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

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

INDIVIDUAL TRAINING AND SKILL EVALUATION TECHNICAL AREA

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

February 1978
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J. E. UHLANER
Technical Director

W. C. MAUS
COL, GS
Commander

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Research Problem Review 77-9

[ART-RES PROBLEM REV.-77-9]

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Claramae S. Knerr, H. David Barton,
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Hilton S. Katz, Chief
INDIVIDUAL TRAINING AND SKILL EVALUATION TECHNICAL AREA

Feb., 1978

Approved by:

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Individual Training and Performance Research Laboratory

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US Army Research Institute for the Behavioral and Social Sciences

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

The present Research Problem Review reports on an initial element of this program. ARI assisted the Army Training & Doctrine Command (TRADOC) and proponent service schools by providing data-collection instruments and a method of quality control for a pilot Basic Noncommissioned Officer Course (BNCOC) in the combat arms. After the evaluation, TRADOC implemented the course worldwide in 1977; the Infantry School is conducting an on-going evaluation of the implemented course. The research was done in support of the Enlisted Personnel Management System and TRADOC, and under Army Project W763731A770.

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

BRIEF

Requirement:

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

Research Product:

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

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

Utilization:

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

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

BACKGROUND

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

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

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

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

Phase II consists of MOS specific training in skill level 3 tasks established as critical by the service schools. Academy cadre set up individualized programs for students based on their diagnostic test results. Students train on tasks not mastered, and on tasks mastered they train fellow students. For the performance portion, each student conducts a minimum of two peer instruction sessions. Instructors monitor peer instruction to insure that student trainers have the necessary materials, are otherwise prepared to train, and training
Figure 1. Relationships of Skill Levels, Paygrade, and NCOES Course
**TABLE 1**

COMBAT ARMS MOS PARTICIPATING IN BNCOC/CA

<table>
<thead>
<tr>
<th>MOS Code</th>
<th>MOS Title</th>
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<tbody>
<tr>
<td>11A</td>
<td>Infantryman</td>
</tr>
<tr>
<td>11C</td>
<td>Indirect Fire Infantryman</td>
</tr>
<tr>
<td>11D</td>
<td>Armor Reconnaissance Specialist</td>
</tr>
<tr>
<td>11E</td>
<td>Armor Crewman</td>
</tr>
<tr>
<td>12B</td>
<td>Combat Engineer</td>
</tr>
<tr>
<td>13B</td>
<td>Field Artillery Crewman</td>
</tr>
<tr>
<td>13E</td>
<td>Fire Direction Specialist</td>
</tr>
<tr>
<td>16F</td>
<td>Fire Support Specialist</td>
</tr>
<tr>
<td>16P</td>
<td>Chaparral/Redeye Crewman</td>
</tr>
<tr>
<td>16R</td>
<td>Short Range Air Defense Artillery Crewman</td>
</tr>
</tbody>
</table>
### TABLE 2

**BNOC/CA TRAINING LOCATIONS**

<table>
<thead>
<tr>
<th>Location</th>
<th>USAREUR - CATC. VILSECK</th>
</tr>
</thead>
<tbody>
<tr>
<td>FORSCOM INSTALLATION NCOA</td>
<td></td>
</tr>
<tr>
<td>FT BRAGG</td>
<td>FT LEWIS</td>
</tr>
<tr>
<td>FT CAMPBELL</td>
<td>FT ORD</td>
</tr>
<tr>
<td>FT CARSON</td>
<td>FT POLK</td>
</tr>
<tr>
<td>FT HOOGD</td>
<td>FT RILEY</td>
</tr>
<tr>
<td>TRADOC INSTALLATION NCOA</td>
<td></td>
</tr>
<tr>
<td>FT BENNING</td>
<td>FT KNOX</td>
</tr>
<tr>
<td>FT BLISS</td>
<td></td>
</tr>
<tr>
<td>FT SILL</td>
<td></td>
</tr>
<tr>
<td>PHASE I</td>
<td>PHASE II</td>
</tr>
<tr>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>INDIVIDUAL TRAIN TO TRAIN</td>
<td>TRAIN IN MOS CRITICAL TASKS USING TECHNIQUES ACQUIRED IN PHASE I</td>
</tr>
<tr>
<td>PRE-</td>
<td>11B INFANTRYMAN</td>
</tr>
<tr>
<td>TESTING</td>
<td>11C INDIRECT FIRE INFANTRYMAN</td>
</tr>
<tr>
<td>-AND-</td>
<td>11D ARMOR RECONNAISSANCE SPECIALIST</td>
</tr>
<tr>
<td>CONDUCT OF PERFORMANCE ORIENTED TRAINING</td>
<td>11E ARMOR CREWMAN</td>
</tr>
<tr>
<td>(USE OF TRAINING MATERIALS, TECHNIQUES AND DEVICES)</td>
<td>12B COMBAT ENGINEER</td>
</tr>
<tr>
<td></td>
<td>13B FIELD ARTILLERY CREWMAN</td>
</tr>
<tr>
<td></td>
<td>13E FIRE DIRECTION SPEC</td>
</tr>
<tr>
<td></td>
<td>13F FIRE SUPPORT SPECIALIST</td>
</tr>
<tr>
<td></td>
<td>16P CHAPARRAL/PEDEYE CREWMAN</td>
</tr>
<tr>
<td></td>
<td>16R SHORT RANGE AIR DEFENSE ARTILLERY CREWMAN</td>
</tr>
<tr>
<td>1 WEEK</td>
<td>2 WEEKS</td>
</tr>
</tbody>
</table>

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

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

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

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

INSTRUMENTS

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

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

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

ARI designed the score forms to record individual performance on task elements including number of times retrained and retested. Additional forms summarize task performance data by MOS. All students used common score forms for performance training, Phase I. ARI used a common format to develop forms for six MOS of Phase II; Figure 3 shows a sample task score form for MOS 11B, Infantryman. ARI produced analogous score forms to record individual soldier's performance for several MOS (11B, 11C, 12B, 38B, 16P, and 16R). The remaining MOS did not require detailed individual score forms.

**UTILIZATION**

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

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

Remarks

Figure 3. Sample Score Form for MOS 11B
REFERENCES


APPENDIX A

BASIC NCO COURSE

Student Debriefing Form: 12B

Phase I: Pretesting and Train to Train

Name: ____________________________
Date: ____________________________

PLACE A CHECK MARK IN THE APPROPRIATE BOX:

1. Do you feel that the pre-testing helped you learn more efficiently? [YES] [NO]

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

3. Do you feel the self-paced study used in the TRAIN to TRAIN lessons was effective? [YES] [NO]

4. Did the practical exercises help you meet the performance oriented training objectives? [YES] [NO]

5. Did you find the performance oriented training block had the right amount of detail for your accomplishing the objectives? [YES] [NO]

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

5a. The training block had too much detail.

5b. The training block had too little detail.

6. Do you feel confident you can conduct performance oriented training sessions? [YES] [NO]
BASIC NCO COURSE

Student Debriefing Form: 12B

Phase II: Summary: MOS Training

Name: ___________________________

Date: ___________________________

PLACE A CHECK MARK IN THE APPROPRIATE BOX:

YES

NO

1. Do you feel that the pre-testing was used effectively? __ [ ] __ [ ]

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

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

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

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

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

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

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

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

PLACE A CHECK MARK IN THE APPROPRIATE BOX:

6. Were you always informed of the training objective at the beginning of the training blocks of instruction? YES NO

7. When you acted as a trainer, was there enough training guidance given? YES NO

8. When you acted as a trainer, were the references you were given adequate? YES NO

9. Did the different blocks of instruction on 12B tasks fit together in a logical way? YES NO

   Comment: ______________________

10. Do you feel the student-led instruction was effective in preparing you on 12B tasks? YES NO

    Comment: ______________________

11. Do you feel the performance tests accurately tested the training objectives? YES NO
BASIC NCO COURSE

Student Debriefing Form: 12B

Phase III: Collective Training

Name: __________________________

Date: __________________________

PLACE A CHECK MARK IN THE APPROPRIATE BOX:

YES    NO

1. Do you think REALTRAIN is an effective teaching tool?

Comment:

2. Do you feel that you will be an effective REALTRAIN controller when you return to your unit?

Comment:
BASIC NCO COURSE

Student Debriefing Form: 12B  Name: ___________________
General Course Evaluation  Date: ___________________

PLACE A CHECK MARK IN THE APPROPRIATE BOX:  

YES  NO

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

☐  ☐

Comment:

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

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

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

☐  ☐

Comment:

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

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

☐  ☐

What tasks?
<table>
<thead>
<tr>
<th>Task Designation</th>
<th>Will it be useful to 123 Sqd. Ldr.?</th>
<th>Does it belong in NCO Basic</th>
<th>Suggestions to improve task instruction or other comments:</th>
</tr>
</thead>
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<tr>
<td>12B-01-05 RECON. FOR ENGINEERS</td>
<td>YES</td>
<td>NO</td>
<td></td>
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<td>12B-06 BRIDGING</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>12B-07 BAILEY BRIDGE &amp; JACK DOWN</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>12B-08-09 ASSAULT RIVER CROSSING</td>
<td>YES</td>
<td>NO</td>
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<td>12B-10 LIGHT TACTICAL BRIDGE/RAFT</td>
<td>YES</td>
<td>NO</td>
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<td>12B-11-17 M476/CLASS RAFTS/BRIDGES</td>
<td>YES</td>
<td>NO</td>
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<td>12B-12-20 FIXED SPAN</td>
<td>YES</td>
<td>NO</td>
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<td>12B-21 EXPEDIENT LIFTING DEVICES</td>
<td>YES</td>
<td>NO</td>
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<td>Task Designation</td>
<td>Will it be useful to 12B Sqd. Ldr?</td>
<td>Does it belong in NCO Basic</td>
<td>Suggestions to improve task instruction or other comments</td>
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<td>12B-22 NON-EXPLOSIVE ANTI-VEH OBS</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
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<td>12B-23 BARBED WIRE ENTANGLEMENTS</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
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<td>12B-24 BILL OF MATERIALS</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
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<td>12B-25 SHELTER CONSTRUCTION</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
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<td>12B-26 HASTY HELICOPTER LZ</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
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<td>12B-27-31 EXPEDIENT ROADS &amp; REPAIRS</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
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<td>12B-32-35 RESERVED DEMOLITIONS</td>
<td>YES</td>
<td>YES</td>
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<td>12B-36-41 OBSTACLES VIA EXPLOSIVES</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
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<td>Basic NCO Course</td>
<td>Task Designation</td>
<td>Block of Tasks</td>
<td>WILL it be useful to 12B Sqn. Ltd?</td>
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<td>------------------------------------</td>
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<td></td>
<td>12B-42-43</td>
<td>BREACH/CLR NON-MINE OBS.</td>
<td>YES</td>
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<td>12B-44-48</td>
<td>STD. PATTERN MINEFIELD</td>
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<td>12B-49-51</td>
<td>INST. DETECT. NEUT. DEV.</td>
<td>YES</td>
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<td>12B-52-56</td>
<td>BREACH/CLR MINEFIELDS</td>
<td>YES</td>
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<td>HASTY PROTECT. MINEFIELD</td>
<td>YES</td>
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<td>12B-59</td>
<td>POINT MINEFIELDS</td>
<td>YES</td>
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<td></td>
<td>12B-60</td>
<td>HBC 1 REPORTS</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>12B-62</td>
<td>SQUAD DEFENSIVE OPERATION</td>
<td>YES</td>
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## Basic NCO Course

**Task Designation/Block of Tasks**

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<tr>
<th>Task Designation</th>
<th>Will it be useful to 12B Sqd. Ldr.</th>
<th>Does it belong in NCO Basic</th>
<th>Suggestions to improve task instruction or other comments:</th>
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<tbody>
<tr>
<td>12B-03A TANK KILLER TEAM OPERATION</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
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<tr>
<td>12B-01A BAILEY BRIDGES</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>12B-02A ANCHORAGE SYSTEM</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>12B-03A RIG. EXT. HELI-LIFT OPS.</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
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<td>12B-04A CALCULATIONS FOR MINEFIELD</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
</tr>
<tr>
<td>12B-05A M4T6 CLASS R &amp; B STUDY</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
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<tr>
<td>12B-06A SPEC. TERRAIN RECON.</td>
<td>YES</td>
<td>NO</td>
<td>YES</td>
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<tr>
<td>12B-07A BRIDGE DESTRUCT. GUIDELINES</td>
<td>YES</td>
<td>NO</td>
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</table>

**Name:**

**Date:**
### Basic NCO Course

**Task Designation/Block of Tasks**

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<th>Does it belong in NCO Basic</th>
<th>Suggestions to improve task instruction or other comments:</th>
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<td>12B-08A SURVIVE/ CHEM.-BIO. ENVIRON</td>
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<td>YES NO</td>
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<td>12B-09A TARGET LOCAT (POLAR/ PLOT)</td>
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<td>12B-10A DETERMIN. DIRECTION</td>
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<td>12B-11A TARGET LOCAT (KNOWN PT)</td>
<td>YES NO</td>
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</tr>
<tr>
<td>12B-12A CALL FOR FIRE</td>
<td>YES NO</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>12B-13A EQUIP. SVC. CRITERIA</td>
<td>YES NO</td>
<td>YES NO</td>
<td></td>
</tr>
<tr>
<td>12B-14A EARTHWORK ESTIMATION</td>
<td>YES NO</td>
<td>YES NO</td>
<td></td>
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</tbody>
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BASIC NCO COURSE

Trainer Debriefing Form: 12B  
Name: ________________________

Phase I: Pretesting and TRAIN to TRAIN  
Date: ________________________

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

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

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

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

Trainer Debriefing Form: 12B

Phase II: Summary: MOS Training

Name: ____________________________  Date: _______________________

PLACE A CHECK MARK IN THE APPROPRIATE BOX:

YES     NO

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

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

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

   Please circle the appropriate number:

   2a. Need to add some pre-tests.

   2b. Need to delete some pre-tests.

   Which pre-tests?

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

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

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

6. Was enough training guidance given for the student instructors?

   YES     NO
7. Were the references and training support materials adequate?

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

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

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

11. Do you feel the students actively participated in the tactical exercise training - not just going through the motions?
1. Do you think REALTRAIN is an effective teaching tool?  □ YES  □ NO
   Comments:

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

Trainer Debriefing Form: 12B

General Course Evaluation

PLACE A CHECK MARK IN THE APPROPRIATE BOX:

YES NO

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

2. Did you as a trainer have sufficient guidance, instructions, etc., for establishing and managing your course?
   If the "NO" box was checked, state below what was lacking:

3. What areas need immediate revision?

4. Were training and test time allotments fairly accurate?
   Comments:

5. Did the MOS mix create problems?
   If the "YES" box was checked, what were the problems?
BASIC NCO COURSE

Trainer Debriefing Form: 12B

Task Designation: __________________________ Date: __________________________
Principal Trainer: __________________________ Time Ended: __________________________
Location: __________________________ Time Begun: __________________________
Number of NCO Trainees: __________________________ Time Used: __________________________

PLACE A CHECK MARK IN THE APPROPRIATE BOX: YES NO

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

1. As a result of the training, did the soldiers perform the training objectives successfully, meeting or exceeding the training standards?
   If neither box was checked, circle the following statement, if it is applicable:
   Soldiers not observed for this.
   Comments:

2. Were the resources adequate to accomplish the training?
   Comments:

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

Comments:

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

Comments:

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

GOOD TRAINING POINTS:

BAD TRAINING POINTS:

7. After completing a block of instruction, informally question one or two students for comments on improving the class.

Summarize the comments:

8. Did some students use calculators? ☐ ☐

Circle the appropriate statements, if applicable:

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

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

8c. This was not observed.