



ARROYO CENTER

Innovative Leader Development

Evaluation of the U.S. Army Asymmetric Warfare
Adaptive Leader Program

Appendixes

Susan G. Straus, Michael G. Shanley, Carra S. Sims, Bryan W. Hallmark,
Anna Rosefsky Saavedra, Stoney Trent, Sean Duggan

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Preface

This report documents research and analysis conducted as part of a project entitled Evaluation of U.S. Army Asymmetric Warfare Adaptive Leader Program (AWALP), sponsored by the U.S. Army Training and Doctrine Command. The purpose of the project was to systematically evaluate the effectiveness of AWALP and to design a set of instruments, tools, and protocols to foster ongoing assessment and improvement of AWALP and other courses or events that include adaptability training. This document consists of measurement tools used in the evaluation; it supplements the original project report, *Innovative Leader Development: Evaluation of the U.S. Army Asymmetric Warfare Adaptive Leader Program* (Straus et al., 2014).

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Survey of Attitudes Toward Adaptive Performance

The survey used to assess participants attitudes toward the Army’s Asymmetric Warfare Adaptive Leader Program (AWALP) as reported in Straus et al. (2014) is shown on the following pages. Table A.1 provides the mapping of survey items to dimensions of adaptive performance.

As noted in in Straus et al., 2014, our survey items were based on published items from Ployhart and Bliese, 2006; Pulakos et al., 2000; Pulakos et al., 2002; and White et al., 2005, and supplemented with original items. The survey format was based on Pulakos et al., 2002.

Note that in the evaluation, for questions about “frequency,” we asked respondents how often they engage in the activities in the precourse survey and how often they should engage in the activities in the postcourse survey. A reviewer of the report pointed out that interpreting the need for adaptability may be problematic because, in a paired design, the question should be the same at both times. Therefore, we revised the pretraining question in the survey to “How often do you think you should be doing this activity on your job?” which is shown the survey included in this appendix.

For ratings of “frequency,” we counted the number of responses in each category (e.g., never, a few times per year) for each item (for example, see Figures 3.10 to 3.14 in Straus et al., 2014). For ratings of “interest” and “self-efficacy” (“effectiveness” in the survey), responses were scored by averaging the ratings for the items corresponding to each dimension or concept. For example, a respondent whose answers about self-efficacy for the first three items were 4, 5, and 4 would have a score of 4.33 for the “creative thinking” dimension.

Table A.1
Map of Survey Items to Adaptive Performance Dimensions

Dimension or Topic	Items
Creative thinking	1–3
Dealing with uncertain or ambiguous situations	4–6
Learning tasks, technologies, and procedures	7–9
Interpersonal adaptability	10–12
Cultural adaptability	13–14
Decisionmaking under stress	15–16
Leader practice	17–23

AWALP Survey

Section 1. In the table below, we ask you to rate activities that you might encounter on your current or most recent leadership position. Please rate each item on three dimensions: Frequency, Interest, and Effectiveness. The dimensions are described below. Please think about the questions carefully and give your honest assessment about the activities.

Frequency: How often do you think you should be doing this activity on your job? For this question, choose the response that most closely corresponds to how often you think you should engage in the activity, i.e., never, a few times per year, monthly, weekly, or daily.

For the remaining two dimensions (interest and effectiveness), indicate your level of agreement with each statement:

- 1 = disagree strongly
- 2 = disagree
- 3 = disagree somewhat
- 4 = agree
- 5 = agree somewhat
- 6 = agree strongly

Interest: I would like doing this task or working in situations that require this activity.

Effectiveness: I am capable of carrying out each activity, today, without any additional training.

The following example shows responses for someone who thinks that he or she should be developing unique approaches to complicated problems approximately **once per month**, is **somewhat interested** in this task, and believes that he or she is **not very capable** of doing so.

Item	Frequency	Interest	Effectiveness
		1 = disagree strongly, 2 = disagree, 3 = disagree somewhat, 4 = agree somewhat, 5 = agree, 6 = agree strongly	
Developing unique approaches to complicated problems	<input type="checkbox"/> Never <input type="checkbox"/> A few times per year <input checked="" type="checkbox"/> Monthly <input type="checkbox"/> Weekly <input type="checkbox"/> Daily	1 2 3 (4) 5 6	1 (2) 3 4 5 6

Complete the table by circling your response about each activity on each of the three dimensions:

Frequency: How often do you think you should be doing this activity on your job? Interest: I would like doing this task or working in situations that require this activity. Effectiveness: I am capable of carrying out each activity, today, without any additional training.			
Item	Frequency	Interest	Effectiveness
		1 = disagree strongly, 2 = disagree, 3 = disagree somewhat, 4 = agree somewhat, 5 = agree, 6 = agree strongly	
1. Solve problems for which there are no easy or straightforward answers	<input type="checkbox"/> Never <input type="checkbox"/> A few times per year <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly <input type="checkbox"/> Daily	1 2 3 4 5 6	1 2 3 4 5 6
2. Come up with alternative courses of action that others may not have considered	<input type="checkbox"/> Never <input type="checkbox"/> A few times per year <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly <input type="checkbox"/> Daily	1 2 3 4 5 6	1 2 3 4 5 6
3. Develop new systems or procedures to improve efficiency or solve problems	<input type="checkbox"/> Never <input type="checkbox"/> A few times per year <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly <input type="checkbox"/> Daily	1 2 3 4 5 6	1 2 3 4 5 6
4. Deal with a situation where things are not "black and white"	<input type="checkbox"/> Never <input type="checkbox"/> A few times per year <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly <input type="checkbox"/> Daily	1 2 3 4 5 6	1 2 3 4 5 6
5. Make decisions with incomplete information	<input type="checkbox"/> Never <input type="checkbox"/> A few times per year <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly <input type="checkbox"/> Daily	1 2 3 4 5 6	1 2 3 4 5 6
6. Easily adjust my plans when events or conditions have changed	<input type="checkbox"/> Never <input type="checkbox"/> A few times per year <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly <input type="checkbox"/> Daily	1 2 3 4 5 6	1 2 3 4 5 6
7. Learn new approaches to conduct work tasks	<input type="checkbox"/> Never <input type="checkbox"/> A few times per year <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly <input type="checkbox"/> Daily	1 2 3 4 5 6	1 2 3 4 5 6
8. Take responsibility for acquiring new skills	<input type="checkbox"/> Never <input type="checkbox"/> A few times per year <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly <input type="checkbox"/> Daily	1 2 3 4 5 6	1 2 3 4 5 6
9. Learn new information and skills to stay at the forefront of my profession	<input type="checkbox"/> Never <input type="checkbox"/> A few times per year <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly <input type="checkbox"/> Daily	1 2 3 4 5 6	1 2 3 4 5 6

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Frequency: How often do you think you should be doing this activity on your job? Interest: I would like doing this task or working in situations that require this activity. Effectiveness: I am capable of carrying out each activity, today, without any additional training.			
Item	Frequency	Interest	Effectiveness
		1 = disagree strongly, 2 = disagree, 3 = disagree somewhat, 4 = agree somewhat, 5 = agree, 6 = agree strongly	
10. Adapt my behavior to get along with other people	<input type="checkbox"/> Never <input type="checkbox"/> A few times per year <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly <input type="checkbox"/> Daily	1 2 3 4 5 6	1 2 3 4 5 6
11. Change my viewpoint when appropriate after considering others' perspectives	<input type="checkbox"/> Never <input type="checkbox"/> A few times per year <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly <input type="checkbox"/> Daily	1 2 3 4 5 6	1 2 3 4 5 6
12. Take action to learn about social groups other than my own	<input type="checkbox"/> Never <input type="checkbox"/> A few times per year <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly <input type="checkbox"/> Daily	1 2 3 4 5 6	1 2 3 4 5 6
13. Develop relationships with people from different countries	<input type="checkbox"/> Never <input type="checkbox"/> A few times per year <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly <input type="checkbox"/> Daily	1 2 3 4 5 6	1 2 3 4 5 6
14. Learn the rules for appropriate social interaction in a different culture	<input type="checkbox"/> Never <input type="checkbox"/> A few times per year <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly <input type="checkbox"/> Daily	1 2 3 4 5 6	1 2 3 4 5 6
15. Quickly analyze options when pressed for time	<input type="checkbox"/> Never <input type="checkbox"/> A few times per year <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly <input type="checkbox"/> Daily	1 2 3 4 5 6	1 2 3 4 5 6
16. Make decisions under compressed time constraints	<input type="checkbox"/> Never <input type="checkbox"/> A few times per year <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly <input type="checkbox"/> Daily	1 2 3 4 5 6	1 2 3 4 5 6
17. Coach subordinates	<input type="checkbox"/> Never <input type="checkbox"/> A few times per year <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly <input type="checkbox"/> Daily	1 2 3 4 5 6	1 2 3 4 5 6
18. Train others to work collaboratively in teams	<input type="checkbox"/> Never <input type="checkbox"/> A few times per year <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly <input type="checkbox"/> Daily	1 2 3 4 5 6	1 2 3 4 5 6

Frequency: How often do you think you should be doing this activity on your job? Interest: I would like doing this task or working in situations that require this activity. Effectiveness: I am capable of carrying out each activity, today, without any additional training.			
Item	Frequency	Interest	Effectiveness
		1 = disagree strongly, 2 = disagree, 3 = disagree somewhat, 4 = agree somewhat, 5 = agree, 6 = agree strongly	
19. Train others to solve complex problems	<input type="checkbox"/> Never <input type="checkbox"/> A few times per year <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly <input type="checkbox"/> Daily	1 2 3 4 5 6	1 2 3 4 5 6
20. Conduct AARs	<input type="checkbox"/> Never <input type="checkbox"/> A few times per year <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly <input type="checkbox"/> Daily	1 2 3 4 5 6	1 2 3 4 5 6
21. Delegate responsibility to others on tasks on which they might fail	<input type="checkbox"/> Never <input type="checkbox"/> A few times per year <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly <input type="checkbox"/> Daily	1 2 3 4 5 6	1 2 3 4 5 6
22. Seek input from subordinates about a complex decision	<input type="checkbox"/> Never <input type="checkbox"/> A few times per year <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly <input type="checkbox"/> Daily	1 2 3 4 5 6	1 2 3 4 5 6
23. Seek consensus from subordinates about complex decisions	<input type="checkbox"/> Never <input type="checkbox"/> A few times per year <input type="checkbox"/> Monthly <input type="checkbox"/> Weekly <input type="checkbox"/> Daily	1 2 3 4 5 6	1 2 3 4 5 6

Team Ratings: Requirements for Adaptive Performance and Team Performance

The instruments used to rate requirements for adaptive performance and team performance in the practical exercises are shown on the following pages. The instruments differ only with respect to the preliminary questions pertaining to the role of the respondents.

Table B.1 maps survey items to dimensions of adaptive performance. We deleted one interpersonal adaptability item from the original instrument regarding monitoring others' nonverbal cues because we concluded that AWALP does not directly address this topic.

Table B.1
Dimensions and Items for Rating Team Adaptive Performance

Dimension or Topic	Item Number	Item
Physical adaptability	13	Using physical strength or agility
Interpersonal adaptability	1	Encouraging input from other team members
	6	Modifying one's behavior to get along with other team members
	9	Considering others' viewpoints
Dealing with uncertain or ambiguous situations	3	Making decisions with incomplete information
	8	Adjusting actions rapidly to changes in the situation
Cultural adaptability	4	Interacting with others who have different values and customs
	12	Learning rules for appropriate interaction with different social groups
Creative thinking	7	Looking at problems from different angles
	10	Developing innovative ideas
Decisionmaking under stress	2	Quickly analyzing options
	11	Remaining calm under pressure
	14	Making decisions with limited time
Planning	5	Planning a strategy for performing the task in advance

AWALP Exercise Assessment—Students

Please check the exercise that you just completed: <input type="checkbox"/> Fire Point 1 <input type="checkbox"/> Starburst <input type="checkbox"/> Engage the Population	What is the name of the guide who worked with your team on this exercise? _____ What is your team number? _____
---	--

For each of the following items, rate the extent to which the *exercise required the behavior* in the first column. Circle a response from 1 to 3, using the following options:

- 1 = not at all or minimal requirements for this behavior
- 2 = some requirements for this behavior
- 3 = substantial requirements for this behavior

Then, evaluate how the team performed in the second column. If you feel that the exercise did not require the behavior, circle “NA.” Use the following options to rate the team:

- 1
Disagree
Strongly
- 2
Disagree
- 3
Disagree
Somewhat
- 4
Agree
Somewhat
- 5
Agree
- 6
Agree
Strongly

Item	Exercise required this behavior	The team as a whole performed effectively
1. Encouraging input from other team members	1 2 3	1 2 3 4 5 6 NA
2. Quickly analyzing options	1 2 3	1 2 3 4 5 6 NA
3. Making decisions with incomplete information	1 2 3	1 2 3 4 5 6 NA
4. Interacting with others who have different values and customs	1 2 3	1 2 3 4 5 6 NA
5. Planning a strategy for performing the task in advance	1 2 3	1 2 3 4 5 6 NA
6. Modifying one’s behavior to get along with other team members	1 2 3	1 2 3 4 5 6 NA
7. Looking at problems from different angles	1 2 3	1 2 3 4 5 6 NA
8. Adjusting actions rapidly to changes in the situation	1 2 3	1 2 3 4 5 6 NA
9. Considering others’ viewpoints	1 2 3	1 2 3 4 5 6 NA
10. Developing innovative ideas	1 2 3	1 2 3 4 5 6 NA
11. Remaining calm under pressure	1 2 3	1 2 3 4 5 6 NA
12. Learning rules for appropriate interaction with different social groups	1 2 3	1 2 3 4 5 6 NA
13. Using physical strength or agility	1 2 3	1 2 3 4 5 6 NA
14. Making decisions with limited time	1 2 3	1 2 3 4 5 6 NA

AWALP Exercise Assessment—Guides

Please check the exercise that you just completed: <input type="checkbox"/> Fire Point 1 <input type="checkbox"/> Starburst <input type="checkbox"/> Engage the Population	Record your name: _____ Record the team number of the team you are evaluating: _____
---	---

For each of the following items, rate the extent to which the *exercise required the behavior* in the first column. Circle a response from 1 to 3, using the following options:¹

1 = not at all or minimal requirements for this behavior

2 = some requirements for this behavior

3 = substantial requirements for this behavior

Then, evaluate how the team performed in the second column. If you feel that the exercise did not require the behavior, circle “NA.” Use the following options to rate the team:

1 Disagree Strongly 2 Disagree 3 Disagree Somewhat 4 Agree Somewhat 5 Agree 6 Agree Strongly

Item	Exercise required this behavior	The team as a whole performed effectively
1. Encouraging input from other team members	1 2 3	1 2 3 4 5 6 NA
2. Quickly analyzing options	1 2 3	1 2 3 4 5 6 NA
3. Making decisions with incomplete information	1 2 3	1 2 3 4 5 6 NA
4. Interacting with others who have different values and customs	1 2 3	1 2 3 4 5 6 NA
5. Planning a strategy for performing the task in advance	1 2 3	1 2 3 4 5 6 NA
6. Modifying one's behavior to get along with other team members	1 2 3	1 2 3 4 5 6 NA
7. Looking at problems from different angles	1 2 3	1 2 3 4 5 6 NA
8. Adjusting actions rapidly to changes in the situation	1 2 3	1 2 3 4 5 6 NA
9. Considering others' viewpoints	1 2 3	1 2 3 4 5 6 NA
10. Developing innovative ideas	1 2 3	1 2 3 4 5 6 NA
11. Remaining calm under pressure	1 2 3	1 2 3 4 5 6 NA
12. Learning rules for appropriate interaction with different social groups	1 2 3	1 2 3 4 5 6 NA
13. Using physical strength or agility	1 2 3	1 2 3 4 5 6 NA
14. Making decisions with limited time	1 2 3	1 2 3 4 5 6 NA

¹ As noted in Straus et al. (2014), the guides collectively determined the requirements for each behavior in each exercise. The requirements ratings were circled on the guides' rating forms in advance. Guides independently rated team effectiveness.

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