (DSOY)	○	○	○
j	Other:	○	○	○
k	Other:	○	○	○

25. Rifle Marksmanship Courses Attended (check (′) all that apply and the calendar year the event was conducted)		2007 or earlier	2008	2009
a	Squad Designated Marksman	○	○	○
b	U.S. Army Sniper School	○	○	○
c	Marine Corps Scout Sniper Training	○	○	○
d	Special Operations Target Interdiction Course	○	○	○
Other		○	○	○

26. Medical Courses Attended (check (′) all that apply and the calendar year the event was conducted)		2007 or earlier	2008	2009
a	Combat Life Saver Annual Certification	○	○	○
b	Tactical Combat Casualty Care	○	○	○
c	Brigade Combat Team Trauma Training (BCT3)	○	○	○
d	Emergency Medical Technician	○	○	○
e	Special Operations Combat Medic (SOCM) Course	○	○	○
Other		○	○	○

Leadership History

27. Last 2 Duty Positions held before attending Drill Sergeant School (e.g. BN NCOER Clerk, BDE NCOER NCOIC)	
a	
b	

28. Number of Soldiers you supervised in the duty positions from the previous question. (check (′) the number that applies to each position)	0	1 – 5	6 – 10	11 – 15	16 – 20	more than 20
Duty Position *a*	○	○	○	○	○	○
Duty Position *b*	○	○	○	○	○	○

29. In the 2 years prior to attending Drill Sergeant School, how often did you perform each activity? (indicate *ONE* rating for each item)		Never	Once a Year	A few times a year	About once a month	A few times a month	A few times a week	Daily
		(0)	(1)	(2)	(3)	(4)	(5)	(6)
a	Provide performance feedback to subordinates	○	○	○	○	○	○	○
b	Establish goals or other incentives to motivate subordinates	○	○	○	○	○	○	○
c	Correct unacceptable conduct of a subordinate	○	○	○	○	○	○	○
d	Conduct formal inspection of subordinates completed work	○	○	○	○	○	○	○
e	Counsel subordinates regarding career planning	○	○	○	○	○	○	○
f	Counsel subordinates with disciplinary problems	○	○	○	○	○	○	○
g	Serve as a member of a unit advisory council or committee	○	○	○	○	○	○	○
h	Apply and supervised all 8-steps of the Troop Leading Procedures	○	○	○	○	○	○	○

30. Leadership positions you held prior to DSS (check (′) all that apply)			**Duration in months**	**Calendar Year** (e.g. 2004 - 2005)
a	Team Leader	○		
b	Squad Leader	○		
c	Section Leader	○		
d	Platoon Sergeant	○		
Other		○		

Training History

31. When were you notified of your selection for Drill Sergeant duty? (circle one)

Pre-Deployment While Deployed Post-Deployment

32. Were you DA Select or did you Volunteer for DS duty (circle one)

DA Select Volunteer

33. Report Date to DSS (*month year*):

34. Identify your rank when you completed Drill Sergeant School (circle one)

SFC SSG SGT

35. Service Status when you attended Drill Sergeant School (circle one)

Active Duty NG on Active Duty USAR on Active Duty

36. When you arrived at your current duty station, did you attend a Drill Sergeant Unit Certification Program? (circle one)

Yes No

37. At what level was the certification program conducted? (circle one)

Battalion Brigade Post

38. Since becoming a Drill Sergeant, how many cycles have you trained Soldiers?	**0 - 3**	**4 - 6**	**7 - 10**	**More than 10**
	○	○	○	○

39. In the 2 years prior to attending Drill Sergeant School, how often did you perform each activity? (Indicate *ONE* rating for each item)		Never	Once a Year	A few time a year	About once a month	A few times a month	A few times a week	Daily
		(0)	(1)	(2)	(3)	(4)	(5)	(6)
a	Prepare a lesson plan	○	○	○	○	○	○	○
b	Teach a platform class to 5 or more people	○	○	○	○	○	○	○
c	Serve as an assistant instructor in a class of 10 or more people	○	○	○	○	○	○	○
d	Conduct preliminary marksmanship instruction (PMI)	○	○	○	○	○	○	○
e	Lead an organized physical training session for a platoon sized element or larger	○	○	○	○	○	○	○
f	Conduct individual task evaluations	○	○	○	○	○	○	○
g	Conduct collective task evaluations	○	○	○	○	○	○	○

40. Identify completion dates for each applicable Military Education Level (NCOES)	
Course	Date (*month year*)
PLDC/WLC	
BNCOC/ALC	
ANCOC/SLC	

41. Civilian Education Level (circle <u>highest level</u> of education)			
Non HSG	GED	HS Diploma	Some College (no degree)
Associates Degree	Bachelors Deg	Graduate Work	Master's Degree

Disciplinary History

42. Have you ever …		Yes	No
a	been formally counseled about your lack of effort?	○	○
b	been formally counseled about your behavior or discipline?	○	○
c	been formally counseled about unsatisfactory performance?	○	○

43. Have you ever been placed on restriction for:		Yes	No
a	not adhering to standards of conduct?	○	○
b	disrespecting your superiors?	○	○

Deployment History

In the following section we would like to gain insights into your deployment history. First, indicate how many deployments you have been on.

44. How many times have you been deployed?	0	1	2	3	4	5 or more
	○	○	○	○	○	○

Next, there are 3 blocks containing questions about each deployment. Each block pertains to **1** deployment. Please fill-in the appropriate number of blocks for each deployment starting with the most recent.

- If you selected 3, 4, 5 or more deployments in the above question, answer questions 45 thru 47 about your 3 *most recent* deployments, starting with the *most* recent.
- If you have been deployed 2 times, complete questions 45 and 46 about these two deployments starting with the most recent.
- If you have been deployed 1 time, complete question 45 about this deployment.
- If you selected 0 for the above question, you have completed the survey.

45. Deployment History (Most recent first)					
a. Brief description of job during last deployment					
b. Year	**c. Length**	**d. Iraq**	**e. Afghan**	**f. Other**	**g. Duty Position**
e.g. 2007	***15 months***	***X***			***Engineer Squad***
Combat Patrols (Cordon & Search, Raids, Humanitarian Missions, etc.)					
h. Did you conduct any Combat Patrols? (check (′) as applicable) ***Yes*** ○ ***No*** ○ (If Yes, fill-in 'i' through 'm' below, if No skip to question 'n')					
i. Planned Yes/No	j. Led/Participated	k. Type	l. Frequency	m. Duty Position	
e.g. No	***Led***	***FOB Security***	***Daily***	***Squad Leader***	
Convoy Operations (Route Clearance, Troop Transportation, Logistic Re-supply, etc.)					
n. Did you conduct any Convoy Operations? (check (′) as applicable) ***Yes*** ○ ***No*** ○ (If Yes, fill-in 'o' through 's' below, if No skip to question '46')					
o. Planned Yes/No	p. Led/Participated	q. Type	r. Frequency	s. Duty Position	
e.g. No	***Participated***	***Rte Clearance***	***Weekly***	***Vehicle Commander***	

46. Deployment History (Second most recent)					
a. Brief description of job during 2nd most recent deployment					
b. Year	**c. Length**	**d. Iraq**	**e. Afghan**	**f. Other**	**g. Duty Position**
e.g. 2007	***15 months***	***X***			***Engineer Squad***
Combat Patrols (Cordon & Search, Raids, Humanitarian Missions, etc.)					
h. Did you conduct any Combat Patrols? (check (′) as applicable) ***Yes*** ○ ***No*** ○ (If Yes, fill-in 'i' through 'm' below, if No skip to question 'n')					
i. Planned Yes/No	j. Led/Participated	k. Type		l. Frequency	m. Duty Position
e.g. No	***Led***	***FOB Security***		***Daily***	***Squad Leader***
Convoy Operations (Route Clearance, Troop Transportation, Logistic Re-supply, etc.)					
n. Did you conduct any Convoy Operations? (check (′) as applicable) ***Yes*** ○ ***No*** ○ (If Yes, fill-in 'o' through 's' below, if No skip to question '47')					
o. Planned Yes/No	p. Led/Participated	q. Type		r. Frequency	s. Duty Position
e.g. No	***Participated***	***Rte Clearance***		***Weekly***	***Vehicle Commander***

47. Deployment History (Third most recent)					
a. Brief description of job during 3rd most recent deployment					
b. Year	**c. Length**	**d. Iraq**	**e. Afghan**	**f. Other**	**g. Duty Position**
e.g. 2007	***15 months***	***X***			***Engineer Squad***
Combat Patrols (Cordon & Search, Raids, Humanitarian Missions, etc.)					
h. Did you conduct any Combat Patrols? (check (′) as applicable) ***Yes*** ○ ***No*** ○ (If Yes, fill-in 'i' through 'm' below, if No skip to question 'n')					
i. Planned Yes/No	j. Led/Participated	k. Type		l. Frequency	m. Duty Position
e.g. No	***Led***	***FOB Security***		***Daily***	***Squad Leader***
Convoy Operations (Route Clearance, Troop Transportation, Logistic Re-supply, etc.)					
n. Did you conduct any Convoy Operations? (check (′) as applicable) ***Yes*** ○ ***No*** ○ (If Yes, fill-in 'o' through 's' below, if No this completes the survey)					
o. Planned Yes/No	p. Led/Participated	q. Type		r. Frequency	s. Duty Position
e.g. No	***Participated***	***Rte Clearance***		***Weekly***	***Vehicle Commander***

Appendix H
Last Completed Army Warrior Training Demonstration

Table H.1
DS Participants Reported Last Completed Demonstration of Army Warrior Training

	MFD		OSE		FS		Total	
When last performed	N	% within MOS division	N	% within MOS division	N	% within MOS division	N	%
No indication ever performed	26	40.6%	18	45.0%	6	30.0%	50	40.3%
2007 or earlier	15	23.4%	11	27.5%	1	5.0%	27	21.8%
2008	5	7.8%	5	12.5%	5	25.0%	15	12.1%
2009	18	28.1%	6	15.0%	8	40.0%	32	25.8%

Table H.2
DSL Participants Reported Last Completed Demonstration of Army Warrior Training

	MFD		OSE		FS		Total	
When last performed	N	% within MOS division	N	% within MOS division	N	% within MOS division	N	%
No indication ever performed	3	30.0%	0	0.0%	2	22.2%	5	21.7%
2007 or earlier	3	30.0%	3	75.0%	3	33.3%	9	39.1%
2008	1	10.0%	1	25.0%	3	33.3%	5	21.7%
2009	3	30.0%	0	0.0%	1	11.1%	4	17.4%

Table H.3
DS Participants and Peers Reported Last Completed Demonstration of Army Warrior Training

	MFD		OSE		FS		Total	
When last performed	N	% within MOS division	N	% within MOS division	N	% within MOS division	N	%
No indication ever	77	43.0%	38	36.9%	17	27.0%	132	38.3%
2007 or earlier	45	25.1%	23	22.3%	9	14.3%	77	22.3%
2008	15	8.4%	13	12.6%	13	20.6%	41	11.9%
2009	42	23.5%	29	28.2%	24	38.1%	95	27.5%

Table H.4
DSL Participants and Peers Reported Last Completed Demonstration of Army Warrior Training

	MFD		OSE		FS		Total	
When last performed	N	% within MOS division	N	% within MOS division	N	% within MOS division	N	%
No indication ever	9	28.1%	0	0.0%	3	15.0%	12	19.4%
2007 or earlier	15	46.9%	7	70.0%	6	30.0%	28	45.2%
2008	2	6.2%	2	20.0%	7	35.0%	11	17.7%
2009	6	18.8%	1	10.0%	4	20.0%	11	17.7%

Appendix I
Target and Peer DS NCOES Completion Rates

Table I.1.
Rated and Peer Rater DS Highest NCOES Level Attained

Rank	Highest NOCES Level	N	% within Rank
SGT	WLC/PLDC	12[1]	63.2
	ALC/BNCOC	7	36.8
	SLC/ANCOC	--	--
SSG	WLC/PLDC	48	19.0
	ALC/BNCOC	196	77.5
	SLC/ANCOC	9	3.6
SFC	WLC/PLDC	1	1.4
	ALC/BNCOC	26	37.7
	SLC/ANCOC	42	60.9

Table I.2.
Rated and Peer Rater DSL Highest NCOES Level Attained

Rank	Highest NOCES Level	N	% within Rank
SSG	WLC/PLDC	2	5.9
	ALC/BNCOC	25	73.5
	SLC/ANCOC	7	20.6
SFC	WLC/PLDC	0	0.0
	ALC/BNCOC	7	25.0
	SLC/ANCOC	21	75.0

[1] Earlier presentation of this data indicated an additional SGT that had only achieved NCOES through PLDC. Subsequent examination of the data identified a mismatch in the coding of this participant‘s rank. Because the rank could be verified, this person is eliminated in the current table reflecting 63.2% of SGT DSs completing only PLDC instead of the earlier presented 65%.

Appendix J

Relationship between Promotion Timing and All Measured Biographical Background Characteristics

Table J. 1.

Relationship Between DS and DSL Promotion Timing and Demographic Characteristics

Sample	Correlations	Promotion Timing *r*	p-value	N	Average Trait: Accelerated	Average Trait: Nonaccelerated
DSs	Time in Grade	-.214*	.020	117	35.34	29.86
	Time in Service	.631**	<.001	114	102.59	140.67
	Age	.452**	<.001	118	28.79	32.25
	GT Score	-.130	.162	117		
	Civilian Education Level	-.096	.302	117		
	APFT	-.087	.357	115		
	Independent Samples t-test	Promotion Timing *t*	p-value	df		
	Gender	-1.47	.144	116		
	DS Selection Process: DA Select vs. Volunteer	-.08	.937	115		
	Correlations	Promotion Timing *r*	p-value	N	Average Trait: Accelerated	Average Trait: Nonaccelerated
DSLs	Time in Grade	-.339	.216	15		
	Time in Service	.771**	.001	15	111.30	153.40
	Age	.800**	.001	13	28.17	31.82
	GT Score	-.092	.765	13		
	Civilian Education Level	.579*	.049	12	3.67	3.80
	APFT	.244	.421	13		
	Independent Samples t-test	Promotion Timing *t*	p-value	df		
	Gender	-1.62	.134	11		
	DS Selection Process: DA Select vs. Volunteer	.95	.362	11		

Table J.2.

Relationship Between DS and DSL Promotion Timing and Awards, Courses, and Official Skills

Sample	Correlations	Promotion Timing r	p-value	N	Average Trait: Accelerated	Average Trait: Nonaccelerated
DS	Number of Military Award Types	.086	.367	113		
	Number Military Awards	.199*	.030	118	8.67	9.85
	Number of Deployments	.039	.683	110		
	O/C Positions Number Held	-.013	.892	118		
	Army Courses and Skills					
	Total Number SQI	-.149	.108	118		
	Total Number ASI	.037	.690	118		
	Total Rifle Marksmanship Courses Taken	.025	.790	118		
	Total Medical Courses Taken	-.107	.247	118		
	Independent Samples t-Test	Promotion Timing *t*	p-value	df		
	Ever held O/C Position?	-.324	.747	116		
	Correlations	Promotion Timing *r*	p-value	N		
DSL	Number of Military Award Types	.210	.512	12		
	Number Military Awards	.513	.073	13		
	Number of Deployments	.154	.632	12		
	O/C Positions Number Held	--	--	13		
	Army Courses and Skills					
	Total Number SQI	.030	.924	13		
	Total Number ASI	.223	.464	13		
	Total Rifle Marksmanship Courses Taken	.231	.448	13		
	Total Medical Courses Taken	-.529	.063	13		
	Independent Samples t-Test	Promotion Timing t	p-value	df		
	Ever held O/C Position?	--	--	--		

Table J.3

Relationship Between DS & DSL Promotion Timing and Leadership Experience

Sample	Correlations	Promotion Timing *r*	p-value	N	Average Trait: Accelerated	Average Trait: Nonaccelerated
DSs	Num. Soldiers Supervised Last Duty (A)	.002	.98	11		
	Num. Soldiers Supervised Last Duty (B)	-.063	.52	10		
	Leadership Activity Experience Frequency					
	Provide Performance Feedback to Subordinates	-.159	.08	11		
	Establish Goals/Incentives to Motivate Subordinates	-.045	.63	11		
	Correct Unacceptable Conduct of Subordinates	-.095	.30	11		
	Conduct Formal Inspection of Subordinates' work	-.068	.46	11		
	Counsel Subordinates Re: Career Planning	-.055	.55	11		
	Counsel Subordinates Re: Disciplinary Problems	-.057	.54	11		
	Serve as Member: Unit Advisory Council	.147	.11	11		
	Apply/Supervise Troop Leading Procedures	-.006	.94	11		
	Leadership Frequency Average	-.056	.54	11		
	Leadership Position: Team Ldr Duration Mths	.277*	.01	72	19.82	26.83
	Leadership Position: Squad Ldr Duration Mths	.040	.72	77		
	Leadership Position: Section Ldr Duration Mths	.147	.37	39		
	Leadership Position: Platoon Sgt Duration Mths	.303	.06	37		
	Independent Samples t-test	Promotion Timing *t*	p-value	df	Promotion Timing: No	Promotion Timing: Yes
	Leadership Position: Team Leader?	2.21*	.02	11	6.81	-4.10
	Leadership Position: Squad Leader?	1.98*	.05	11	7.35	-3.12
	Leadership Position: Section Leader?	-.69	.49	11		
	Leadership Position: Platoon Sergeant?	-1.17	.24	11		
DSLs	Correlations	Promotion Timing *r*	p-value	N	Average Trait: Accelerated	Average Trait: Nonaccelerated
	Num. Soldiers Supervised in Last Duty Position A	.233	.44	13		
	Num. Soldiers Supervised in Last Duty Position B	-.178	.58	12		
	Leadership Activity Experience Frequency					
	Provide Performance Feedback to Subordinates	-.027	.93	13		
	Establish Goals/Incentives to Motivate Subordinates	.205	.50	13		
	Correct Unacceptable Conduct of Subordinates	.246	.41	13		
	Conduct Formal Inspection of Subordinates' work	.071	.81	13		
	Counsel Subordinates Re: Career Planning	.169	.58	13		
	Counsel Subordinates Re: Disciplinary Problems	.073	.81	13		
	Serve as Member: Unit Advisory Council	-.298	.32	13		
	Apply/Supervise Troop Leading Procedures	-.140	.64	13		
	Leadership Frequency Average	.014	.96	13		
	Leadership Position: Team Ldr Duration Mths	.670	.33	4		
	Leadership Position: Squad Ldr Duration in Mths	.273	.47	9		
	Leadership Position: Section Ldr Duration Mths	-.164	.72	7		
	Leadership Position: Platoon Sgt Duration Mths	--	--	--		
	Independent Samples t-test	Promotion Timing	p-value	df		
	Leadership Position: Team Leader?	2.16	.05	11		
	Leadership Position: Squad Leader?	-.22	.83	11		
	Leadership Position: Section Leader?	-1.77	.10	11		

Leadership Position: Platoon Sergeant?	-1.26	.23	11	

Accelerated and nonaccelerated DSs did not differ in their previous experiences serving as instructors with the sole exception that accelerated DSs reported a greater frequency of having taught a platform class, to 5 or more students, having served as an assistant to a class of 10 or more students, and having conducted individual task evaluations. This same tendency was observed in the DSLs, although non-significantly.

Table J.4.
Relationship Between DS and DSL Promotion Timing and Instructional Experience

Sample	Correlations	Promotion Timing r	p-value	N	Average Trait Accelerated	Average Trait Nonaccelerated
DSs	Instructional Activity Experience Frequency					
	Lesson Plan	-.009	.921	117		
	Teach Platform Class to 5 or more	-.182*	.048	118	3.99	3.44
	Serve as Asst. Instructor Class 10 or more	-.261**	.004	118	3.51	2.87
	Conduct Preliminary Marksmanship Instruction	-.102	.271	118		
	Lead Organized PT for Platoon or Larger	-.044	.635	118		
	Conduct Individual Task Evaluations	-.187*	.042	118	3.70	3.15
	Conduct Collective Task Evaluations	-.160	.084	118		
	Instructional Activity Frequency Average	-.162	.076	118		
	Number of Cycles trained Soldiers as DS	-.043	.641	118		
	Number of Instructor Positions Held	.056	.546	118		
	Independent Samples t-test	Promotion Timing t	p-value	df		
	Instructor Position Ever Held	.243	.809	116		
DSLs	Correlations	Promotion Timing r	p-value	N	Average Trait Accelerated	Average Trait Nonaccelerated
	Instructional Activity Experience Frequency:					
	Lesson Plan	.076	.806	13		
	Teach Platform Class to 5 or more	-.240	.430	13		
	Serve as Asst. Instructor Class 10 or more	-.255	.400	13		
	Conduct Preliminary Marksmanship Instruction	.108	.724	13		
	Lead Organized PT for Platoon or Larger	.316	.293	13		
	Conduct Individual Task Evaluations	-.442	.131	13		
	Conduct Collective Task Evaluations	-.384	.196	13		
	Instructional Activity Frequency Average	-.120	.697	13		
	Number of Cycles trained Soldiers as DS	.203	.505	13		
	Number of Instructor Positions Held	--	--	13		
	Independent Samples t-test	Promotion Timing t	p-value	df		
	Instructor Position Ever Held	--	--	--		

Accelerated and nonaccelerated DSs also generally did not significantly differ from one another on a host of non-cognitive dimensions assessed by the TAPAS; the few exceptions where promotion timing was related to TAPAS dimensions include a greater degree of sociability and attention-seeking amongst accelerated DSs, and a greater degree of order amongst nonaccelerated DSs. Nonaccelerated DSs also reported a greater propensity to engage in perspective taking than accelerated DSs, as measured by the Davis Empathy Scale.

Table J.5
Relationship Between DS Promotion Timing and TAPAS Dimensions

	All Participants					Subset of Participants with Correct Validity Check		
				Average Trait				N
Correlations	Promotion Timing *r*	p-value	N	Accelerated	Non-accelerated	Promotion Timing *r*	p-value	
DS								
Achievement	-.037	.692	118			-.023	.812	109
Adjustment	-.063	.499	118			-.063	.513	109
Attention Seeking	-.190*	.039	118	-.20	-.42	-.172	.074	109
Consideration	.038	.682	118			.030	.755	109
Dominance	.004	.969	118			-.002	.985	109
Even Tempered	.043	.641	118			.051	.601	109
Generosity	-.141	.127	118			-.122	.206	109
Ingenuity	.025	.791	118			.030	.759	109
Intellectual Efficiency	-.106	.252	118			-.076	.433	109
Non-Delinquency	.099	.288	118			.085	.380	109
Optimism	.009	.920	118			.001	.988	109
Order	.182*	.049	118	-.09	.01	.207*	.031	109
Physical Conditioning	-.107	.247	118			-.082	.398	109
Responsibility	.145	.117	118			.140	.146	109
Self Control	.177	.055	118			.195*	.042	109
Sociability	-.269**	.003	118	-.18	-.48	-.259**	.006	109
Tolerance	-.034	.711	118			.015	.873	109
Virtue	.080	.392	118			.041	.672	109

The above table portrays the correlations between promotion timing and the 18 dimensions of the TAPAS. The left portion of the table displays correlations for all participants, whereas the right portion displays correlations for participants who correctly answered at least one of three validity check items in the TAPAS.

Table J.6.

Relationship Between DS and DSL Promotion Timing and Individual Differences

Sample	Correlations	Promotion Timing r	p-value	N	Average Trait: Accelerated	Average Trait: Nonaccelerated
DSs	Triangle Model of Responsibility					
	Responsibility: Clarity	.067	.468	118		
	Responsibility: Commitment	.141	.127	118		
	Responsibility: Control	.025	.789	118		
	Perspective Taking	.221*	.016	118	3.52	3.74
	Correlations	Promotion Timing r	p-value	N	Average Trait: Accelerated	Average Trait: Nonaccelerated
DSLs	Triangle Model of Responsibility					
	Responsibility: Clarity	.611*	.016	15	3.60	3.61
	Responsibility: Commitment	-.337	.220	15		
	Responsibility: Control	-.128	.648	15		
	Perspective Taking	-.354	.196	15		

Appendix K
Rater Effects of Specific DS BARS Domains

Table K.
Rater Effects of DS Performance Ratings for each BARS Domain

BARS Domain	Self	Cdr	1SG	Peers	F	df	p	η_p^2
Performing Drill & Ceremony	7.26	6.78_a	6.80_a	6.67_a	6.86	3, 312	<.001**	.062
Train Drill & Ceremony	6.95_a	6.82_a	6.79_a	6.72_a	0.68	3, 288	ns	.007
Physically Fit	7.02_a	6.92_a	7.07_a	6.86_a	1.12	3, 354	ns	.009
Conduct Physical Fitness Training	7.53_a	7.22_{ab}	7.08_b	6.99_b	5.44	3, 330	.001**	.047
Performing Combatives	6.25_a	6.81_{ab}	6.72_{ab}	6.97_b	5.18	3, 201	.002**	.072
Training Combatives	6.70_a	6.66_a	6.65_a	6.74_a	0.10	3, 219	ns	.001
Performing Warrior Tasks	7.30	6.85_a	6.79_a	6.73_a	6.10	3, 312	<.001**	.055
Training Warrior Tasks	7.23_{ac}	6.70_b	6.81_{abc}	6.73_b	5.15	3, 324	.002**	.046
Performing BRM	7.87	7.24_a	7.02_a	7.09_a	9.37	3, 252	<.001**	.100
Training BRM	7.81	7.00_a	7.05_a	7.03_a	11.18	3, 300	<.000**	.101
Performing Urban Operations	7.31	6.48_a	6.48_a	6.76_a	9.20	3, 237	<.001**	.104
Training Urban Operations	7.28	6.35_a	6.40_a	6.69_a	10.89	3, 255	<.001**	.114
Performing Battle Drills	7.48	6.69_a	6.78_a	6.64_a	12.51	3, 303	<.001**	.110
Training Battle Drills	7.52	6.57_a	6.69_a	6.60_a	16.95	3, 321	<.001**	.137
Performing CLS	7.31_a	7.00_a	7.04_a	7.17_a	0.64	3, 144	ns	.013
Training CLS	7.25_a	6.71_a	6.77_a	6.98_a	2.16	3, 153	ns	.041
Follow Safety Guidelines	7.63	6.82_a	7.14_a	7.11_a	11.48	3, 342	<.001**	.091
Correct Soldier Performance	7.75	6.58_a	6.76_a	6.72_a	19.65	3, 345	<.001**	.146
Discipline Soldiers	7.59	6.51_a	6.56_a	6.57_a	17.61	3, 345	<.001**	.133
Counsel Soldiers	7.31	6.27_a	6.48_{ab}	6.81_b	12.14	3, 270	<.001**	.119
Set example re: personal appearance	7.97	7.47_a	7.19_a	7.13_a	13.60	3, 354	<.001**	.103
Set example re: military bearing	7.83	7.26_a	7.03_a	7.01_a	13.93	3, 348	<.001**	.107
Shows respect for Soldiers	7.19	6.55_a	6.61_a	6.59_a	6.16	3, 336	<.001**	.052
Control Emotions	7.00_a	6.53_a	6.61_a	6.56_a	2.83	3, 342	.039*	.024
Adapt to Change	7.28_a	6.28_b	6.37_b	7.66_a	26.40	3, 333	<.001**	.192
Manage differences of opinion	6.82_{ab}	6.35_a	6.37_a	7.31_b	12.00	3, 306	<.001**	.105
Handle potentially volatile situations	7.28	6.34_a	6.69_a	6.66_a	10.04	3, 282	<.001**	.096
Relate to & work well with peers	7.42	6.75_a	6.74_a	6.78_a	7.89	3, 336	<.001**	.066
Tolerance of diverse others	7.66_a	7.56_a	7.58_a	7.45_a	0.73	3, 333	ns	.007
Work well with diverse others	7.91_a	7.51_{ab}	7.68_{ab}	7.55_b	3.78	3, 333	.011*	.033
Perform well in mixed-gender environment	7.28_a	7.34_a	7.70_a	7.42_a	1.52	3, 234	ns	.019
Concerned about Soldier Welfare	7.68_a	7.07_b	7.41_{ab}	7.11_b	7.22	3, 333	<.001**	.061
Behave in accordance with ethical	7.36_a	7.03_a	7.09_a	7.09_a	1.49	3, 348	ns	.013
Behave consistent with Army Values	7.86	7.32_a	7.40_a	7.28_a	6.45	3, 351	<.001**	.053
Strong Work Ethic	7.69_a	7.32_{ab}	7.22_{bc}	6.93_c	7.72	3, 336	<.001**	.065
Accept responsibility for Army rules & regulations	7.44_a	7.10_a	7.20_a	7.06_a	2.82	3, 336	.039*	.025
Takes responsibility for implementing Unit policies	7.53	6.92_a	7.05_a	7.05_a	6.99	3, 330	<.001**	.060
Shows initiative & effort performing Drill Sergeant duties	7.74	7.12_a	7.28_a	6.96_a	8.74	3, 333	<.001**	.073

Within a row, means sharing a subscript were not significantly different from each other using a Bonferroni adjustment. *Indicates $p < .05$, ** indicates $p < .01$, ns denotes effects where $p > .05$.

Appendix L
Rater Effects of Specific DSL BARS Domains

Table L.
Rater Effects of DSL Performance Ratings for each BARS Domain

BARS Domain	Self	SDSL	CI	Peers	F	df	p	η_p^2
Performing Drill & Ceremony	7.09_a	5.55_b	6.82_{ab}	6.24_{ab}	4.24	3, 30	.013*	.298
Training to train Drill & Ceremony	6.82_a	5.55_b	6.73_{ab}	6.07_{ab}	3.16	3, 30	.039	.240
Physically Fit	7.18_a	6.18_a	6.36_a	6.46_a	1.83	3, 30	.098	.250
Training to train Physical Fitness	7.75_a	6.33_{ab}	6.92_{ab}	6.44_b	4.31	3, 33	.011*	.281
Performing Combatives	7.71_a	6.86_a	7.14_a	7.04_a	1.17	3, 18	.349	.169
Training to train Combatives	7.14_a	6.86_a	7.29_a	6.77_a	0.55	3, 18	.656	.084
Performing Warrior Tasks	6.90_a	6.20_a	6.70_a	6.45_a	0.77	3, 27	.523	.078
Training to train Warrior Tasks	6.80_a	6.20_a	6.70_a	6.12_a	1.01	3, 27	.405	.101
Performing BRM	7.45_a	6.36_{ab}	6.64_{ab}	6.31_b	2.25	3, 30	.103	.183
Training to train BRM	7.55_a	6.36_{ab}	6.36_{ab}	6.22_b	2.63	3, 30	.068	.208
Performing Urban Operations	7.56_a	6.11_{ab}	6.11_{ab}	5.94_{ab}	4.41	3, 24	.013*	.355
Training to train Urban Operations	7.00_a	6.11_a	6.22_a	5.67_a	1.74	3, 24	.186	.179
Performing Battle Drills	7.44_a	6.22_a	6.33_a	6.39_a	3.25	3, 24	.040*	.289
Training to train Battle Drills	7.11_a	6.22_a	6.44_a	6.03_a	1.48	3, 24	.245	.156
Performing CLS	6.44_a	5.78_a	6.33_a	6.63_a	0.79	3, 24	.510	.090
Training to train CLS	6.56_a	5.78_a	6.33_a	6.29_a	0.61	3, 24	.614	.071
Follow Safety Guidelines	7.17_a	6.75_a	7.25_a	6.92_a	0.36	3, 33	.786	.031
Correct Soldier Performance	7.42_a	5.75_b	6.92_{ab}	6.31_{ab}	3.63	3, 33	.023*	.248
Discipline Soldiers	7.25_a	6.17_a	6.83_a	6.14_a	1.79	3, 33	.169	.140
Counsel Soldiers	7.33_a	6.08_a	6.83_a	6.22_a	2.70	3, 33	.062	.197
Set example re: personal appearance	7.75_a	6.17_b	6.75_{ab}	6.54_b	5.25	3, 33	.005*	.323
Set example re: military bearing	7.75_a	5.83_{ab}	6.83_{ab}	6.33_b	3.96	3, 33	.016*	.265
Shows respect for Soldiers	8.00_a	6.33_b	6.75_{ab}	6.55_b	5.17	3, 33	.005**	.320
Control Emotions	7.50_a	5.58_a	6.75_a	6.54_a	4.69	3, 33	.008**	.299
Adapt to Change	6.42_a	5.50_a	6.08_a	5.96_a	0.74	3, 33	.538	.068
Manage differences of opinion	7.10_a	4.90_b	6.10_{ab}	5.69_{ab}	5.21	3, 27	.006**	.366
Handle potentially volatile situations	7.25_a	5.25_b	6.12_{ab}	5.92_b	6.81	3, 21	.002**	.493
Relate to & work well with peers	6.42_a	5.33_a	6.67_a	6.34_a	1.85	3, 33	.158	.144
Tolerance of diverse others	7.25_a	7.62_a	6.75_a	7.35_a	0.95	3, 21	.434	.120
Work well with diverse others	7.45_a	6.82_a	7.27_a	7.02_a	0.72	3, 30	.547	.067
Perform well in mixed-gender environment	7.58_a	6.92_a	7.58_a	6.98_a	2.05	3, 33	.126	.157
Concerned about Soldier Welfare	7.50_a	6.92_a	7.17_a	6.69_a	1.17	3, 33	.338	.096
Behave in accordance with ethical standards	7.08_a	7.08_a	7.33_a	6.74_a	0.75	3, 33	.533	.063
Behave consistent with Army Values	7.75_a	7.00_{ab}	7.08_{ab}	6.74_b	2.60	3, 33	.069	.191
Strong Work Ethic	7.33_a	6.50_a	6.75_a	6.55_a	1.55	3, 33	.222	.123
Accept responsibility for Army rules & regulations	7.50_a	6.50_a	7.08_a	6.76_a	1.53	3, 33	.224	.122
Takes responsibility for implementing Unit policies	7.58_a	6.17_b	7.17_{ab}	6.66_b	4.02	3, 33	.015*	.267
Shows initiative & effort performing Drill Sergeant duties	7.33_a	6.33_{ab}	6.67_{ab}	6.32_b	1.98	3, 33	.136	.153

Note: Due to the subset of DSLs that were rated by CIs, the sample size here is lower than for other analyses as only those DSLs with ratings by all raters were included in this analysis. As with all results presented regarding DSLs, these values should be considered tentative given the small sample size. Within a row, means sharing a subscript were not significantly different from each other using a Bonferroni adjustment. *Indicates $p < .05$, ** indicates $p < .01$, ns denotes effects where $p > .05$.

Appendix M
Correlations between Promotion Timing and DS Specific BARS Ratings

Table M.
Correlations between Promotion Timing and DS Specific BARS Domains Ratings

BARS Domain	Self	Cdr	1SG	Peers
Performing Drill & Ceremony	-.068	-.139	-.140	-.128
Train Drill & Ceremony	-.031	-.122	-.146	-.123
Physically Fit	.073	-.075	-.074	-.097
Conduct Physical Fitness Training	.082	-.091	-.077	-.152
Performing Combatives	-.179	-.234*	-.218*	-.257**
Training Combatives	-.199*	-.253*	-.180	-.289**
Performing Warrior Tasks	.044	-.183	-.086	-.214*
Training Warrior Tasks	.033	-.160	-.138	-.208*
Performing BRM	.108	-.114	-.104	-.123
Training BRM	.219*	-.128	-.157	-.133
Performing Urban Operations	.032	-.275**	-.177	-.207*
Training Urban Operations	.028	-.266*	-.138	-.205*
Performing Battle Drills	.086	-.195	-.226*	-.207*
Training Battle Drills	.088	-.133	-.261**	-.206*
Performing CLS	-.010	-.281*	-.135	-.213*
Training CLS	.029	-.089	-.071	-.180
Follow Safety Guidelines	.134	.156	-.055	.017
Correct Soldier Performance	.270**	.043	-.127	.007
Discipline Soldiers	.187*	.043	-.048	.008
Counsel Soldiers	.196*	.011	-.023	.007
Set example re: personal appearance	.002	.048	-.045	.007
Set example re: military bearing	.268**	.113	.000	-.013
Shows respect for Soldiers	.316**	.109	.071	.088
Control Emotions	.202*	.136	.081	.066
Adapt to Change	.175	.061	-.033	-.087
Manage differences of opinion	.270**	.064	-.046	-.090
Handle potentially volatile situations	.045	.156	-.057	-.066
Relate to & work well with peers	.217*	.028	-.108	-.087
Tolerance of diverse others	.178	.058	-.043	-.084
Work well with diverse others	.170	.015	-.057	-.018
Perform well in mixed-gender environment	.034	.116	.051	.016
Concerned about Soldier Welfare	.233*	.014	-.008	.023
Behave in accordance with ethical standards	.138	.073	.035	-.005
Behave consistent with Army Values	.152	.047	.007	-.015
Strong Work Ethic	.160	-.068	-.059	-.145
Accept responsibility for Army rules & regulations	.083	.125	.002	-.075
Takes responsibility for implementing Unit policies	.058	.111	-.016	-.074
Shows initiative & effort performing Drill Sergeant duties	.089	-.076	-.075	-.182*

Positive correlations indicate that nonaccelerated promotion DSs were rated more highly. Negative correlations indicate that accelerated promotion DSs were rated more highly. *indicates $p < .05$, **indicates $p < .01$.

Appendix N
Mean Ratings on Significant DS Specific BARS Domains Ratings

Below are the means for accelerated and nonaccelerated promotion DSs on the domains for which performance was significantly correlated with the performance ratings from Appendix L.

Table N.
Mean Ratings on Significant DS Specific BARS Domains Ratings

BARS Domain	Promotion Status	Self	Cdr	1SG	Peers
Performing Combatives	Nonaccelerated		6.03	6.24	6.19
	Accelerated		6.91	7.04	6.79
Training Combatives	Nonaccelerated	6.09	5.93		6.17
	Accelerated	6.76	6.87		6.82
Performing Warrior Tasks	Nonaccelerated				6.59
	Accelerated				7.01
Training Warrior Tasks	Nonaccelerated				6.63
	Accelerated				6.99
Training BRM	Nonaccelerated	8.02			
	Accelerated	7.71			
Performing Urban Operations	Nonaccelerated		5.72		6.43
	Accelerated		6.68		6.84
Training Urban Operations	Nonaccelerated		5.68		6.38
	Accelerated		6.54		6.83
Performing Battle Drills	Nonaccelerated			6.34	6.53
	Accelerated			7.02	6.91
Training Battle Drills	Nonaccelerated			6.27	6.50
	Accelerated			6.95	6.84
Performing CLS	Nonaccelerated		6.67		6.70
	Accelerated		6.97		7.01
Correct Soldier Performance	Nonaccelerated	8.04			
	Accelerated	7.52			
Discipline Soldiers	Nonaccelerated	7.84			
	Accelerated	7.36			
Counsel Soldiers	Nonaccelerated	7.60			
	Accelerated	6.97			
Set example re: military bearing	Nonaccelerated	8.09			
	Accelerated	7.56			
Shows respect for Soldiers	Nonaccelerated	7.60			
	Accelerated	6.86			
Control Emotions	Nonaccelerated	7.23			
	Accelerated	6.79			
Manage differences of opinion	Nonaccelerated	7.19			
	Accelerated	6.59			
Relate to and work well with Others	Nonaccelerated	7.71			
	Accelerated	7.26			
Concerned about Soldier welfare	Nonaccelerated	7.98			
	Accelerated	7.46			
Shows initiative & effort performing Drill Sergeant duties	Nonaccelerated				6.85
	Accelerated				7.21

Appendix O
Correlations between Promotion Timing and DSL Specific BARS Domains Ratings

Table O.
Correlations between Promotion Timing and DSL Specific BARS Domains Ratings

BARS Domain	Self	SDSL	CI	Peers
Perform Drill and Ceremony	-.389	-.326	-.314	.069
Training to train Drill and Ceremony	-.354	-.347	-.314	-.069
Physically fit	-.267	-.382	-.570	-.412
Training to train Standardized Physical Training	-.596*	-.429	-.426	-.161
Performing Combatives	-.202	-.399	-.009	-.210
Training to train Combatives	-.060	-.453	.013	-.064
Performing Warrior Tasks	-.283	-.286	-.686	-.346
Training to train Warrior Tasks	-.189	-.232	-.686	-.251
Performing Basic Rifle Marksmanship	-.271	-.441	-.542	-.158
Training to train Basic Rifle Marksmanship	-.061	-.441	-.511	-.078
Performing Urban Operations	-.227	-.299	-.402	-.322
Training to train Urban Operations	.033	-.299	-.402	-.306
Performing Battle Drills	-.240	-.355	-.675	-.273
Training to train Battle Drills	-.211	-.355	-.686	-.277
Performing Combat Lifesaver Skills (CLS)	-.424	-.340	-.061	.312
Training to train Combat Lifesaver Skills (CLS)	-.352	-.340	-.061	.205
Follow safety guidelines	.164	-.139	-.411	-.032
Correct DSC performance	.094	-.271	-.404	.114
Discipline DSCs	-.226	-.234	-.612	.015
Counsel DSCs	.062	-.208	-.191	-.168
Set example re: personal appearance	.062	-.450	-.050	-.216
Set example re: military bearing	-.017	-.227	-.286	-.009
Show respect for DSCs	-.062	-.098	-.373	-.040
Control emotions	-.144	-.296	-.362	-.086
Adapt to change	.056	-.235	-.570	.076
Manage differences of opinion	-.028	-.244	-.541	.051
Handle potentially volatile situations	-.266	-.315	-.315	.075
Relate to and work with peers	-.180	-.507	-.236	-.130
Demonstrate tolerance of diverse cultural & social backgrounds	-.217	-.591	-.193	.196
Work well with persons of differing cultural & social backgrounds	-.387	.146	-.127	.261
Perform well in a mixed gender environment	.038	.166	-.220	.088
Show concern about DSC welfare	-.319	-.241	-.442	.247
Behave in accordance with ethical standards	.008	-.680**	-.447	.205
Exhibit behavior consistent with the Army values	-.123	-.469	-.409	.063
Exhibit evidence of a strong work ethic	.055	.069	-.383	.048
Accept responsibility for Army rules and regulations	.147	-.460	-.269	.361
Take responsibility for implementing Unit policies	.117	-.183	-.288	.052
Show initiative/effort performing DSL duties	.097	-.573*	-.629	.051

* Indicates $p < .05$, ** indicates $p < .01$. Positive correlations indicate that nonaccelerated promotion DSLs were rated more highly. Negative correlations indicate that accelerated promotion DSs were rated more highly. Chief Instructors (CI) correlations had n = 5 to n = 8; other correlations had n = 11 to n = 15.

Appendix P
Mean Ratings on DSL Specific BARS Domain Ratings

Table P.
Mean Ratings on DSL Specific BARS Domain Ratings

BARS Domain		Self	SDSL	CI	Peers
Perform Drill and Ceremony	Nonaccelerated	7.18	5.60	6.50	6.53
	Accelerated	7.14	6.14	7.20	6.15
Training to train Drill and Ceremony	Nonaccelerated	6.36	5.60	6.33	6.35
	Accelerated	6.86	6.23	7.20	5.95
Physically fit	Nonaccelerated	6.82	6.33	5.50	6.37
	Accelerated	7.36	6.79	7.00	7.05
Training to train Standardized PT	Nonaccelerated	7.64	6.30	6.50	6.69
	Accelerated	7.86	6.86	7.33	6.63
Performing Combatives	Nonaccelerated	6.73	5.67	5.33	6.56
	Accelerated	7.07	6.91	6.75	6.17
Training to train Combatives	Nonaccelerated	6.45	5.44	5.33	6.46
	Accelerated	6.71	7.09	7.00	5.92
Performing Warrior Tasks	Nonaccelerated	7.00	6.00	6.00	6.27
	Accelerated	7.57	7.00	7.40	6.57
Training to train Warrior Tasks	Nonaccelerated	7.00	6.10	6.00	6.03
	Accelerated	7.21	6.91	7.40	6.24
Performing Basic Rifle Marksmanship	Nonaccelerated	7.36	5.90	5.83	6.40
	Accelerated	7.79	7.23	7.67	6.67
Training to train Basic Rifle Marksmanship	Nonaccelerated	7.45	5.90	5.50*	6.49
	Accelerated	7.50	7.23	7.50*	6.40
Performing Urban Operations	Nonaccelerated	7.27	6.11	5.83	5.91
	Accelerated	7.50	7.00	6.80	6.36
Training to train Urban Operations	Nonaccelerated	7.27	6.11	5.67	5.74
	Accelerated	6.93	7.00	7.00	6.00
Performing Battle Drills	Nonaccelerated	7.09	6.11	5.67	6.14
	Accelerated	7.79	7.18	7.20	6.65
Training to train Battle Drills	Nonaccelerated	7.09	6.11	5.67	6.02
	Accelerated	7.29	7.18	7.40	6.44
Performing Combat Lifesaver Skills	Nonaccelerated	6.36	5.60	5.80	6.78
	Accelerated	7.14	6.50	7.00	6.26
Training to train Combat Lifesaver Skills	Nonaccelerated	6.55	5.60	5.80	6.30
	Accelerated	7.14	6.50	7.00	6.17
Follow safety guidelines	Nonaccelerated	7.45	6.60	6.50*	6.96
	Accelerated	6.93	7.14	8.00*	6.99
Correct DSC performance?	Nonaccelerated	7.73	5.30	5.83	6.49
	Accelerated	7.36	6.43	8.00	6.20
Discipline DSCs	Nonaccelerated	7.45	6.00	5.67*	6.21
	Accelerated	7.07	6.43	8.00*	6.28
Counsel DSCs	Nonaccelerated	7.36	5.90	6.33	6.32
	Accelerated	7.29	6.31	7.33	6.26
Set example re: personal appearance	Nonaccelerated	7.27	5.60	6.00	6.61
	Accelerated	7.79	6.57	7.50	6.83
Set example re: military bearing	Nonaccelerated	7.73	4.70**	6.00	6.32
	Accelerated	7.86	6.79**	7.67	6.43

BARS Domain		Self	SDSL	CI	Peers
Show respect for DSCs	Nonaccelerated	7.82	5.60	5.67	6.33
	Accelerated	8.07	6.57	7.83	6.72
Control emotions	Nonaccelerated	7.00	4.20	5.83	6.06
	Accelerated	7.36	6.79	7.67	6.57
Adapt to change	Nonaccelerated	6.73	4.40**	4.50*	5.82
	Accelerated	6.71	6.79**	7.67*	6.29
Manage differences of opinion	Nonaccelerated	7.00	4.20**	5.00*	5.62
	Accelerated	6.57	6.45**	7.80*	6.12
Handle potentially volatile situations	Nonaccelerated	7.18	4.50***	5.83	5.83
	Accelerated	7.21	7.00***	7.40	6.08
Relate to and work with peers	Nonaccelerated	6.18	3.90***	5.33*	6.25
	Accelerated	6.93	6.92***	8.00*	6.70
Demonstrate tolerance of diverse cultural & social backgrounds	Nonaccelerated	6.10	7.00**	6.50	7.19
	Accelerated	7.43	8.17**	8.00	7.08
Work well with persons of differing cultural & social backgrounds	Nonaccelerated	7.09	6.60	6.83	7.20
	Accelerated	7.64	7.00	7.83	7.11
Perform well in a mixed gender environment	Nonaccelerated	7.36	6.50	6.83	6.90
	Accelerated	7.43	7.15	8.33	7.19
Show concern about DSC welfare	Nonaccelerated	7.27	6.40	6.17	6.75
	Accelerated	7.57	7.15	8.17	6.79
Behave in accordance with ethical standards	Nonaccelerated	7.18	5.80**	6.50*	6.68
	Accelerated	7.71	7.62**	8.17*	6.84
Exhibit behavior consistent with the Army values	Nonaccelerated	7.73	5.90**	6.17*	6.77
	Accelerated	8.07	7.54**	8.00*	6.96
Exhibit evidence of a strong work ethic	Nonaccelerated	7.64	6.10	5.67*	6.52
	Accelerated	7.50	6.85	7.83*	6.72
Accept responsibility for Army rules and regulations	Nonaccelerated	7.55	5.40**	6.00*	6.83
	Accelerated	7.86	7.23**	8.17*	6.76
Take responsibility for implementing Unit policies	Nonaccelerated	7.36	5.60**	6.17	6.68
	Accelerated	7.71	7.15**	8.17	6.75
Show initiative/effort performing DSL duties	Nonaccelerated	7.91	5.30**	5.33**	6.52
	Accelerated	7.71	7.00**	8.00**	6.51

*Indicates that an independent samples t-test indicates a p-value of < .05, **indicates p < .01, and *** indicates p < .001. Degrees of freedom ranged from 8 to 12 for chief instructor comparisons, and 12 to 23 for all other comparisons.

Appendix Q
Unique Simultaneous Effects of Promotion Timing, Age, and Rank on
Specific DS BARS Performance Ratings

Appendix Q is a summary reflecting which effects were significant and in which direction. Positive relationships indicate that: nonaccelerated promotion DSs were rated more highly than accelerated promotion DSs; older DSs were rated more highly than younger DSs; and higher ranked DSs (e.g., SFCs) were rated more highly than lower ranked DSs (e.g., SGTs). Negative relationships indicate that: accelerated promotion DSs were rated more highly than nonaccelerated DSs; younger DSs were rated more highly than older DSs and lower ranks were rated more highly than higher ranks.

Table Q.
Unique simultaneous effects of promotion timing, age, and rank on DS performance ratings.

		Predictor					
		Promotion Timing		Age		Rank	
	Rater	p-value	η_p^2	p-value	η_p^2	p-value	η_p^2
Performing Drill &	Peers	ns	.019	ns	.008	< .001, +	.238
Ceremony	Cdr	.019, -	.056	ns	.009	.009, +	.094
	1SG	.003, -	.082	.011, +	.060	ns	.044
	Self	ns	.011	ns	<.001	.043, +	.055
Train Drill & Ceremony	Peers	ns	.018	ns	.006	< .001, +	.220
	Cdr	.042, -	.043	ns	.006	.002, +	.128
	1SG	.001, -	.106	.003, +	.082	ns	.051
	Self	ns	.001	ns	.002	ns	.021
Physically Fit	Peers	ns	.005	.031, -	.040	< .001, +	.188
	Cdr	ns	.001	.053, -	.034	.032, +	.061
	1SG	ns	.020	ns	<.001	.021, +	.069
	Self	ns	.005	ns	.024	ns	.031
Conduct Physical	Peers	ns	.026	ns	.017	< .001, +	.228
Fitness Training	Cdr	ns	.018	ns	.006	.004, +	.104
	1SG	.023, -	.047	ns	.026	ns	.049
	Self	ns	.004	ns	<.001	ns	.001
Performing Combatives	Peers	.05, -	.035	ns	.009	< .002, +	.104
	Cdr	.043, -	.054	ns	.001	ns	.061
	1SG	.017, -	.066	ns	.016	ns	.008
	Self	ns	.017	ns	.001	ns	.006
Training Combatives	Peers	.015, -	.053	ns	.008	.004, +	.096
	Cdr	.043, -	.053	ns	<.001	ns	.051
	1SG	ns	.025	ns	.016	ns	.029
	Self	ns	.014	ns	.002	ns	.018
Performing Warrior Tasks	Peers	.011, -	.056	ns	.001	< .001, +	.257
	Cdr	.006, -	.072	ns	.027	.011, +	.085
	1SG	.006, -	.069	.003, +	.083	.001, +	.116
	Self	ns	.005	ns	.001	.009, +	.082
Training	Peers	.019, -	.005	ns	.048	< .001, +	.001
Warrior Tasks	Cdr	.004, -	.080	.046, +	.040	.039, +	.063
	1SG	.001,-	.106	.001, +	.101	.009, -	.083
	Self	ns	.002	ns	.005	.014, +	.074

		Predictor					
		Promotion Timing		Age		Rank	
	Rater	p-value	η_p^2	p-value	η_p^2	p-value	η_p^2
Performing BRM	Peers	ns	.009	ns	<.001	<.001, +	.148
	Cdr	ns	.021	ns	.020	.049, +	.074
	1SG	.001, -	.104	.002, +	.099	.037, +	.066
	Self	ns	.022	ns	.001	ns	.031
Training BRM	Peers	ns	.018	ns	<.001	<.001, +	.147
	Cdr	.006, -	.079	.001, +	.113	ns	.028
	1SG	<.001, -	.120	.002, +	.093	.043, +	.061
	Self	.003, +	.080	ns	.010	ns	.029
Performing Urban	Peers	.0374, -	.038	ns	<.001	< .001, +	.216
Operations	Cdr	<.001, -	.154	.023, +	.062	.024, +	.087
	1SG	.004, -	.084	ns	.019	.063, +	.075
	Self	ns	.002	ns	<.001	ns	.029
Training Urban	Peers	.024, -	.045	ns	<.001	< .001, +	.206
Operations	Cdr	<.001, -	.184	.004, +	.095	.037, +	.076
	1SG	.004, -	.081	.029, +	.048	.033, +	.067
	Self	ns	.001	ns	.001	ns	.023
Performing Battle Drills	Peers	.027, -	.045	ns	.001	<.001, +	.206
	Cdr	.001, -	.105	.005, +	.078	.001, +	.129
	1SG	<.001, -	.155	.013, +	.059	.003, +	.106
	Self	ns	.012	ns	.001	.041, +	.055
Training Battle Drills	Peers	.036, -	.038	ns	.003	<.001, +	.193
	Cdr	.003, -	.086	.001, +	.104	.002, +	.121
	1SG	<.001, -	.171	.005, +	.074	.018, +	.073
	Self	ns	.014	ns	<.001	ns	.037
Performing CLS	Peers	.035, -	.039	ns	.007	.006, +	.087
	Cdr	.019, -	.095	ns	.007	.042, +	.109
	1SG	<.001, -	.159	.001, +	.124	.036, +	.078
	Self	ns	.002	ns	<.001	ns	.033
Training CLS	Peers	.055, -	.032	ns	.002	<.001, +	.124
	Cdr	ns	.013	ns	<.001	.018, +	.146
	1SG	.016, -	.068	.016, +	.068	.043, +	.073
	Self	ns	.010	ns	<.001	ns	.047
Follow Safety	Peers	ns	.028	.001, +	.099	<.001, +	.127
Guidelines	Cdr	ns	.010	ns	.068	.025, +	.002
	1SG	.011, -	.058	.003, +	.078	ns	.029
	Self	ns	<.001	ns	.015	ns	.046
Correct Soldier	Peers	ns	.006	ns	.027	.005, +	.089
Performance	Cdr	ns	.011	.028, +	.045	ns	.026
	1SG	<.001, -	.107	<.001, +	.125	.024, +	.066
	Self	ns	.023	ns	.012	ns	.008
Discipline Soldiers	Peers	ns	.008	.046, +	.035	.007, +	.085
	Cdr	ns	.008	.031, +	.044	ns	.048
	1SG	.009, -	.062	.001, +	.090	ns	.032
	Self	ns	.008	ns	.013	ns	.022

		Predictor					
		Promotion Timing		Age		Rank	
	Rater	p-value	η_p^2	p-value	η_p^2	p-value	η_p^2
Counsel Soldiers	Peers	ns	.014	ns	.029	.002, +	.109
	Cdr	ns	.011	.020, +	.062	.038, +	.073
	1SG	<.001, -	.121	<.001, +	.186	.007, +	.092
	Self	ns	.022	ns	.006	ns	.009
Set example re: personal appearance	Peers	ns	.004	ns	.001	<.001, +	.179
	Cdr	ns	.001	ns	<.001	ns	.046
	1SG	ns	.024	ns	.019	.003, +	.100
	Self	ns	.001	ns	.001	ns	.002
Set example re: military bearing	Peers	ns	.010	ns	.010	<.001, +	.143
	Cdr	ns	<.001	ns	.016	.032, +	.061
	1SG	.044, -	.037	.002, +	.089	ns	.041
	Self	ns	.019	ns	.006	ns	.023
Shows respect for Soldiers	Peers	ns	.006	.004, +	.070	ns	.040
	Cdr	ns	<.001	.044, +	.038	ns	.002
	1SG	.019, -	.050	<.001, +	.197	ns	.019
	Self	.038, +	.038	ns	.014	ns	.016
Control Emotions	Peers	ns	.001	ns	.019	ns	.048
	Cdr	ns	.006	ns	.032	ns	.046
	1SG	ns	.011	.003, +	.076	ns	.026
	Self	ns	.003	ns	<.001	.012	.078
Adapt to Change	Peers	ns	.029	ns	.008	.004, +	.092
	Cdr	ns	<.001	ns	.001	ns	.018
	1SG	.043, -	.037	.004, +	.074	ns	.043
	Self	ns	.027	ns	<.001	ns	.031
Manage differences of opinion	Peers	.010, -	.057	.006, +	.064	.054, +	.050
	Cdr	ns	.003	ns	<.001	ns	.035
	1SG	.028, -	.044	.031, +	.043	ns	.045
	Self	ns	.030	ns	.005	ns	.021
Handle potentially volatile situations	Peers	ns	.031	ns	.025	.004, +	.091
	Cdr	ns	<.001	.054, +	.039	ns	.019
	1SG	.001, -	.103	.002, +	.093	.001, +	.137
	Self	ns	<.001	ns	.003	ns	.007
Relate to and work well with peers	Peers	ns	.027	ns	.010	.010, +	.079
	Cdr	ns	.002	ns	.017	.047, +	.058
	1SG	.010, -	.059	.026, +	.045	.046, +	.055
	Self	ns	.005	ns	.015	ns	.034
Tolerance of diverse cultural & social backgrounds	Peers	.011, -	.056	.042, +	.036	.021, +	.066
	Cdr	ns	.003	ns	.005	ns	.038
	1SG	.022, -	.048	.020, +	.050	ns	.040
	Self	ns	.005	.031, +	.041	ns	.036
Work well with persons of differing cultural & social backgrounds	Peers	.040, -	.037	.016, +	.041	.016, +	.071
	Cdr	ns	.007	ns	.006	ns	.029
	1SG	.034, -	.042	ns	.034	ns	.031
	Self	ns	.009	ns	.018	ns	.032

		Predictor					
		Promotion Timing		Age		Rank	
	Rater	p-value	η_p^2	p-value	η_p^2	p-value	η_p^2
Perform well in mixed-gender environment	Peers	ns	.020	ns	.026	.038, +	.059
	Cdr	ns	.010	ns	.005	ns	.012
	1SG	ns	.021	ns	.038	ns	.068
	Self	ns	.002	ns	.009	ns	.016
Concerned about Soldier Welfare	Peers	.026, -	.043	<.001, +	.131	ns	.041
	Cdr	ns	.012	.016, +	.055	ns	.026
	1SG	.026, -	.046	.001, +	.102	ns	.017
	Self	ns	.016	ns	.016	ns	.001
Behave in accordance with ethical standards	Peers	ns	.026	.003, +	.077	.033, +	.059
	Cdr	ns	.011	.004, +	.076	ns	.004
	1SG	ns	.025	.003, +	.077	ns	.013
	Self	ns	.009	ns	.001	ns	.008
Behave consistent with Army Values	Peers	ns	.029	.012, +	.055	.001, +	.117
	Cdr	ns	.007	.040, +	.039	ns	.010
	1SG	.031, -	.043	<.001, +	.112	ns	.013
	Self	ns	.001	ns	.020	.033	.058
Strong Work Ethic	Peers	.003, -	.076	ns	.027	.001, +	.118
	Cdr	ns	.021	ns	.013	ns	.041
	1SG	.029, -	.044	.021, +	.050	ns	.024
	Self	ns	<.001	.009	.058	ns	.040
Accept responsibility for Army rules and regulations	Peers	.020, -	.047	.024, +	.044	.002, +	.102
	Cdr	ns	<.001	ns	.014	.034, +	.062
	1SG	ns	.024	.009, +	.062	ns	.012
	Self	ns	.003	ns	.004	ns	.005
Takes responsibility for implementing Unit policies	Peers	.014, -	.052	.007, +	.063	.004, +	.093
	Cdr	ns	.004	ns	.031	ns	.045
	1SG	.011, -	.060	.001, +	.098	.047, +	.057
	Self	ns	<.001	ns	.013	ns	.037
Shows initiative and effort performing Drill Sergeant duties	Peers	.001, -	.099	.039, +	.037	<.001, +	.194
	Cdr	ns	.025	ns	.001	.008, +	.089
	1SG	.020, -	.050	.011, +	.060	ns	.035
	Self	ns	.002	ns	<.001	ns	.004

Appendix R

Effect of Promotion Timing and MOS Division on Specific BARS Domain DS Performance Ratings

Table R.

DS Performance Ratings by Promotion Timing and MOS Division for all DS Domains

	Rater	Division	Promotion Timing	Inter-action	MFD	OSE	FS	n MFD	n OSE	n FS
Performing Drill & Ceremony	Peers	.050	ns	ns	6.94_{a}	6.66_{a}	6.37_{a}	60	40	18
	Cdr	ns	ns	ns	6.69	6.91	6.71	49	35	17
	1SG	ns	ns	ns	6.93	6.76	6.61	54	38	18
	Self	ns	ns	ns	7.20	7.18	7.35	60	40	17
Train Drill & Ceremony	Peers	ns	ns	.040	6.88_{a}	6.58_{a}	6.25_{a}	60	40	18
	Cdr	ns	ns	ns	6.64	7.03	6.67	50	34	15
	1SG	ns	ns	ns	6.74	6.78	6.56	53	37	18
	Self	ns	ns	ns	6.97	6.92	7.18	60	40	17
Physically Fit	Peers	ns	ns	ns	6.80	6.94	7.01	60	40	18
	Cdr	.047	ns	ns	6.61_{a}	7.48_{a}	7.00_{a}	56	40	18
	1SG	ns	ns	ns	6.86	7.43	7.22	56	40	18
	Self	ns	ns	ns	6.78	7.12	7.59	60	40	17
Conduct Physical Fitness Training	Peers	ns	ns	ns	7.08	6.96	6.91	60	40	18
	Cdr	ns	ns	ns	7.11_{a}	7.61_{a}	6.88	53	38	17
	1SG	ns	ns	ns	6.95	7.22	7.39	55	40	18
	Self	ns	ns	ns	7.36	7.60	8.00	59	40	17
Performing Combatives	Peers	.001	ns	ns	6.85_{a}	6.51_{a}	5.40	60	38	17
	Cdr	.001	ns	ns	6.85_{a}	6.79_{a}	4.56	41	29	9
	1SG	ns	ns	ns	6.56	6.93	6.42	48	28	12
	Self	ns	ns	ns	6.37	6.37	5.65	60	40	17
Training Combatives	Peers	.005	ns	ns	6.82_{a}	6.51_{a}	5.48	60	38	17
	Cdr	<.001	ns	ns	6.90_{a}	6.57_{a}	4.60	42	28	10
	1SG	ns	ns	ns	6.73	6.45	6.60	51	31	15
	Self	.010	ns	ns	6.88_{a}	6.23_{ab}	5.61_{b}	58	39	18
Performing Warrior Tasks	Peers	<.001	ns	ns	7.28_{a}	6.64_{b}	5.71_{c}	60	40	18
	Cdr	ns	ns	ns	7.04	6.92	6.27	53	38	15
	1SG	.038	ns	.050	7.08_{a}	6.52_{a}	6.08_{a}	53	40	18
	Self	.002	ns	ns	7.69_{a}	7.10_{ab}	6.61_{b}	58	39	18
Training Warrior Tasks	Peers	<.001	ns	ns	7.29_{a}	6.62_{b}	5.77_{c}	60	40	18
	Cdr	ns	ns	ns	6.84	6.78	5.88	51	37	16
	1SG	ns	ns	ns	7.05	6.58	6.44	55	40	18
	Self	.023	ns	ns	7.52_{a}	7.08_{ab}	6.67_{b}	58	39	18
Performing BRM	Peers	<.001	ns	ns	7.50	6.66_{a}	5.93_{a}	59	40	18
	Cdr	.006	ns	ns	7.30_{a}	7.52_{a}	5.90	44	29	10
	1SG	ns	ns	ns	7.25	7.03	6.53	51	33	17
	Self	ns	ns	ns	8.02	7.79	7.83	58	39	18
Training BRM	Peers	<.001	ns	ns	7.53	6.64_{a}	6.20_{a}	58	40	18
	Cdr	.051	ns	ns	7.08_{a}	7.19_{a}	6.24_{a}	49	31	17
	1SG	ns	ns	ns	7.17	7.00	6.67	52	34	18
	Self	ns	ns	ns	7.95	7.77	7.67	58	39	18
Performing Urban Operations	Peers	<.001	ns	ns	7.29_{a}	6.34_{b}	5.21_{c}	59	40	18
	Cdr	ns	ns	ns	6.67	6.19	5.23	43	31	13
	1SG	ns	ns	ns	6.76	6.42	5.44	50	33	16

	Rater	Division	Promotion Timing	Inter-action	MFD	OSE	FS	n MFD	n OSE	n FS
	Self	<.001	ns	ns	7.80_{a}	7.12_{b}	5.83_{c}	59	40	18
Training Urban Operations	Peers	<.001	ns	ns	7.27_{a}	6.33_{b}	5.08_{c}	59	40	18
	Cdr	ns	.043, -	ns	6.50	6.13	5.25	44	32	12
	1SG	ns	ns	ns	6.75	6.26	5.65	52	34	17
	Self	<.001	ns	ns	7.63_{a}	6.98_{a}	5.78	60	40	18
Performing Battle Drills	Peers	<.001	ns	ns	7.40_{a}	6.35_{b}	5.42_{c}	60	40	18
	Cdr	.020	ns	ns	6.98_{a}	6.73_{ab}	5.67_{b}	49	37	15
	1SG	ns	ns	ns	7.06	6.50	5.94	53	36	18
	Self	<.001	ns	ns	7.97	7.20_{a}	6.67_{a}	60	40	18
Training Battle Drills	Peers	<.001	ns	ns	7.26_{a}	6.39_{b}	5.40_{c}	60	40	18
	Cdr	.051	ns	ns	6.80_{a}	6.63_{ab}	5.69_{b}	50	38	16
	1SG	ns	.027, -	ns	6.94	6.45	5.94	54	38	18
	Self	<.001	ns	ns	7.95	7.20_{a}	6.72_{a}	60	40	18
Performing CLS	Peers	<.001	.052, -	ns	7.18_{a}	6.74_{ab}	6.21_{b}	60	40	18
	Cdr	.050	ns	ns	6.76_{ab}	7.28_{a}	5.50_{b}	38	18	4
	1SG	ns	ns	ns	6.78	6.89	6.92	46	28	13
	Self	ns	ns	.030	7.29_{a}	7.61_{a}	7.43_{a}	60	40	18
Training CLS	Peers	.002	ns	ns	7.08_{a}	6.74_{a}	6.04	60	40	18
	Cdr	ns	ns	ns	6.60	7.12	5.75	35	17	4
	1SG	ns	ns	ns	6.73	6.64	7.00	49	25	14
	Self	ns	ns	ns	7.25	7.38	7.39	60	40	18
Follow Safety Guidelines	Peers	.048	ns	ns	7.33_{a}	7.09_{a}	6.99_{a}	60	40	18
	Cdr	ns	ns	ns	6.60	7.10	7.06	53	39	18
	1SG	ns	ns	ns	6.96	7.26	7.61	56	39	18
	Self	ns	ns	ns	7.47	7.77	7.94	60	40	18
Correct Soldier Performance	Peers	.001	ns	.008	7.16	6.52_{a}	5.94_{a}	60	40	18
	Cdr	ns	ns	ns	6.43	6.69	6.78	53	39	18
	1SG	.043	ns	.013	6.65_{ab}	7.07_{a}	5.71_{b}	56	40	18
	Self	ns	.008, +	ns	7.57	7.92	8.00	60	40	18
Discipline Soldiers	Peers	<.001	ns	.025	7.05	6.33_{a}	5.71_{a}	60	40	18
	Cdr	ns	ns	ns	6.49	6.56	6.61	53	39	18
	1SG	ns	ns	ns	6.64	6.65	6.22	56	40	18
	Self	ns	ns	ns	7.35	7.70	7.94	60	40	18
Counsel Soldiers	Peers	.011	ns	ns	7.00_{a}	6.56_{a}	6.32_{a}	60	40	18
	Cdr	ns	ns	ns	6.25	6.12	6.00	44	32	15
	1SG	ns	ns	ns	6.29	6.43	6.67	52	37	18
	Self	.024	ns	ns	6.90_{a}	7.52_{ab}	7.78_{b}	60	40	18
Set example re: personal appearance	Peers	ns	ns	ns	7.30	7.05	7.06	60	40	18
	Cdr	ns	ns	ns	7.36	7.67	7.67	56	39	18
	1SG	ns	ns	ns	7.00	7.50	7.44	56	40	18
	Self	ns	ns	ns	7.82	8.10	8.11	60	40	18
Set example re: military bearing	Peers	.008	ns	.018	7.27_{a}	6.95_{ab}	6.40_{b}	60	40	18
	Cdr	ns	ns	ns	7.43	7.25	7.11	56	40	18
	1SG	ns	ns	ns	6.93	7.15	7.22	56	40	18
	Self	ns	.003, +	ns	7.59	8.00	8.06	58	39	18

	Rater	Division	Promotion Timing	Inter-action	MFD	OSE	FS	n MFD	n OSE	n FS
Shows respect for Soldiers	Peers	.006	ns	ns	6.96_{a}	6.45_{b}	6.42_{ab}	60	40	18
	Cdr	ns	ns	ns	6.66	6.31	6.89	53	39	18
	1SG	ns	ns	ns	6.54	6.60	6.83	56	40	18
	Self	ns	<.001, +	ns	7.00	7.31	7.44	58	39	18
Control Emotions	Peers	<.001	.047, +	ns	7.07	6.32_{a}	5.99_{a}	60	40	18
	Cdr	.047	.023, +	ns	6.95_{a}	6.20_{a}	6.06_{a}	55	40	18
	1SG	ns	ns	ns	6.78	6.65	6.00	55	40	18
	Self	ns	.012, +	ns	7.03	6.95	6.89	58	39	18
Adapt to Change	Peers	.002	ns	ns	8.13_{a}	7.60_{ab}	6.85_{b}	60	40	18
	Cdr	ns	ns	ns	6.53	6.28	6.22	53	39	18
	1SG	ns	ns	ns	6.64	6.31	5.78	56	39	18
	Self	.039	.023, +	ns	7.33_{a}	7.46_{a}	6.67_{a}	58	39	18
Manage differences of opinion	Peers	.006	ns	ns	7.77_{a}	7.32_{ab}	6.67_{b}	60	40	18
	Cdr	ns	ns	ns	6.48	6.44	5.78	50	34	18
	1SG	.015	ns	ns	6.54_{a}	6.63_{a}	5.56_{a}	56	38	18
	Self	ns	.004, +	ns	6.86	7.00	6.56	58	39	18
Handle potentially volatile situations	Peers	<.001	ns	ns	7.09	6.49_{a}	5.85_{a}	60	40	18
	Cdr	ns	ns	ns	6.57	6.20	6.06	47	35	16
	1SG	.023	ns	ns	6.85_{a}	6.68_{ab}	5.89_{b}	52	38	18
	Self	ns	ns	ns	7.45	7.26	7.11	58	38	18
Relate to and work well with peers	Peers	.001	ns	ns	7.27_{a}	6.72_{ab}	6.09_{b}	60	40	18
	Cdr	ns	ns	ns	7.08	6.37	6.61	51	38	18
	1SG	ns	ns	ns	6.89	6.85	6.33	56	40	18
	Self	ns	.032, +	ns	7.62	7.33	7.33	60	39	18
Tolerance of diverse cultural & social backgrounds	Peers	ns	ns	ns	7.58	7.61	7.17	60	40	18
	Cdr	ns	ns	ns	7.51	7.54	7.89	51	37	18
	1SG	ns	ns	ns	7.46	7.41	8.11	54	39	18
	Self	ns	ns	ns	7.73	7.74	7.67	60	39	18
Work well with persons of differing cultural & social backgrounds	Peers	.025	ns	ns	7.69_{a}	7.70_{a}	7.28	60	40	18
	Cdr	ns	ns	ns	7.61	7.34	7.78	51	38	18
	1SG	ns	ns	ns	7.65	7.49	7.89	54	39	18
	Self	ns	ns	ns	7.98	7.82	8.22	59	40	18
Perform well in mixed-gender environment	Peers	ns	ns	ns	7.33	7.50	7.10	55	40	18
	Cdr	ns	ns	ns	7.11	7.32	7.25	45	37	16
	1SG	ns	ns	ns	7.44	7.53	7.71	36	36	17
	Self	<.001	ns	ns	6.42	7.85_{a}	7.56_{a}	55	40	18
Concerned about Soldier Welfare	Peers	ns	ns	ns	7.29	7.08	6.95	60	40	18
	Cdr	ns	ns	ns	7.25	6.95	6.78	52	38	18
	1SG	ns	ns	ns	7.21	7.31	8.00	53	39	18
	Self	ns	.036, +	ns	7.62	7.90	7.61	60	40	18
Behave in accordance with ethical standards	Peers	<.001	ns	ns	7.39_{a}	7.04_{ab}	6.51_{b}	60	40	18
	Cdr	ns	ns	ns	7.15	6.77	7.50	55	39	18
	1SG	ns	ns	.020	7.13_{a}	6.95_{a}	6.87_{a}	54	40	18
	Self	ns	ns	ns	7.15	7.38	7.83	60	40	18
Behave consistent with Army Values	Peers	<.001	ns	.031	7.56_{a}	7.18_{a}	6.53	60	40	18
	Cdr	ns	ns	ns	7.45	7.20	7.56	55	40	18
	1SG	ns	ns	ns	7.46	7.25	7.67	54	40	18
	Self	ns	.040	ns	7.78	8.08	7.72	60	40	18

	Rater	Division	Promotion Timing	Inter-action	MFD	OSE	FS	n MFD	n OSE	n FS
	Peers	.032	ns	ns	7.22_{a}	6.91_{a}	6.54_{a}	60	40	18
Strong Work	Cdr	ns	ns	ns	7.34	7.28	7.50	53	39	18
Ethic	1SG	ns	ns	ns	7.04	7.30	7.61	55	37	18
	Self	ns	ns	ns	7.58	7.68	8.06	60	40	18
Accept	Peers	.005	ns	ns	7.30_{a}	7.09_{ab}	6.65_{b}	60	40	18
responsibility for	Cdr	ns	ns	ns	7.17	6.97	7.33	53	39	18
Army rules and	1SG	ns	ns	ns	7.16	7.16	7.44	56	37	18
regulations	Self	ns	ns	ns	7.35	7.65	7.39	60	40	18
Takes	Peers	.011	ns	ns	7.26_{a}	7.11_{ab}	6.67_{b}	60	40	18
responsibility for	Cdr	ns	ns	ns	6.85	7.00	7.28	52	39	18
implementing	1SG	ns	ns	ns	6.93	7.11	7.28	56	36	18
Unit policies	Self	ns	ns	ns	7.40	7.63	7.89	60	40	18
Shows initiative	Peers	.002	ns	ns	7.37_{a}	6.88_{ab}	6.37_{b}	60	40	18
and effort	Cdr	ns	ns	ns	6.96	7.41	7.00	52	39	18
performing Drill	1SG	ns	ns	ns	7.16	7.19	7.56	56	37	18
Sergeant duties	Self	ns	ns	ns	7.58	7.87	7.89	60	40	18

Appendix S
Promotion Timing and MOS Interactions on Specific BARS Domain Performance Ratings

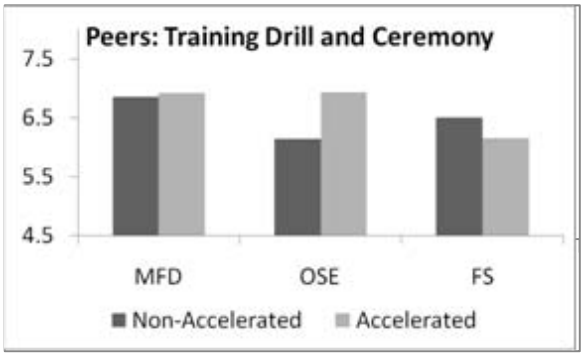

Figure 1. OSE Division accelerated DSs were rated by their Peers as significantly higher than OSE nonaccelerated DSs. No comparisons within promotion status or within MOS division reached conventional levels of statistical significance.

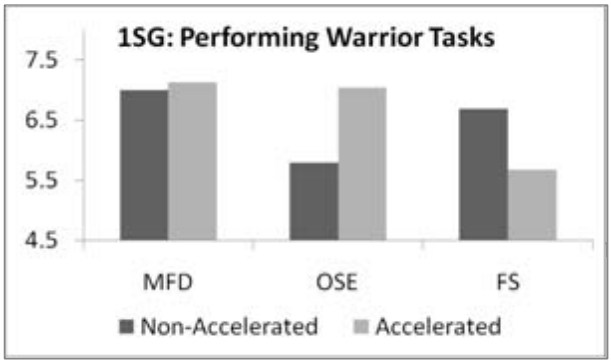

Figure 2. Normally promoted DSs in the MFD MOS Division were rated significantly higher than the normally promoted OSE DSs. Accelerated MFD and OSE DSs do not differ from one another but were rated significantly higher than the accelerated FS DSs by their 1SGS. No other comparisons within MOS division or within promotion status were significant.

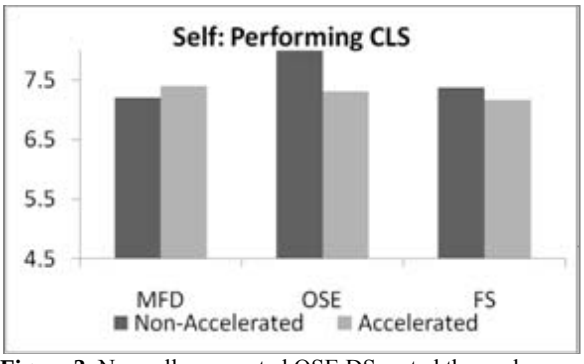

Figure 3. Normally promoted OSE DSs rated themselves significantly higher on ability to perform Combat Lifesaver Skills than normally promoted MFD DSs. Within MOS division, promotion status did not affect self-assessment of ability to perform CLS. No other comparisons within MOS division or within promotion status were significant.

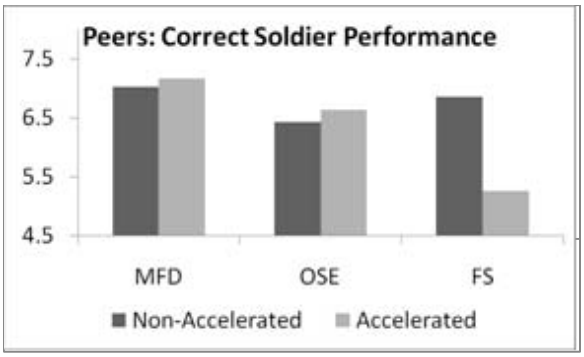

Figure 4 . Accelerated FS DSs were rated significanly lower by their peers on ability to correct Soldier performance than accelerated MFD and accelerated OSE DSs. Accelerated FS DSs were also rated significantly lower than normally promoted FS DSs. No other comparisons within MOS division or within promotion status were significant.

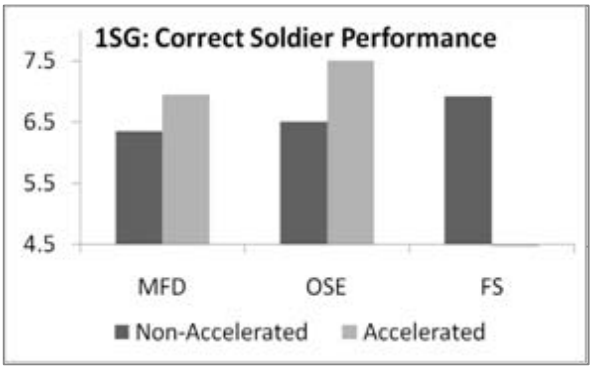

Figure 5. Accelerated FS DSs were rated significanly lower by their 1SGs on ability to correct Soldier performance than accelerated MFD and accelerated OSE DSs. Accelerated FS DSs were also rated significantly lower than normally promoted FS DSs. No other comparisons within MOS division or within promotion status were significant.

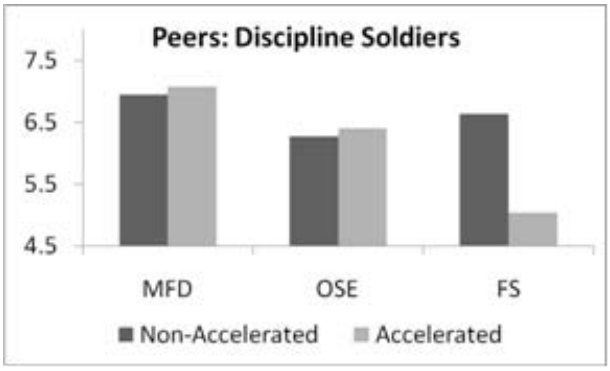

Figure 6. Accelerated FS DSs were rated significanly lower by their peers on ability to discipline Soldiers than accelerated MFD and accelerated OSE DSs. Accelerated FS DSs were also rated significantly lower than normally promoted FS DSs. No other comparisons within MOS division or within promotion status were significant.

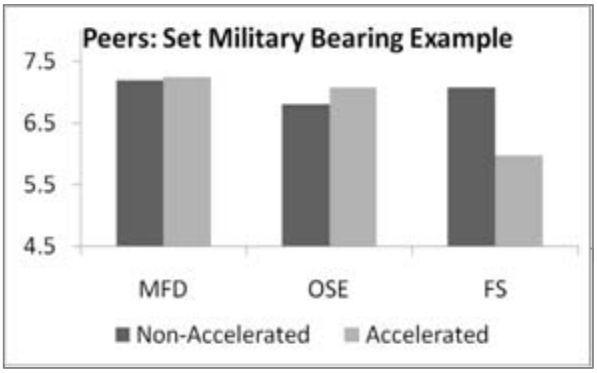

Figure 7. Accelerated FS DSs were rated significanly lower by their peers on ability to set an example regarding military bearing than accelerated MFD and accelerated OSE DSs. Accelerated FS DSs were also rated significantly lower than normally promoted FS DSs. No other comparisons within MOS division or within promotion status were significant.

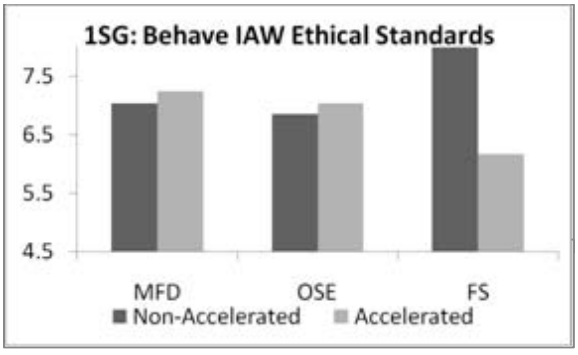

Figure 8. Normally promoted FS DSs were rated significantly higher than normally promoted MFD and OSE DSs on behaving in accordance with ethical standards. Differences between normally promoted and accelerated promotion DSs were found only for FS MOS Division. No other comparisons within MOS division or within promotion status were significant.

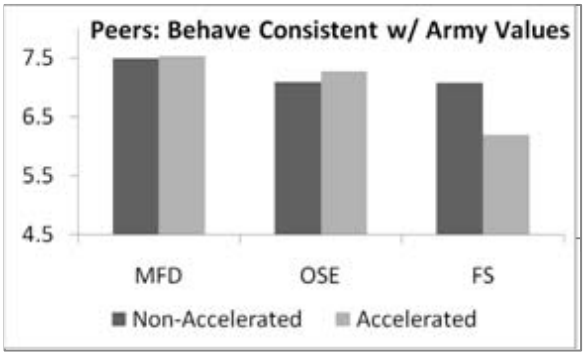

Figure 9. Accelerated FS DSs were rated significanly lower by their peers on behaving consistently with Army values than accelerated MFD and accelerated OSE DSs. Accelerated FS DSs were also rated significantly lower than normally promoted FS DSs. No other comparisons within MOS division or within promotion status were significant.

Appendix T
Additional Leader Interview Question Responses

Table T.1
Do the behaviors described on the survey portray an accurate description of DS Attributes?

Response	% of responses (n = 57)
Yes	84%
Adequate	11%
Ratings should be on how DS train not perform	5%

Table T.2
How are you tracking Drill Sergeant development and performance?

Method	% of responses (n = 67)
Counseling	36%
Certification	28%
NCOPD	13%
Schools	10%
DS/ Soldier Performance	7%
Bn Program	4%

Table T.3
How do you determine which DSs deserve special recognition for their performance?

Method	% of responses (n = 54)
Drill Sergeant of the Cycle	85%
Honor Platoon	15%

Table T.4
How frequently have your DSs been recognized for excellent performance during your tenure?

Response	% of responses (n= 59)
Frequently	56%
Seldom	24%
Never	20%

Table T.5
Which tasks are taught primarily by a subgroup of DSs?

Task	% of responses (n = 85)
BRM	26%
Battle Drills	19%
All Tasks	16%
First Aid	9%
ARM	8%
Physical Fitness	7%
Combatives	5%
Land Navigation	4%
Urban Operations	4%
Weapons	2%

Table T.6
What Individual tasks are taught by committee?

Task	% of responses (n= 158)
CLS	23%
Communication	15%
CBRN	12%
Hand Grenades	9%
EO/POSH/SAPRP/ASAP/LEGAL	9%
US Weapons	8%
Land Navigation	6%
MP Specific Tasks	6%
Confidence Tower	4%
ARM	4%
US Mines	3%

Appendix U
Interview Responses for Commanders and 1SGs Separately

N= number of responses.

Table U.1

Do the behaviors described on the survey portray an accurate description of Drill Sergeant Attributes?

	CDR *(n = 29*	1SG *(n = 28)*
Yes	86%	82%
Adequate	10%	11%
Ratings should be on how DS train not perform	3%	7%

Table U.2.

What additional behaviors would you add / delete?

Response	Cdr (*n = 27*)	% of responses	1SG (*n = 26*)	% of responses
Delete – CLS		15%	Add – question about stressors (Financial/Family/Long hours/etc)	15%
Leave as is/none		15%	Leave as is/none	12%
Delete – Drill and Ceremony		7%	Modify – Counseling Questions	12%
Add – question about stressors (Financial/Family/Long hours/etc)		7%	Delete – Drill and Ceremony	8%
Add – Maturity		7%	Add – dependability/Flexibility	8%
Add – Communication Skills		4%	Add – Communication Skills	8%
Modify – Counseling Questions		4%	Add – ARM	4%
Add – ability to go from authoritative figure to teach, coach, mentor		4%	Add – in questions about MOS especially for OSUT	4%
Add – how well they display initiative		4%	Add – initiative	4%
Add – subjectively assessed leadership traits, e.g. would you follow them, trust them, individual ethics		4%	Add – time management, multi tasking	4%
Add – areas focusing on the Army Values (Loyalty, Duty, Respect, Selfless service Honor, Integrity, Personal Courage.		4%	Add – NCO leadership attributes and ability to teach, coach, and mentor	4%
Add – critical thinking with anchors based on consideration of multiple perspectives and information to reach a sound decision within the Cdrs intent and guidance		4%	Add – question focusing on garrison time; focus on those experiences vs. all wartime service	4%
Add – question on ability or knowledge to conduct opportunity training		4%	Add – how well do the other DSs like to work with the rated DS	4%
Add – a question that describes the —awness" of a Drill Sergeant		4%	Add – Maturity	4%
Add – common Soldier task knowledge/ability to train		4%	Delete – CLS	4%
Add – an open ended questions that states _What are the DS strengths and weaknesses‘		4%	Delete – –Relate to and work with peers" – not an issue any longer, especially in MPs (cross gender)	4%
Delete – combatives – how does it relate to accelerated promotion? Doesn‘t see the correlation		4%		
Delete – Urban Operations – due to pending changes under DCG-IMT		4%		

Table U.3
How would you best describe a "Good" Drill Sergeant? (n = number of responses)

CDR *(n = 101)*		1SG *(n = 118)*	
Attribute	% of responses	Attribute	% of responses
Trainer	12%	Professional	11%
Physically Fit	10%	Communicator	10%
WTBD/SL1 Expert	10%	Trainer	8%
Professional	6%	Physically fit	8%
Adaptable	5%	Cares for Soldiers	8%
Cares for Soldiers	5%	Experienced (Military)	8%
Communicator	5%	WTBD/SL1 Expert	7%
Experienced (Military)	5%	Confident	5%
Ability to Motivate	5%	Good NCO	4%
Disciplinarian	4%	Teacher, Coach, Mentor	4%
Initiative	4%	Emotionally stable	4%
Good NCO	4%	Maturity	3%
Teacher, Coach, Mentor	4%	Disciplinarian	3%
Flexible (Switch Hats)	4%	Dependable	3%
Maturity	3%	Appearance/image	3%
Appearance/image	3%	Initiative	3%
Self-reliant	3%	Adaptable	2%
Confident	3%	Ability to Motivate	2%
Dependable	2%	Self-reliant	2%
Safety conscious	2%	Safety conscious	1%
Emotionally stable	2%	Flexible (Switch Hats)	1%

Table U.4
What primary attributes did you focus on to rank order these Drill Sergeants the way you did?

CDR *(n = 56)*		1SG *(n = 51)*	
Attribute	% of responses	Attribute	% of responses
Training	23%	Training	20%
Soldier Interactions and Performance	14%	Experience as DS	14%
SL1	11%	Physical Fitness	12%
Initiative	9%	Soldier Interactions and Performance	12%
Job Performance	7%	NCO First	10%
Physical Fitness	7%	Job Performance	8%
Experience as DS	7%	Maturity	8%
NCO First	7%	SL1	8%
Work Ethic	7%	Work Ethic	6%
Maturity	4%	Initiative	4%
Professionalism	4%	Professionalism	0%

Table U.5
Why did you focus on the noted attributes to make the rankings that you did?

CDR *(n = 27)*		1SG *(n = 25)*	
Training Focus	44%	NCO Attributes	36%
Essential Attributes	26%	Training Focus	28%
Behavior Modeling	15%	Essential Attributes	24%
NCO Attributes	15%	Behavior Modeling	12%

Table U.6
To what level are new Drill Sergeants meeting your expectations?

CDR *(n =30)*		1SG *(n =30)*	
Most	30%	Most	40%
Half	27%	Product of before DSS	23%
Product of before DSS	23%	Few	13%
Few	7%	Lacking Physical Fitness	10%
Cannot evaluate	7%	Half	10%
Lacking Physical Fitness	3%	Cannot evaluate	3%
No comment	3%	No comment	0%

Table U.7
Based on what evidence or measures?

CDR *(n = 26)*		1SG *(n = 27)*	
Personal Observations	88%	Personal Observations	85%
Newer vs. Older DS Comparison	4%	Recertification during Cycle Break	4%
Looking at Enlisted Records Brief	4%	Semi-Annual APFT	4%
Soldiers Performance in Training	4%	Initial diagnostic APFT and following weigh-in	4%
Recertification during Cycle Break	0%	As they enter, what questions they ask (more concerned about time off than learning job)	4%
Semi-Annual APFT	0%	Newer vs. Older DS Comparison	0%
Initial diagnostic APFT and following weigh-in	0%	Looking at Enlisted Records Brief	0%
As they enter, what questions they ask (more concerned about time off than learning job)	0%	Soldiers Performance in Training	0%

Table U.8
Exactly, what do you expect of a newly assigned DS fresh from Drill Sergeant School?

CDR *(n = 66)*		1SG *(n = 72)*	
IET tasks/SL1/WTBD Proficiency	24%	IET tasks/SL1/WTBD Proficiency	25%
Ability to teach and diagnose	20%	Physically Fit	17%
Tangibles (problem solving, Observation skills, DS Motivation)	12%	Drill and Ceremony Skills (not only knowledge)	14%
Intangibles (Empathetic/Flexible/adaptable)	11%	Ability to teach and diagnose	10%
BRM skills	8%	Intangibles (Empathetic/Flexible/Adaptable)	10%
Physically Fit	6%	Tangibles (problem solving, Observation skills, DS Motivation)	8%
Drill and Ceremony Skills (not only knowledge)	5%	BRM skills	6%
Know TRADOC 350-6	5%	Disciplinarian	4%
Counseling Skills	3%	Communication Skills	3%
Communication Skills	3%	Counseling Skills	1%
Disciplinarian	3%	Combatives Skills	1%
Combatives Skills	2%	Know TRADOC 350-6	1%

Table U.9
How are you tracking Drill Sergeant development and performance?

CDR *(n = 29)*			1SG *(n = 38)*
Certification	34%	Counseling	42%
Counseling	28%	Certification	24%
Bn Program	14%	NCOPD	16%
Schools	10%	Schools	16%
DS/ Soldier Performance	10%	Bn Program	3%
NCOPD	3%	DS/ Soldier Performance	0%

Table U.3
How do you determine which DSs deserve special recognition for their performance?

CDR *(n = 23)*		1SG *(n = 31)*	
DSOC	87%	DSOC	84%
Honor Platoon	13%	Honor Platoon	16%

Table U.10
How frequently have your DSs been recognized for excellent performance during your tenure?

CDR *(n = 28)*		1SG *(n = 31)*	
Never	46%	Never	65%
Seldom	32%	Frequently	19%
Frequently	21%	Seldom	16%

Table U.11
What disciplinary actions have you taken against your Drill Sergeants since taking command?

CDR *(n = 43)*		1SG *(n = 36)*	
Formal Counseling	28%	Formal Counseling	33%
Informal Counseling	23%	Informal Counseling	25%
Letter of Reprimand	21%	Letter of Concern	17%
Letter of Concern	12%	Letter of Reprimand	11%
Removal from DSP	9%	Removal from DSP	6%
ART 15	5%	FLAG	6%
FLAG	2%	Court Martial	3%
Court Martial	0%	ART 15	0%

Table U.12
What do you believe are the most significant factors contributing to these disciplinary actions having to be taken?

CDR *(n = 27)*		1SG *(n = 21)*	
Maturity	26%	Personal Habits	33%
Fatigue	15%	Maturity	14%
Laziness	15%	Fatigue	14%
Didn‘t know they were in the wrong	15%	Emotions	10%
Personal Habits	11%	Insubordination	10%
Emotions	7%	Lack of Judgment/Decision Making	10%
Lack of Judgment/Decision Making	7%	Laziness	5%
Insubordination	4%	Didn‘t know they were in the wrong	5%

Table U.13
What Individual tasks are taught by committee?

CDR *(n = 77)*		1SG *(n = 81)*	
CLS	22%	CLS	25%
CBRN	13%	Communication	17%
Communication	12%	CBRN	11%
Hand Grenades	12%	EO/POSH/SAPRP/ASAP/LEGAL	10%
EO/POSH/SAPRP/ASAP/LEGAL	9%	US Weapons	9%
Land Navigation	6%	Hand Grenades	7%
US Weapons	6%	Land Navigation	6%
MP Specific Tasks	6%	MP Specific Tasks	6%
Confidence Tower	5%	US Mines	4%
ARM	5%	Confidence Tower	2%
US Mines	3%	ARM	2%

Table U.14
Which Drill Sergeants teach the most tasks?

CDR *(n = 29)*		1SG *(n = 35)*	
All	48%	All	43%
Same	28%	Same	26%
SME	17%	SME	17%
Mixture	7%	Mixture	14%

Table U.15
What are those tasks?

CDR *(n = 40)*		1SG *(n = 45)*	
BRM	28%	BRM	24%
1st Aid	23%	Battle Drills	16%
Urban Operations	18%	All Tasks	16%
All Tasks	10%	ARM	9%
Battle Drills	8%	1st Aid	9%
ARM	5%	Physical Fitness	9%
Physical Fitness	5%	Urban Operations	7%
Land Navigation	5%	Combatives	4%
Combatives	0%	Weapons	4%
Weapons	0%	Land Navigation	2%

Table U.16.
How did these DSs come to have a higher teaching load than their peers?

CDR *(n = 15)*		1SG *(n = 15)*	
Experience	40%	Proficiency	33%
Proficiency	27%	Experience	27%
Volunteered	20%	Selected	20%
MOS	7%	Volunteered	20%
Selected	7%	MOS	0%

Table U.17.
What are those Drill Sergeants"MOSs?

CDR *(n = 21)*		1SG *(n = 25)*	
No Difference	48%	MFD	44%
MFD	38%	OSE	28%
OSE	14%	No Difference	28%