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Developing Adaptive Training in the Classroom

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Fort Bragg Research Unit

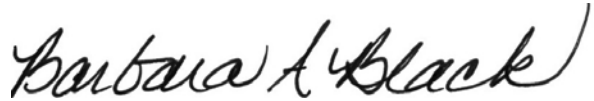
**U.S. Army Research Institute
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Preface

Overview

"It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is the most adaptable to change."

-- Charles Darwin

The need for self-aware and adaptive leaders in the Army has been widely documented; however, the study of adaptability and how it is developed is still relatively new. This handbook provides tools and guidance for designing instruction to enhance adaptability. The focus of this particular handbook is predominantly on classroom training, and the tools and techniques presented in this handbook were generated based on prior work to develop classroom-based adaptability training.¹ In developing this handbook, our primary objective was to capture and document the information that was used to develop the classroom-based training so that others in the field of training development could leverage lessons learned from this prior effort. The target audience is intended to be broad, including any Army professional engaged in developing classroom training. However, this handbook is not intended to be a comprehensive guide to instructional design.

Classroom training is only one of many training venues that can benefit from the application of adaptive training principles. Our view is that classroom training serves as an "advanced organizer" to help students better prepare for future, more complex experiences requiring adaptive performance. This idea is consistent with the Army philosophy of "crawl – walk – run." As such, classroom training may not lead to a direct change in behavior; rather, it may serve to raise awareness, change attitudes, and increase knowledge, providing a scaffold for future change in behavior. In fact, in our view adaptive leadership performance is likely the consequence of three major factors:

- First, there are the individual characteristics that may predispose one to act in an adaptable way.
- Second, leadership training and development programs may be effective in improving the skills required for adaptive performance.
- Third, the extent to which a leader gains experience with situations requiring adaptive performance and successfully navigates these experiences will also build skills required for adaptive performance. To help the leader build these experiences, the organization's rules, norms, climate, and culture should permit and encourage adaptive approaches.

The second factor, formal training, benefits Soldiers by providing a firm foundation of the concepts, principles, and skills related to adaptability. In line with the Army philosophy of "crawl – walk – run," adaptability may be enhanced at various levels of training fidelity. The classroom training, although low in performance fidelity, enables students to gain the required knowledge. Deliberate practice then enables

¹ See White et al., (2005).

students to correct weaknesses, and high-fidelity field exercises provide additional practice (see Figure 1).² In this handbook, we focus on the crawl aspect of this model, providing tools and guidance for basic concepts that could be used primarily to design classroom-based instruction that would enhance adaptability.

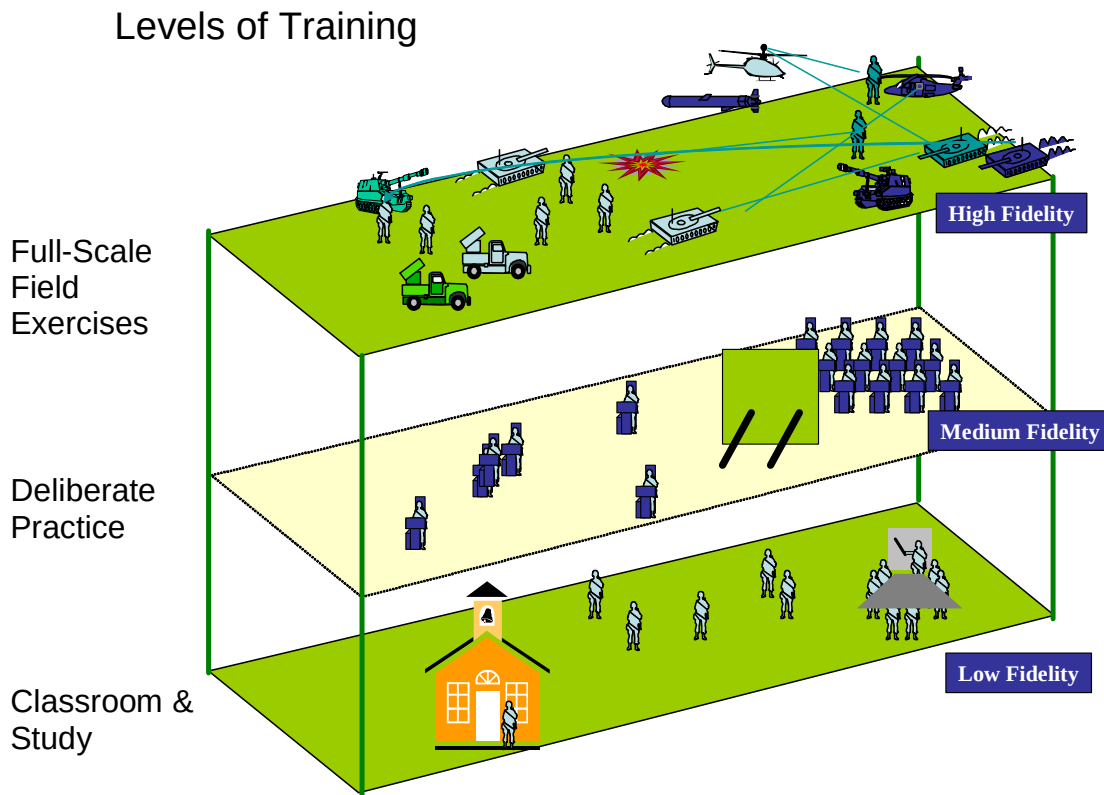


Figure 1. Levels of Training

The Army Training and Doctrine Command (TRADOC) provides extensive policy guidance on training evaluation, design, development, and implementation. This handbook will not attempt to replicate these instructions. Rather, a variety of ideas, tips, and guidelines will be provided to create classroom-based training that is focused on developing adaptive performance.

The tools in this handbook were developed by integrating existing knowledge across a number of relevant areas. While the recommendations in the handbook were based on established theories and empirically-based evidence, there has been no comprehensive evaluation of this approach to date. As such the handbook provides a theoretically supported approach to a new and expanding area, but it will undoubtedly benefit from empirical feedback and adjustment.

² The type of exercises that represent the crawl-walk-run stages differ based on the type of skill one is training. For many tactical and technical military skills, the crawl stage would typically be in the classroom – for example, learning principles of land navigation. The walk stage would be a simple field exercise – having to find land navigation points out in the field. The run stage would be a more complex field exercise – having to land navigate during the course of a tactical field exercise. Theoretically, however, the crawl-walk-run stages could all happen in the classroom - for example, if you were training a skill that did not need to be implemented in a field setting, or if you had a simulation exercise that simulated a field setting in the classroom.

How to Use this Handbook

This handbook can be used either as a reference tool to gain ideas for existing training, or as an organizing tool to design adaptive performance training where none currently exists. The chapters of the handbook are arranged to follow the sequential steps required to design training, so if you are designing new training it would be beneficial to follow the chapters in order. On the other hand, if you are just interested in one aspect of developing training, you can refer to the chapters that are most relevant to your unit's training needs. Each chapter includes several tools and examples in an appendix at the end. The chapters are:

- Chapter 1: What Does it Mean to be *Adaptive*? If we are going to train adaptability we need to define it and identify its building blocks. This chapter provides background on the concept of adaptability. Definitions and on-the-job examples of adaptability dimensions are described in the Chapter Appendix.
- Chapter 2: Identifying Training Needs. What types of adaptability are important to *your job*? A systematic procedure should be used to identify relevant aspects of adaptability. This chapter describes the factors that should be considered when conducting a training needs analysis focused on adaptability. Several examples of data collection tools are provided in the Chapter Appendix.
- Chapter 3: Designing, Developing, and Implementing Adaptability-Focused Training in the Classroom. Now that you know what you want your training program to achieve, how do you create training that meets this goal? This section provides guidance on designing and developing course modules focused on adaptability. Ideas for topics, classroom exercises, and sample learning objectives are provided in the Chapter Appendix.
- Chapter 4: Evaluating Adaptability-Focused Training. How do you know if the training you developed is effective? This section describes the factors to consider when evaluating adaptability-focused training, including measures of student reactions, learning, and transfer to the job. Several sample evaluation tools are provided in the Chapter Appendix.
- Chapter 5: Developing Adaptability beyond the Classroom. Classroom activities provide a useful first step to developing adaptive performance, but another step is to enhance training on the job. This chapter provides several ideas for introducing adaptability concepts in non-classroom interventions, such as self-development activities and structured on the job experiences. A sample self-development guide is provided in the Chapter Appendix.
- Chapter 6: Resources: How can I get more information? This chapter provides a bibliography of all the sources cited in this handbook as well as recommended readings on the topic of adaptability and training design and development.

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1 What Does it Mean to be Adaptive?

In this Chapter:

- What is Adaptability?
 - Definitions of adaptability.
 - Types of adaptability.
- Developing Adaptive Leaders.
 - Characteristics related to adaptive leader performance.
 - Leadership actions and adaptability.
 - General training principles important for developing adaptability.
- Chapter 1 Appendix.
 - Adaptability Definitions and Examples.

What is Adaptability?

Adaptability is:

“The ability to recognize changes to the environment and assess against that environment to determine what is new and what must be learned to be effective.”

-- DOT-D

Adaptability is:

“An effective change in response to an altered situation.”

-- ARI Research Handbook

An Adaptive Leader is:

“A leader who can influence people – by providing purpose, direction, and motivation – while operating in a complex, dynamic environment of uncertainty and ambiguity to accomplish the mission and improve the organization.”

-- Army O&O Concept

A critical first step to develop adaptability training is to establish a definition of *adaptability* and determine the actions encompassed by adaptability. As the quotes above illustrate, adaptability can be defined a

number of different ways.³ The definitions are similar, however, in that they all imply that to act in an adaptable way an individual must recognize the need to change based on some current or future perceived alteration in the environment and change his or her behavior as appropriate. Specifically, to be adaptive one must:

- Maintain situational awareness and recognize when an adjustment in actions is needed – either in response to a change in the environment (reactive) or as an attempt to shape the environment (proactive),
- Change actions in a way that leads to more effective functioning, and
- Evaluate the outcome of this change, and make further adjustments, as needed, to achieve the desired result.⁴

In a large-scale study of military and civilian jobs, researchers proposed that adaptive performance can be comprehensively described using eight dimensions:⁵

- | | |
|---|--|
| ➤ Handling Emergencies or Crisis Situations | ➤ Learning Work Tasks, Technologies, & Procedures |
| ➤ Handling Work Stress | ➤ Solving Problems Creatively |
| ➤ Demonstrating Interpersonal Adaptability | ➤ Demonstrating Physically Oriented Adaptability |
| ➤ Displaying Cultural Adaptability | ➤ Dealing Effectively with Unpredictable or Changing Work Situations |

Definitions for these dimensions, along with job-related performance examples are provided in the Chapter Appendix. Having a comprehensive model is very useful because it provides a reference to ensure that no aspects of adaptability will be overlooked when developing training. In many situations, however, it is simpler to use a smaller number of broad dimensions. The eight dimensions can be combined into three overarching dimensions of adaptability: mental adaptability, interpersonal adaptability, and physical adaptability. In addition, one new dimension may be added that focuses on leading an adaptable team. Together, these four dimensions are:

- **Mental Adaptability:** Being mentally adaptable means adjusting one's thinking in new situations to overcome obstacles or improve effectiveness. It includes handling emergency or crisis situations, switching mindsets, handling stress, learning new things, and critical thinking and problem solving.

³ See Chan (2000); Pulakos, Arad, Donovan, & Plamondon (2000); Ross & Lussier (2000); Smith, Ford, & Kozlowski (1997); and Zaccaro (2001)

⁴ See Mueller-Hanson, Wisecarver, Baggett, Miller, & Mendini (2007)

⁵ See Pulakos, Arad, Donovan, & Plamondon (2000)

- **Interpersonal Adaptability:** Being interpersonally adaptable means adjusting what one says and does to make interactions with other people smooth and effective. This includes trying to understand the needs and motives of other people – especially people in other cultures and using this knowledge to increase self and other awareness.
- **Physical Adaptability:** Physical adaptability means adjusting to tough environmental states such as heat, cold, etc., pushing oneself physically to complete strenuous or demanding tasks, and adjusting weight/muscular strength or becoming proficient in performing physical tasks as necessary for the job.
- **Leading an Adaptable Team:** For Army leaders, it is not enough to be individually adaptable. They must also help develop adaptability in their teams by encouraging and rewarding adaptive behavior in the team and by ensuring everyone works together in a coordinated fashion.

Developing Adaptive Leaders

Characteristics Related to Adaptive Leader Performance

What underlies adaptive performance? Adaptability is often viewed as an innate quality of individuals—some people are simply adaptable to changes while others are not. However, research has demonstrated that adaptive performance is the result of a number of factors, including innate qualities, skills, knowledge, and experience.⁶

One of the most critical factors in being able to respond adaptively is *domain-specific knowledge*. In other words, to adapt effectively, one must first know how to complete the required job tasks in routine environments. For example, to come up with a creative fix for a machine, one would need to know how to operate and fix the machine under normal conditions. To respond effectively to a medical emergency, one would need specialized knowledge of medical treatment. For that reason, many training programs in critical or adaptive thinking are specifically geared toward a particular job context so that domain knowledge can be assumed or trained.⁷

In addition, research has shown that *experience* is another critical predictor of adaptive performance.⁸ A key caveat is that the experiences must require adaptability. That is, having the same experience repeatedly would not improve performance in a novel situation, and it may even hurt performance if the individual insists on approaching the new situation using the same approach that was used previously. What appears to improve adaptation is experiencing a variety of situations that require adjustments to the environment. This would include repeated exposure to the same experience under varying conditions, which can be achieved through battle drill-type training and deliberate practice. Taken together, domain-specific knowledge, experience, training, and deliberate practice provide the necessary foundation for the

⁶ See Pulakos, Schmitt, Dorsey, Arad, Hedge, & Borman (2002)

⁷ See Ross & Lussier (2000); Cohen, Thompson, Adelman, Bresnick, Shastri, & Riedel (2000); and Endsley & Robertson (2000)

⁸ See Pulakos, Schmitt, Dorsey, Arad, Hedge, & Borman (2002)

development of expertise in a domain.⁹ Expertise provides a foundation for adaptability, but is not sufficient.

In addition to expertise in a domain, people who perform adaptively tend to show high levels of the following characteristics:

- General Intelligence: One's general level of cognitive functioning, including reasoning ability and verbal and mathematical ability.¹⁰
- Resiliency: One's tendency to recover quickly from change, hardship, or misfortune.¹¹
- Openness: One's curiosity, broad-mindedness, and receptiveness to new environments and events.¹²
- Achievement Motivation: One's desire to achieve results and master tasks beyond others' expectations.¹³
- Tolerance of Ambiguity: One's tendency to cope easily with environmental uncertainty.¹⁴

As these characteristics have been shown to be relatively stable during adulthood,¹⁵ they are not an appropriate focus for training. Rather, training should focus on building adaptability-related *skills, knowledge, and experiences*. The *skills* related to adaptive performance include:

- Problem Solving/Decision Making Skills: Developing appropriate solutions to difficult problems and choosing appropriate courses of action.¹⁶
- Interpersonal Skills: Communication, negotiation, conflict resolution, persuasion, and collaboration skills.¹⁷
- Self and social-awareness: Knowing one's own strengths and weaknesses and how these are perceived by others; understanding social contexts and how the environment shapes others' behavior.¹⁸
- Metacognitive Skill: Skill in monitoring and correcting one's own thoughts (i.e., thinking about thinking).¹⁹

Finally, another characteristic that is amenable to training (but is not classified as a skill) is *confidence*. Confidence, or "self-efficacy," can be specific to a particular task (e.g., confidence in one's ability to shoot a

⁹ See Ericsson, Krampe, & Tesch-Roemer, 1993

¹⁰ See LePine et al. (2000), Pulakos et al. (2002), and Zaccaro (2001)

¹¹ See Pulley, Wakefield, & Van Velsor (2001)

¹² See LePine et al. (2000), Pulakos et al. (2002), and Zaccaro (2001)

¹³ See Dweck (1986), Schmeck (1988), LePine et al. (2000), and Pulakos et al. (2000)

¹⁴ See Pulakos & Dorsey (2000); Zaccaro (2001)

¹⁵ See Chen, Gully, & Eden (2001); Costa & McCrae (1988); Roberts & DelVecchio (2000);

¹⁶ See Endsley & Robertson (2000); Klein (1997)

¹⁷ See Stevens & Campion (1994); Berger (1998)

¹⁸ See Fernandez (1991); Zaccaro (2001)

¹⁹ See Endsley & Robertson (2000)

rifle) or general (e.g., some people consistently believe in their capabilities to handle new situations, while others consistently doubt their abilities). This more generalized confidence can be considered more similar to a personality characteristic.²⁰ However, confidence can improve over time, especially when one experiences success.²¹ Training programs that can lead to increased confidence can lead to increased ability to apply these new skills on the job.²² Therefore, building confidence can be an important goal of training.

Leadership Actions and Adaptability

The skills, knowledge, and experience described previously directly contribute to adaptive leadership actions, which, in turn, drive performance. There are at least two key components of leadership performance relevant to leading an adaptable team: developing the adaptive capabilities of others and creating a climate that fosters adaptability.

Developing adaptive capabilities in others requires that the leader set expectations for adaptive performance, provide opportunities to train and perform, and deliver feedback to reinforce effective behaviors and correct ineffective behaviors. Setting expectations and providing opportunities entails knowing the characteristics of adaptability and of the individuals and the structure of the work team.

Providing reinforcement and feedback is also critical to developing adaptive capabilities in others. A team will be able to improve its performance only if team members recognize and are prepared to correct mistakes. Leaders should provide subordinates with specific constructive suggestions for improving performance, discuss teamwork processes as well as technical or tactical issues, and give positive feedback for improvements and successful performance.²³ These discussions also help the team leader to establish a shared understanding with the team about how the team can better adapt, as does delivering feedback on a less formal basis.

Leaders have an even greater responsibility than non-leaders to maintain situational awareness, scanning the environment for leading indicators that change is necessary. When facing change, leaders must articulate a clear vision and rationale for change and help subordinates translate the vision into a workable plan.²⁴ To enable adaptive behavior, leaders must create a work climate that fosters adaptability. Creating the right climate involves setting flexible goals, establishing rules and norms that allow for and even encourage creative thinking, developing reward systems to reinforce adaptive performance, and allowing for participation and “a voice” in team activities.

²⁰ See Eden & Kinnar (1991); Sherer & Adams (1983); Sherer, Maddux, Mercandante, Prentice-Dunn, Jacobs, & Rogers (1982)

²¹ See Bandura (1997)

²² See Colquitt, LePine, & Noe (2000)

²³ See Tannenbaum, Smith-Jentsch, & Behson (1998)

²⁴ See Zacarro & Banks (2004)

General Training Principles Important for Developing Adaptability

The best way to train adaptive performance is still in question, as researchers have only recently begun to examine this issue. However, there are several training principles that have been shown to be effective when training for adaptive performance in the classroom. It is recommended that these principles be factored into the design of any adaptability training program:

- Establish a mastery vs. performance orientation in the classroom.
- Mirror job-relevant conditions in the classroom.
- Build experience through active learning.
- Promote self-awareness through feedback and reflection.
- Apply deliberate practice methods.

Each of these principles is discussed in more detail below.

Establish a Learning vs. Performance Approach. The training environment should encourage students to adopt a “learning” approach instead of a “performance” approach. A learning approach is one in which the student is focused on thoroughly understanding the knowledge and skills presented in the course. A performance approach is one in which the student is focused on achieving a particular standard (e.g., earning a particular grade or score in the course).

When students use a learning approach, they are more likely to look upon difficult training situations as learning challenges, rather than as potential threats that would ruin their performance record. Furthermore, because a learning approach involves treating mistakes as opportunities to learn, people with learning goals tend to get less frustrated in the face of failure. This may make them more resilient in maintaining performance once they are out of the training context and under demanding conditions of deployments.²⁵

One of the ways to promote a learning approach is to instruct students to see the mistakes they might make, not as failure, but as a chance to learn. In addition, a learning approach might be encouraged by foregoing knowledge-based student evaluations (e.g., written tests) and using performance evaluations instead to evaluate the acquisition of skills. This may lead to a more thorough understanding of the materials presented in the course and better transfer of these materials to the work environment.

Mirror Job-relevant Conditions. As described previously, domain-specific or job-relevant knowledge is a necessary prerequisite for adaptive performance. As such, adaptability training should occur in a domain-specific context where appropriate. Specifically, adaptability requirements that are present in the job should be replicated in the classroom to the extent possible. For example, if job requirements involve constantly changing circumstances, the training program should introduce unexpected changes, such as a planning exercise in which the nature of the mission changes during the exercise. This type of change gives the students a chance to practice reacting to uncertain events and inoculates them against shock when these types of changes occur in the job. Student reactions to these changes and subsequent performance can be used as valuable teaching points on the importance of adaptability. Ensuring the

²⁵ See Kozlowski (1998)

learning context is similar to the performance context is also important in building a repertoire or experiences that will transfer to the work environment, as described below.

Build Experience Through Active Learning. Because adaptive performance is fundamentally demonstrated through actions, the learning environment should make substantial use of active learning methods. Individuals should have the opportunity to practice new skills, obtain feedback on their results, and apply lessons learned in subsequent sessions. This principle is based on the finding that experience is an important predictor of adaptive behavior. From the pioneering work of the Nobel laureate Herb Simon to Gary Klein's subsequent work on naturalistic decision making, there is ample evidence that individuals can develop a "catalog" of experiences and draw upon the catalog in order to handle new situations effectively. Therefore, training interventions should provide a variety of opportunities for students to practice responding in a variety of situations requiring adaptive performance. Whether simulated or real, this exposure will allow the individual to build a catalog of experiences, possibly accelerating their development as experts.

Promote Self-awareness. A primary way to increase self-awareness is to obtain feedback on one's performance and compare it to one's own self-perceptions. In addition to feedback from instructors, peer feedback can also be valuable for promoting self-awareness, especially if it is structured and focused on observable behaviors. To make feedback maximally effective, it should be timely (e.g., occur soon after the performance), constructive, focused on actions (e.g., not focused on personality traits), and relevant to the skills taught in the class. If peer feedback is used, students must be given instruction on how to provide feedback effectively. Examining and analyzing past experiences can also be a valuable way to increase self-awareness. This analysis can be encouraged through learning journals and other reaction and response type of assignments. In these assignments, students are asked to think about what they have learned from the class and themselves and how they will apply what they have learned to change their behavior on the job. A more detailed discussion of promoting self-awareness will be provided in Chapter 5.

Apply Deliberate Practice Methods. Deliberate practice involves identifying a key component of behavior, shaping correct performance by conforming the student's behavior to the behavior of an expert, and repeating this until it is performed automatically.²⁶ While this method was originally developed for fields that required skilled sensorimotor behavior, such as in sports or rifle marksmanship, researchers at the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) have successfully applied this approach to the cognitive domain - developing expert battlefield thinking.²⁷ ARI developed a course that uses cognitive battle drills to provide students with repeated practice in making battlefield decisions. The course presents a series of battlefield vignettes that differ in their situational parameters, and uses expert feedback to train students to apply eight key behavioral themes to their analyses. Evaluation results suggest that using this type of deliberate practice method for decision-making in dynamic environments can improve adaptive thinking.²⁸

²⁶ Ross & Lussier (2000)

²⁷ For example, see Ross & Lussier, 2000; Shadrick & Lussier, 2004; Shadrick, Crabb, Lussier, & Burke, 2007

²⁸ Shadrick & Lussier (2004)

Chapter Summary

- Adaptability entails recognizing the need to change based on some current or future perceived alteration in the environment and changing one's behavior to be more effective.
- For training purposes, adaptability topics can be grouped into four overarching dimensions: mental adaptability, interpersonal adaptability, physical adaptability, and leading an adaptable team.
- Research has demonstrated that adaptive performance is the result of a number of factors, including inherent qualities, skills, knowledge, and experience.
- Training programs should focus on building skills, knowledge, and experience, which drive leadership behaviors such as developing the adaptive capabilities of others and creating a climate that fosters adaptability.
- Adaptability-focused training should incorporate five basic principles: encourage a mastery orientation, mirror job-related conditions in the classroom, build experience through active learning, promote self awareness through reflection and feedback, and apply deliberate practice methods.

Adaptability Dimensions with Sample Critical Incidents²⁹

Handling Emergencies or Crisis Situations ▪ Reacting with appropriate urgency in threatening, dangerous, or emergency situations. ▪ Reacting appropriately in emergency situations, quickly analyzing options for dealing with danger or crises and their implications. ▪ Making split second decisions based on clear and focused thinking. ▪ Maintaining emotional control and objectivity during emergencies while keeping focused on the situation at hand. ▪ Stepping up to take action and handle danger or emergencies as appropriate.	Learning Work Tasks, Technologies, & Procedures ▪ Demonstrating enthusiasm for learning new approaches for conducting work. ▪ Doing whatever is necessary to keep knowledge and skills current in a rapidly changing environment. ▪ Quickly and proficiently learning new methods, or how to perform previously unlearned tasks and adjusting to new work processes and procedures. ▪ Anticipating changes in the work demands and searching for and participating in assignments or training that will prepare self for these changes. ▪ Taking action to improve work performance deficiencies.
▪ This Soldier was the first to arrive at the scene of an accident involving a quarter ton jeep with three injured personnel. He immediately began CPR on one person who was near death and continued until MEDEVAC arrived. ▪ During a road march, this Soldier was riding in the crew compartment of a vehicle with live ammunition aboard when a spent case fell into the control boards, causing a short in the system and starting a fire. He quickly turned off the main power and put out the small fire, thereby preventing a much larger fire.	▪ When selected to be an aggressor in a unit ARTEP, this Soldier donned complete camouflage, learned a bit of Russian, took charge of an assault team, and played his role convincingly. ▪ When asked to be drill team NCO for the AGI, this Soldier spent many hours, both on and off duty, to prepare the team. Consequently, his drill team achieved the highest rating in the division ▪ When assigned to lead PT, this Soldier asked his squad leader for help in preparing for PT. He studied the materials he was given, selected a number of exercises, and then asked the squad leader to observe him and make suggestions for improvement.

²⁹ From Pulakos, Arad, Plamondon, & Kiechel (1996)

Handling Work Stress ▪ Remaining composed and cool when faced with difficult circumstances or a highly demanding workload/schedule. ▪ Not overreacting to unexpected news or situations. ▪ Managing frustration well by directing effort to constructive solutions and not blaming others. ▪ Demonstrating resilience and high levels of professionalism in stressful circumstances. ▪ Acting as a calming and settling influence that others look to for guidance.	Demonstrating Interpersonal Adaptability ▪ Being flexible, open-minded and cooperative when dealing with others. ▪ Listening to and considering others' viewpoints and opinions, and altering own opinion when it is appropriate to do so. ▪ Being open and accepting of negative or developmental feedback regarding work. ▪ Working well and developing effective relationships with highly diverse personalities. ▪ Demonstrating keen insight of others' behavior and tailoring own behavior to persuade, influence, or work more effectively with them.
▪ When a group of Soldiers were cut off from the rest of the platoon during an FTX, several of them panicked. One Soldier in the group calmed the others down, organized them and eventually was able to link up with the rest of the platoon. ▪ An NCO was presented with two jobs, both of which would take a day to perform, with a deadline of COB. The NCO delegated some responsibility to his senior subordinate, which enabled him to complete the mission as well as help develop this subordinate for future missions.	▪ The recruiter was able to talk and identify equally well with persons with college degrees or with only an eighth grade education. ▪ A US medic was using an HN medical facility with the grudging permission of the local doctor. The HN doctor felt threatened by the presence of the American medic. This medic incorporated the doctor into the treatment and diagnosis of the patients in a way that preserved the doctor's "face." The medic would examine the patients and then present his diagnosis/treatment plan to the local doctor for his approval. He had continued use of the facility.

Solving Problems Creatively ▪ Employing unique analyses, and generating new, innovative ideas in complex areas. ▪ Turning problems upside down and inside out to find fresh, new approaches. ▪ Integrating seemingly unrelated information and developing highly creative solutions. ▪ Entertaining wide ranging possibilities others may miss, thinking outside the given parameters to see if there's a more effective approach. ▪ Developing innovative methods of obtaining or utilizing resources when insufficient resources are available to do the job.	Displaying Cultural Adaptability ▪ Taking action to learn about and understand the climate, orientation, needs, values, etc. of other groups, organizations, or cultures. ▪ Integrating well and being comfortable with different values, customs and cultures. ▪ Willingly adjusting behavior or appearance as necessary to comply with or show respect for others' values and customs. ▪ Understanding the implications of one's actions and taking steps to maintain positive relationships with other groups, organizations, or cultures.
▪ During an escape and evasion training exercise, this prisoner of war convinced his captors that he was truly ill. Once evacuated to the hospital, he then commandeered an ambulance and returned to the prison grounds to help the others escape ▪ The recruiter decided that if prospects would not come to him he would go to them. He started a "sidewalk" recruiting campaign. ▪ When this Soldier discovered the range card mount was missing a bolt, he substituted a piece of wire. This enabled him to set up the range card in a timely manner.	▪ While in Africa, this team sergeant was told to meet with the indigenous colonel at 0530. This team sergeant, upon arriving at the colonel's tent, was informed that it was the host nation's tradition that the eldest in the village eat goat's eyes; the team sergeant was the oldest and was to receive this great honor. This team sergeant ate the goat's eyes. The colonel was pleased and impressed as he knew this was not something Americans usually ate, particularly before coffee. ▪ This Soldier was given several opportunities to interact with Egyptian nationals. In order to make friends, he studied Arabic and Egyptian customs. As a result, he was invited to many Egyptian private homes and met several new people.

Dealing Effectively with Unpredictable or Changing Work Situations ▪ Taking effective action when necessary without having to know the total picture or have all the facts at hand. ▪ Readily and easily changing gears in response to unexpected events and circumstances. ▪ Effectively adjusting plans, goals, actions, or priorities to deal with changing situations, and doing whatever is necessary to get the job done. ▪ Imposing structure for self and others that provides as much focus as possible in dynamic situations. ▪ Not needing things to be black or white, and refusing to be paralyzed by uncertainty.	Demonstrating Physically Oriented Adaptability ▪ Adjusting to tough environmental states such as extreme heat, humidity, cold, etc. ▪ Frequently pushing self physically to complete strenuous or demanding tasks. ▪ Adjusting weight/muscular strength or becoming proficient in performing physical tasks as necessary for the job.
▪ There was no NCO available, so the task of providing security for the battalion was given to the ranking private. He took charge and asked questions as to what was expected from his squad. He then instructed each man, assigned him to a position, ensured that each knew their responsibilities and supervised them ▪ The squadron adjutant told this Soldier to prepare a 25 minute briefing. However, he told this Soldier two minutes before the briefing that he would have 10 minutes maximum. The squadron commander congratulated the Soldier for a job well done after he improvised and cut the briefing in half.	▪ After this Soldier failed his first PT test, he began working on his own to get in shape. Consequently, he passed the second PT test with a high score. ▪ Upon arriving at a base with pollution problems and being informed that the pollution would affect physical fitness performance, this Soldier started training harder to improve his strength and endurance. As a result, he could keep up with the others during physical activities.

2 Identifying Training Needs

In this Chapter:

- The Needs Assessment.
 - Step 1: Identifying performance and KSA requirements.
 - Step 2: Assessing current skill/proficiency levels.
 - Step 3: Conducting gap analyses.
 - Step 4: Determining how to meet training needs.
- Chapter 2 Appendix.
 - Section 2-1: Brief Version of Adaptability Dimensions and Definitions.
 - Section 2-2: Example Adaptability Needs Assessment Questionnaire.
 - Section 2-3: Example Core Duties and Tasks Survey.
 - Section 2-4: Example Importance and Frequency Rating Survey.
 - Section 2-5: Example Critical Incident Survey.

The Needs Assessment

This chapter provides information about how to determine the types of adaptability that are required in a specific job, and how to identify areas of adaptability training that need to be developed, based on existing or anticipated training gaps. The overarching goal of the needs assessment is to pinpoint areas in which a current curriculum, educational program, or training event is not meeting the performance “needs” of the Soldiers in the field and what should be done to address these needs.

There are many types of needs assessments, and a needs assessment may be focused on any one of a number of issues or a combination of issues; for example:

- An analysis of an existing course or program to address questions such as:
 - Is the course properly placed in the entire learning sequence (e.g., does it occur too early or too late in the Soldier’s learning curve)?
 - What prerequisites are needed for Soldiers to effectively participate in the course?

- Is the course well designed and of high quality? For example, it is not uncommon for units to develop “homegrown” courses that later must be approved by a higher authority. While these courses may help to meet an immediate need, they can require substantial revision to bring the materials up to standard.
 - Can this program be altered to meet new requirements? For example, the goal of this type of assessment might be to identify opportunities for enhancing the adaptability-related training provided in an existing program. Another goal might be to determine how to transfer some of the existing course contents to a technology-based platform, and a related goal might be to determine how to increase course throughput (i.e., increasing the number of students who could complete the course in a given time period).
- Gap analysis at the individual level: for any given Soldier or group of Soldiers, what knowledge and skills are needed for successful performance – both now and in the future; what knowledge and skills do these individuals currently possess; and what are the gaps between what is needed and what exists?
 - Gap analysis at the group level: what knowledge and skills are needed by Soldiers in a particular unit or MOS; which of these are adequately addressed by existing training resources; what are the gaps between what is needed and what exists; and how might these gaps be filled? It should be noted that gap analysis might be focused on currently needed knowledge and skills or knowledge and skills that will be needed in the near future. Gap analysis may also be focused on the types of knowledge and skills that are needed and/or the level of knowledge and skill that is needed. For example, current training needs may include knowledge of basic Middle Eastern culture while future needs may include advanced knowledge of Sunni customs and practices.

The type of needs assessment should drive the method used to conduct it. For example, a full-scale needs assessment to analyze all the training needs for an entire unit will require a significant amount of time and resources to conduct. In contrast, an analysis of an existing program regarding adaptability elements may entail a very brief meeting with a few individuals knowledgeable about the job and training program to gather their ideas and suggestions for revising the course.

In this chapter, we will cover the major steps required to conduct a full-scale needs assessment. This process ensures a systematic and rigorous approach that is useful for ensuring training needs are very well-defined. However, you are encouraged to tailor these steps as needed in accordance with the scope of the effort. To determine whether a “short-cut” approach may be appropriate, it is recommended that the needs assessment start with a clear statement of purpose. That is, state clearly what you are specifically hoping to learn from the assessment. The answer to this question should guide all subsequent efforts. If a particular step does not serve this overarching purpose, then it probably should not be done.

In the following sections, we provide recommended steps in conducting a full-scale needs assessment. In discussing these steps, we place particular emphasis on determining the performance dimensions and underlying knowledge, skills, and abilities (KSAs) related to adaptability.

Steps in a Training Needs Assessment

- Identifying performance and KSA requirements
- Assessing current skill/proficiency levels
- Conducting gap analyses
- Determining how to meet training needs

Step 1: Identifying Performance and KSA Requirements

The needs assessment process should begin with a clear description of job performance requirements, focusing specifically on the requirements for Soldiers or units to adapt in the face of changing, uncertain, or demanding situations. The purpose of training and development is for Soldiers to acquire the capabilities they need to perform their job. It is important, therefore, to first determine the requirements of that job, and the capabilities, or knowledge, skills, and abilities (KSAs) that would enable the Soldier to succeed at those requirements.

Several sources can be used to define and document job and mission requirements. One source of information is to find existing written documentation of job and performance requirements. Good sources of information can include task lists from Critical Task Selection Boards, after action reviews (AARs), performance appraisals, KSA lists, and critical incident studies. If available, these documents can provide valuable insight into job and performance requirements and highlight areas for further examination. Subject matter experts (SMEs) are another good source of information. SMEs are people who are familiar with and experienced in the area of interest. They can provide information regarding the tasks that Soldiers perform in a particular job and the KSAs associated with each task. In addition, SMEs provide valuable information as to the current proficiency level of Soldiers.

There are a number of ways to gather information from SMEs. One approach is to conduct a series of focus groups or interviews. In these sessions, participants are asked to describe their current duties, focusing on the tasks and KSAs associated with each duty. In the case of studying adaptability requirements, SMEs should be asked to describe the ways in which Soldiers are required to adapt while performing various tasks. SMEs can provide information pertaining to how, why, and when various activities are performed. For example, consider the following critical incident described by an SME during a job analysis and training needs assessment conducted for Army Special Forces (SF):

A platoon-type raid was planned to snatch a prisoner. The plan called for a large force to hit the objective and grab the prisoner under cover of darkness. The enemy force size was unknown, but was thought to be squad plus. The reconnaissance team leader set up his surveillance team at the objective and saw that the prisoner had been brought out with only two guards far from the camp. This team leader decided to rescue the prisoner there and then. The prisoner was rescued; this mission would probably have failed if it had been executed as planned.

- U.S. Army Research Institute for the Behavioral and Social Sciences, Research Report No. 1831, Developing Adaptive Proficiency in Special Forces Officers (2005), p. A-4.

Such a critical incident speaks to a performance requirement to deal effectively with unpredictable or changing work situations—a major element of adaptive performance.

Another method of gathering information from SMEs is to develop a survey/questionnaire. Surveys can reach a larger number of people in a short amount of time and provide a rich source of information. Surveys can include a variety of different question formats, including open-ended, rating scales, and priority-ranking scales. In addition, surveys can be written at several levels of analysis, ranging from asking about broad job duties to asking detailed questions about very specific KSAs. Often, SME procedures and survey methods are combined—the results of initial focus groups with SMEs are used to craft targeted survey items.

Last, interviews with other stakeholders (instructional designers, commanding officers, instructors) can provide valuable direction regarding the types of training content and/or delivery mechanisms that may prove useful in addressing training gaps. For example, commanders may have ideas regarding the type of training that troops should receive based on potential future deployments. Furthermore, interviews with others who might rely on a unit for support will offer a different point of view and may generate ideas for advancing the performance of the unit. In some cases, more direct data collection methods are warranted, such as conducting job observations. Information from these various sources should be integrated to form a cohesive picture of training needs.

During the process of identifying different sources of information, it is also important to reflect on the need to keep data collection efforts focused. For example, because the focus here is on adaptability, brief definitions of relevant adaptability dimensions, such as those provided in Section 2-1 of the Chapter Appendix [note that these are abbreviated versions of the definitions provided in Chapter 1], might be used to concentrate interview, focus group, or survey questions on the topic of adaptability. An example of a questionnaire developed around these dimensions and definitions is provided in Section 2-2 of the Chapter Appendix. By providing SMEs with standard definitions and concepts, the focus of data collection sessions can be narrowed to ensure that the information collected is relevant to the goals of the assessment.

It should be noted that there is no “right” way to gather information from SMEs and no “right” number of SMEs. The general rule of thumb is that SMEs should collectively be able to comment on the scope of the job requirements that are being examined. Depending on the scope of the needs assessment, you may need to contact several dozen SMEs via surveys, interviews, and focus groups or a mere handful in a single meeting. You should adapt the sample SME procedure in the box below to suit your needs. However, it is recommended that you gather enough SME input to be confident in your conclusions. A single SME, no matter how knowledgeable, still only has one perspective to offer.

Example SME Procedure

- Provide SMEs with a brief description of adaptability dimensions. (Appendix Section 2-1)
- Ask SMEs to list five of their major job duties. (Appendix Section 2-2)
- Next, ask SMEs to list the core tasks associated with each duty. (Appendix Section 2-3)
 - Task statements should:
 - a) Begin with an action verb describing the primary job operation.
 - b) Describe the task, not the capabilities of individuals performing the task.
 - c) Describe *what* is done, *how* it is done, *whom/what* does it, and *why* the Soldier does it.
- Ask the SMEs to place an “X” in the boxes for the adaptability-related proficiencies that are associated with each task; these proficiencies are essentially descriptions of the adaptability-related KSAs required to perform the task. (Appendix Section 2-3)
- Ask SMEs to rate the importance of each task (to ascertain level of criticality), and how often each task is done in a given time period (for frequency). (Appendix Section 2-4)
- Finally, ask SMEs to provide critical incidents of the different types of adaptability. (see Appendix Section 2-5 for an example of how to gather critical incidents)

Once such data are collected, a detailed map can be created, which includes the major duties associated with the job in question, the tasks related to each duty, and the adaptability requirements (KSAs) connected to each task. The next step will be to link this information to the current skill levels of the Soldiers performing the job.

Step 2: Assessing Current Skill/Proficiency Levels

After capturing and analyzing information regarding performance requirements, needs assessments often involve a comparison of current Soldier skill levels to documented requirements. This comparison can be done at the individual or group level. An individual-level analysis focuses on the level of specific skills of individual Soldiers. The information gathered can be used for personalized decisions regarding the type of training required for each individual. This type of individual-level assessment often requires a substantial amount of effort and resources, and thus, may not be feasible.

A less resource-intensive approach is to conduct assessments of current skill levels at the group level. At this level, the goal is to gather a reliable assessment of perceived skill levels or proficiency among a group of Soldiers. Two common sources for this type of information are existing documents and interviews with or surveys of commanders, supervisors, or other individuals with a broad view of capabilities and performance. Any handbooks regarding the performance of Soldiers in the field, performance during training exercises, AARs, etc., can be reviewed to recover information relevant to training and development needs. Leaders (i.e., commanders or supervisors) can provide insight regarding their troops' proficiency with respect to specific dimensions of adaptive performance.

By comparing current skill/proficiency levels to performance expectations/requirements, gaps often emerge that become the focus of training remediation efforts in later phases of assessment and training development. Depending on the data collected, it may be possible to prioritize training gaps. For example, ratings of “criticality to the mission,” “frequency of performance,” “consequences of error,” or “overall importance” can be used to qualify the relative importance of various job tasks/activities and the related training needs. Figures 2-1 and 2-2 demonstrate how such results can be presented. This information forms the basis of the next step—the gap analysis.

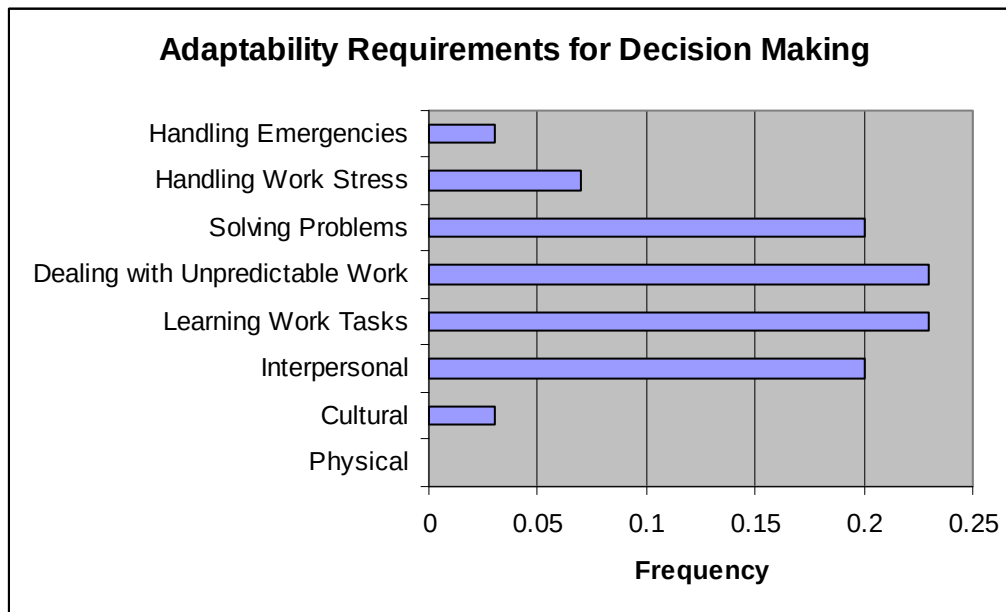


Figure 2-1. Example Frequency Ratings

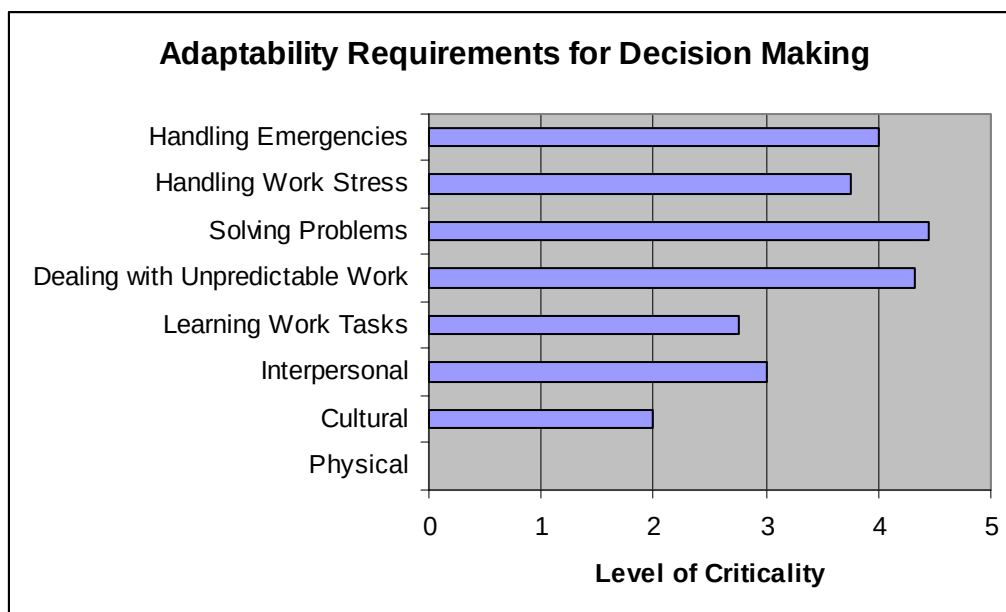


Figure 2-2. Example Criticality Ratings

Step 3: Conducting Gap Analyses

In the gap analysis phase, potential gaps between current KSA levels and performance requirements are analyzed further, in terms of specific training and development activities. For example, a detailed analysis can be undertaken to address where specific adaptability requirements (as understood from the needs assessment) are addressed in the current curriculum. To aid this type of analysis, questions can be embedded in the needs assessment questionnaires used in previous phases. For example, one question might be: “Did the training your Soldiers received at _____ (e.g. ANCOC) adequately prepare them for the adaptability requirements associated with Task A: _____?”

By integrating all of the information gathered in the previous steps, training personnel should now have a sense for 1) the core duties and job tasks that require various types of adaptive performance, 2) some of the enabling KSAs, competencies, or types of proficiency that allow individual Soldiers to perform adaptively, and 3) how current training addresses each of the adaptability requirements. In those instances where Soldiers have indicated adaptability requirements that are not addressed by current training, new interventions can be developed to close training gaps.

Step 4: Determining How to Meet Training Needs

Having identified training gaps, decisions must be made regarding the priority of and approaches to filling those gaps. One note of caution is warranted: there is often a natural tendency to view every type of performance problem as a training issue. Some performance issues, including certain deficits in adaptive performance, can only be addressed by looking beyond training and development to address issues in command climate, motivation, doctrine, force structures, etc.

One useful question to consider is whether a Soldier is failing to do something because he or she is not capable of doing it, or because of lack of motivation. If the Soldier could probably perform the task with the right motivation (e.g., if they were significantly rewarded), poor performance is probably not due to a lack of training. Rather, other factors may be impacting performance such as leadership, team processes, and command climate. On the other hand, if the Soldier could probably not perform the task successfully regardless of motivation or willingness, you need to determine if it is reasonable that the Soldier could learn to do it in the time available. Training involves changing or modifying work behaviors that are not dependent solely on innate abilities (e.g., intelligence, core personality characteristics); that is, training only works for skills that are “trainable” and can be trained in the amount of time available. If the performance deficiency stems from something that cannot be trained, this factor needs to be integrated into the personnel selection process, rather than the training process.

For those gaps that can be addressed through training, appropriate training content and delivery mechanisms must be acquired or developed. A key decision at this juncture is whether to enhance existing training or develop new training modules or courses. Naturally, it is by far easier to enhance existing training than it is to develop new training. Enhancing existing training may be as easy as changing current exercises to include conditions that will elicit adaptive behaviors. Chapter 5 provides additional ideas for enhancing existing field exercises. When existing training resources are judged to be insufficient, an appropriate training intervention must be developed. We discuss the development of training resources and interventions in Chapter 3.

Chapter Summary

- A needs assessment involves determining the performance requirements and KSAs relevant to a particular mission and/or job and assessing the extent to which current training adequately addresses these “needs.”
- A number of different resources can be used to identify performance requirements and KSAs. The most common approaches include: reviewing field manuals, CTSBs, job analyses, performance documents, or other materials; reviewing current training curricula; conducting direct job observations; or conducting interviews and/or focus groups with subject matter experts.
- Current skill level and gap analyses data can be collected using similar methods (focus groups, surveys) and a variety of sources of information (commanders, Soldiers who currently hold the job, Soldiers from related units, etc.).
- Once gaps have been identified, it is important to determine which gaps can be addressed through training and to determine the types of interventions that may prove useful in closing gaps.

Section 2-1: Brief Version of Adaptability Dimensions and Definitions

Defining Adaptability

Adaptability is defined as *making an effective change in response to a change in the situation*.

Recent work has established that there are eight dimensions (or categories) of adaptive performance. Here is a brief summary of the dimensions:

Handling Emergencies or Crisis Situations – Reacting with appropriate urgency in life threatening, dangerous, or emergency situations; quickly analyzing options and making split-second decisions based on clear and focused thinking; maintaining emotional control and objectivity while keeping focused on the situation at hand.

Handling Work Stress – Remaining composed and cool when faced with difficult circumstances or a highly demanding workload; managing frustration well by directing effort to constructive solutions; demonstrating resilience and the highest levels of professionalism in stressful circumstances; acting as a calming and settling influence to whom others look for guidance.

Solving Problems Creatively – Turning problems upside-down and inside-out to generate new, innovative ideas; thinking outside the given parameters and integrating seemingly unrelated information to develop creative solutions; developing innovative methods of obtaining or using resources when there are insufficient resources.

Dealing with Uncertain and Unpredictable Work Situations – Effectively adjusting plans, goals, actions, or priorities to deal with changing situations; imposing structure for self and others that provides as much focus as possible in changing situations; refusing to be paralyzed by uncertainty or ambiguity.

Learning Work Tasks, Technologies, and Procedures – Demonstrating enthusiasm for and proficiently learning new approaches and technologies for conducting work; anticipating changes in the work demands and searching for and participating in assignments or training that will prepare self for these changes.

Demonstrating Interpersonal Adaptability – Considering others' viewpoints and opinions and altering own opinion when it is appropriate to do so; being open and accepting of negative or developmental feedback regarding work; demonstrating keen insight of others' behavior and tailoring own behavior to persuade, influence, or work more effectively with them.

Demonstrating Cultural Adaptability – Taking action to learn about and understand the climate, orientation, needs, and values of other groups, organizations, or cultures; understanding the implications of one's actions and adjusting approach to maintain positive relationships with other groups, organizations, or cultures.

Demonstrating Physically Oriented Adaptability – Adjusting to challenging environmental states such as extreme heat, humidity, or cold; adjusting weight and muscular strength or becoming proficient in performing physical tasks for the job.

Section 2-2: Example Adaptability Needs Assessment Questionnaire³⁰

This packet is designed to help identify the adaptability requirements of core tasks performed in your job. This information will be used to assess the extent to which training is adequate to meet current adaptability requirements. Thank you in advance for your input!

Demographic Information	
Current Rank: _____	Years in Grade: _____
Current Position: _____	Name: _____

Major Job-Related Responsibilities
Please list FIVE main responsibilities of your current job.
Example Responsibilities: Personnel Management; Planning; Advising Higher Level Personnel or Commanders; Resource Management; Complex Decision-Making
1. _____
2. _____
3. _____
4. _____
5. _____

³⁰ Adapted from Ferro, Cracraft, & Dorsey (2006).

Section 2-3: Example Core Duties and Tasks Survey³¹

In the following tables, please list the core duties or tasks associated with each of the five responsibilities you listed previously. (You will write the tasks associated with each responsibility on separate tables.) You may use the task list provided and simply write the number of the task in the box, or write your own task statement. After you have listed a task, please mark an X in the column(s), next to the task, to indicate the adaptability requirements necessary to successfully complete each task. There is a blank table at the end of this document for filling in additional tasks.

-- EXAMPLE FORM --									
Responsibility #1: Personnel Management									
Core Tasks	Handling Emergency or Crisis Situations	Handling Work Stress	Solving Problems Creatively	Dealing with Uncertain and Unpredictable Work Situations	Learning Work Tasks, Technologies, and Procedures	Interpersonal Adaptability	Cultural Adaptability	Physically Oriented Adaptability	Did the training you previously received adequately prepare you for the adaptability requirements associated with the task (Y/N)
Evaluate subordinates' performance (complete OERs).									
Conduct counseling sessions with subordinates.						X			Y
Solve staffing problems by identifying Soldiers who are capable of performing duties beyond their current responsibilities.		X	X	X		X			N

³¹ Adapted from Ferro, Cracraft, & Dorsey (2006)

Section 2-4: Example Importance and Frequency Rating Survey

Please read each task statement below and determine how important the task is for successful performance on the job by circling the appropriate number in accordance with the scale below.

Importance Rating Scale:

- 0 = Task not needed to perform job.
- 1 = Minor Importance for effective performance.
- 2 = Some Importance for effective performance.
- 3 = Important for effective performance.
- 4 = Very Important for effective performance.
- 5 = Extremely Important for effective performance.

In addition to the importance ratings, please estimate the amount of time spent on each task. Compare the time spent on each task with the amount of time spent on the other tasks performed on the job by circling the appropriate number in accordance with the scale below.

Frequency Rating Scale:

- 0 = Task not part of the job.
- 1 = Much Less Time is spent on this task than on other tasks.
- 2 = Less Time is spent on this task than on other tasks.
- 3 = About the Same Amount of Time is spent on this task as on other tasks.
- 4 = More Time is spent on this task than on other tasks.
- 5 = Much More Time is spent on this task than on other tasks.

Task	Importance	Frequency
Make adjustments to own actions to coordinate with others	0 1 2 3 4 5	0 1 2 3 4 5
Resolve conflicts by reasoning with individuals involved	0 1 2 3 4 5	0 1 2 3 4 5
Gain cooperation from others outside your chain of command	0 1 2 3 4 5	0 1 2 3 4 5
Advise the supported commander	0 1 2 3 4 5	0 1 2 3 4 5
Interpret commander's intent	0 1 2 3 4 5	0 1 2 3 4 5
Identify strategic implications of different operational/tactical responses	0 1 2 3 4 5	0 1 2 3 4 5
Identify information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events	0 1 2 3 4 5	0 1 2 3 4 5
Prepare handbooks and/or briefings	0 1 2 3 4 5	0 1 2 3 4 5
Issue orders / provide direction and guidance to staff	0 1 2 3 4 5	0 1 2 3 4 5
Analyze internal processes and recommend and implement policy changes	0 1 2 3 4 5	0 1 2 3 4 5

Section 2-5: Example Critical Incident Survey

A critical incident is a description of a past event that provides an example to support a particular concept or teaching point. A critical incident has three components:

1. A description of the situation/task. The situation is important because it helps us understand the circumstances surrounding the incident and why certain actions may or may not have been taken. The situation may include information such as what was the task to be performed, who was involved, their backgrounds, relationships between individuals or with other groups, and environmental constraints that may have affected behavior.
2. A description of the actions or behavior of the person or persons in the situation. Descriptions of the behavior are important because they help us understand the concrete, observable actions that lead to various outcomes. Depending on the situation, you may describe either the behavior of a single individual or the behavior of an entire team.
3. A description of the outcome that resulted from the behavior and the impact that this result had on others. The results are important because it helps us to make a judgment about the effectiveness of the behavior. Note that in some cases this link might not be so clear – one's behavior may appear appropriate, but the result may still be negative. This situation may occur because of environmental constraints beyond the Soldier's control. Alternately, behavior that appears effective on the surface may be inappropriate for a given situation. Knowing all the relevant facts about the incident can help us determine how the action and result may or may not have been related.

Example critical incident:

1. **Situation/Task:** We were given an order to search all the houses in an Iraqi neighborhood to locate an insurgent suspected of planning several IED attacks. However, when we arrived at the second house on our list, we realized it belonged to a trusted religious leader.
2. **Action:** We determined that searching his house would have destroyed the rapport we built with this individual and cut off future sources of intelligence. Therefore, we explained what we were doing but told him we trusted his word and did not need to search his house. He invited us to search his house anyway, but we declined.
3. **Result:** The leader recognized that we had placed our trust in him and expressed his appreciation. Subsequently, he passed along useful intelligence that led to several insurgent arrests.

Tips for writing effective critical incidents:

- Concisely describe the situation/task, the action, and the result. Carefully consider what is relevant to each incident and include only that information; avoid handbooking irrelevant details.
- Describe what the Soldier(s) did or failed to do in that particular situation – not what people tend to do or general characteristics of effective and ineffective Soldiers. The behavior should be objective and observable – don't guess at inner motivations or try to interpret their actions. For example, instead of saying "relationships between team members became strained," describe the behaviors that constitute "strained relationships" such as infrequent communications, arguments, failure to share pertinent information, etc.

- Avoid including information that might identify specific individuals.
- Write about events in which you were a participant or that you observed first-hand. Don't write about events relayed to you by others, as your knowledge of this information may be incomplete.
- Be sure to include examples at all effectiveness levels – from highly effective to average effectiveness to highly ineffective.

Directions: in the space below, please provide as many critical incidents as possible, using the Situation/Task, Action, Result (STAR) framework described above. [Note: it may be appropriate to ask SMEs to target examples to particular dimensions of adaptability, such as interpersonal or mental adaptability.] Please attach additional sheets as necessary.

3 Designing, Developing, and Implementing Adaptability-Focused Training in the Classroom

In this Chapter:

- Adaptability Topics and Learning Objectives.
 - Introduction to adaptability.
 - Mental adaptability.
 - Interpersonal adaptability.
 - Leading an adaptable team.
- Interactive Training Methodologies.
 - Case studies.
 - Mock briefings.
 - Leaderless group discussions.
 - Role plays.
- Key Steps in the Development Process.
- Implementation.
- Chapter 3 Appendix.
 - Section 3-1: Sample Course Outline.
 - Section 3-2: Sample Critical Thinking Handout.
 - Section 3-3: Sample Negotiations Checklist.
 - Section 3-4: Sample Self/Peer Rating Form.
 - Section 3-5: Sample Values Scale.

Once a needs assessment has identified the critical adaptability-related knowledge, skills, and abilities that should be addressed through training, the next steps in the instructional design process are to design and develop training content to meet these needs. As mentioned in the Preface, achieving adaptive performance will require training at multiple levels - crawl, walk, and run. This chapter will provide ideas and guidance for how to design, develop, and implement adaptability-related content for the classroom, focused at the "crawl" level. At this first level of skill acquisition students must acquire an understanding of the task performance requirements then move to developing the required skills,³² so the training described here provides them with information regarding the tasks and skills involved in adaptability, as well as exercises to practice some of the required skills.

³² See Ackerman 1989; Ackerman 1991

The first phase of the development process entails identifying learning objectives and determining the appropriate learning strategy for meeting these objectives. Next, training materials must be developed and pilot tested. Finally, the training program is implemented, which includes training instructors and ensuring adequate resources are in place to support the course. The Chapter Appendix provides generic examples of adaptability exercises that can be modified as appropriate to fit the current context.

Adaptability Topics and Learning Objectives

The results of the needs assessment should provide direction on the critical adaptability-related tasks that are appropriate to address through training. Once these tasks have been identified, learning objectives can be written that define what the student should know and be able to do in order to perform these tasks effectively. Although learning objectives will be tailored to each unit's unique training needs, the following adaptability-related topics could serve as an organizing framework for this content (note: a sample course outline is provided in Section 3-1 of the Chapter Appendix):

- *Introduction to adaptability:* introduces students to adaptability concepts and definitions; provides a foundation from which all other learning objectives can be built.
- *Mental adaptability:* includes the “thinking” part of adaptability and involves skills related to decision-making, creative problem-solving, critical-thinking, and the application of these skills under various situations and environmental factors (e.g., stress).
- *Interpersonal adaptability:* includes skills associated with interpersonal interactions such as communication, persuasion, and negotiations. Interpersonal adaptability entails adjusting one's behavior toward others based on the demands of the environment (e.g., social norms and customs, etc.) to be more effective in social situations.
- *Leading an adaptable team:* is the application of mental and interpersonal adaptability skills by leaders to enhance the adaptive proficiency of a team. Adaptive leader actions include developing adaptive capabilities in others and creating a climate that fosters adaptability.

Developing Terminal Learning Objectives (TLOs) and Enabling Learning Objectives (ELOs) for this type of content can present somewhat of a challenge because adaptability-related knowledge and skills are often more difficult to observe than tactically-focused knowledge and skills. The TRADOC regulation 350-70 provides extensive guidance for developing appropriate TLOs and ELOs, including a list of appropriate verbs. According to TRADOC regulation 350-70, TLOs should contain an action, condition, and standard.

- The action statement describes specifically what the student should be able to do as a result of the training. It begins with a single action verb and is observable and measurable.
- The condition states the training situation in which the action should be completed.
- The standard describes requirements for the student's performance to evaluate whether the learning objective has been met.

The TRADCO regulation 350-70 emphasizes the importance of using performance-oriented verbs to start each action statement. This guidance lends itself particularly well to tasks that can be readily observed such as firing a weapon, conducting tactical operations, etc. Developing TLOs for skills that are inherently

more mental or interpersonal, as is the case for adaptability-related topics, is much more challenging. Therefore, care must be taken when developing these objectives to ensure they meet TRADOC guidelines and at the same time accurately represent the topics to be addressed. In some cases, action verbs for adaptability content may vary from the standard verbs provided in TRADOC regulation 350-70. However, if the standard statement is well defined, it will still be possible to assess whether the objective has been met.

In the sections that follow, sample learning objectives, suggested content, and exercise ideas are provided for each of the primary adaptability topics.

Introduction to Adaptability

Devoting a portion of the training to an introduction of the topic of adaptability is useful because it helps students better understand the importance of adaptability for Army leaders and can lead to better “buy-in” to the topic. If students are fully aware of the importance of adaptability, they are much more likely to attend to subsequent material and be motivated to improve their adaptability-related skills. It is recommended that the introduction address the following subjects:

- Importance of adaptability to Army leaders (e.g., changing nature of warfare in 21st century calls for new strategies and methods)
- Definition of adaptability and its dimensions (e.g., mental, interpersonal, physical).
- Characteristics of adaptive leaders (e.g., what are the factors that contribute to adaptive performance, such as experience, skills, knowledge, etc.).

In addition, it may be useful for students to do a self-assessment on their current level of adaptive performance. For this purpose, a formal assessment such as the Test of Adaptable Personality, described further in Chapter 5 (see Table 5-2), could be used, or students could do an informal assessment of their skills (note: there are sample assessments included in Chapter 4 that could be useful for this purpose). Sample learning objectives that address these topics are provided in the box below. Note that these examples contain the action component of the objectives only, as conditions and standards will vary, depending on the context of the training program.

Introduction to Adaptability – Example Learning Objectives

- State the importance of adaptive performance for Army leaders.
- Recognize the need for adaptive performance in the current operational environment.
- Define adaptability and its components.
- Assess own adaptability strengths and development needs.

Lesson plans to address these objectives could include a variety of classroom activities, such as:

- An introductory exercise that contains several unexpected changes while students work to develop some type of end product, such as a written plan or a briefing. Students should then be asked to reflect on their ability to handle these changes. This reflection can be used as a teaching point to communicate the importance of adaptability and to help students assess their tolerance for ambiguity.
- A case study describing a current operation that demonstrates the need for adaptability.
- Lecture and discussion that includes definitions and real world examples of the dimensions of adaptability.

Mental Adaptability

Mental adaptability is important in helping leaders learn how to adjust their thinking in new situations to overcome obstacles or improve effectiveness. Mental adaptability is also important to help leaders learn to handle crisis situations, manage stress, and solve problems creatively. Topics and learning objectives related to mental adaptability might include:

- Switching mindsets: mindsets are patterns of thinking that provide guidelines and rules to follow under different situations. While these guidelines can be useful, mindsets also create assumptions about people's motivations, intentions, likely actions, and effective approaches or reactions to a situation. For example, one might take certain actions upon hearing gunfire in a combat situation. However, the combat situation mindset and actions would be inappropriate upon hearing gunfire while passing by a shooting range. Similarly, a Soldier with a combat mindset might make poor decisions or choose poor actions if he/she maintained that mindset in a situation requiring diplomacy. Learning to switch these mindsets quickly as dictated by the situation is critical for adaptive performance.
- Critical thinking: critical thinking involves checking conclusions and potential courses of action for adequacy and appropriateness. It is a building block for creative problem solving, decision-making, and "metacognitive skills," which refer to how someone thinks about and evaluates his/her own thought patterns. In addition, students should be taught how to recognize and avoid critical thinking errors. Section 3-2 of the Chapter Appendix provides a sample handout describing common critical thinking errors and ways to avoid them.
- Problem solving: exposure to a variety of problem solving strategies can help students to develop new approaches to solve problems creatively. Problem solving strategies include:
 - Breaking the problem into parts.
 - Restating the problem.
 - Using prompting questions.
 - Approaching the problem from different perspectives.
- Naturalistic decision-making: many situations requiring adaptive performance don't provide sufficient time for leaders to make decisions using the traditional Military Decision-Making Process

(MDMP). Research has demonstrated that experts who deal with crises often do not typically evaluate multiple courses of action before they make a decision to act.³³ Rather, experts rely on their prior experience to select a single best solution and execute it quickly. Students can build their expertise through examining decisions made by experts and extracting the key factors that the experts use to evaluate a given situation and select an appropriate course of action.

Mental Adaptability – Example Learning Objectives

- Identify strategies for switching mindsets when dealing with difficult situations.
- Identify critical thinking errors and how to avoid these when making decisions.
- Apply problem-solving approaches to a given problem.

Lesson plans to address these objectives could include a variety of classroom activities, such as:

- **Switching Mindsets Exercise:** students divide into two groups and must try to take the perspective of the other group. For example, one group plays a terrorist organization plotting an attack on a military convoy. The other group plays a military unit trying to thwart attacks from terrorist organization. To be successful in the exercise, each group must attempt to understand the needs and motives of the other group. It can be particularly helpful to have students take the mindset of a group with which they are not familiar, such as members of another culture. Although this may be uncomfortable at first, it is instructive to point out to the students that an effective Soldier is one who learns to think like the enemy to discover his weakness and thereby defeat him.
- **Critical Thinking Exercise:** students watch a video or read a case study in which a group of decision makers commit several critical thinking errors. Students identify the errors and discuss how these errors might have been avoided. Another tactic would be to have one group of students engage in a live discussion and decision, with other students observing and identifying errors. A limitation of this approach is that there is no guarantee that certain errors will be made.
- **Decision Making Exercise:** Students watch videos or read case studies of experts who have faced very challenging problems. The video or case study is divided into parts such that the students first read about the problem without learning how the problem was solved (i.e., the Situation and Task). The students then spend time discussing how they would handle the problem. Next, the students receive the solution (i.e., the Action and Result), and finally, compare their answers with the answers of the experts. This could also be done with an expert providing the case study information live, as long as he/she was coached regarding how to divulge the information.

Interpersonal Adaptability

Interpersonal adaptability is important for interacting with and gaining cooperation from individuals who have a wide variety of backgrounds (e.g., host nation personnel, civilians, OGA personnel, etc.). Interpersonal adaptability involves being aware of the interpersonal dynamics in social situations,

³³ See Klein (2003).

monitoring one's own actions, and adjusting one's actions as appropriate to more effectively interact with others. Aspects of mental adaptability are also relevant to interpersonal adaptability because the mental mindset that is used to approach a social interaction can have a significant impact on an individual's actions in that situation. Interpersonal adaptability is essential in building rapport, resolving conflicts, and communicating and negotiating effectively.

Topics and learning objectives related to interpersonal adaptability include:

- Self-awareness: developing an accurate understanding of one's own strengths, weaknesses, and how one is perceived by others. Sources of self-awareness may include feedback from others (e.g., subordinates, peers, and commanders), personality inventories, performance ratings, and critical analyses of one's own actions (e.g., analyzing the reactions of others – verbal as well as non-verbal, to one's actions.) Some of the barriers to self-awareness are:
 - Self-deception – having an overly positive self-image and ignoring evidence that contradicts this image.
 - Lack of feedback – lack of opportunity or unwillingness to accept feedback.
 - Culture – national or organizational cultures that discourage introspection and providing feedback to others.
- Other-awareness: the ability to see the world and situations from the perspective of other people. Other awareness also entails understanding the thoughts, beliefs, needs, motives, and values of others. Understanding others' perspectives is important when trying to influence, persuade, and/or negotiate.

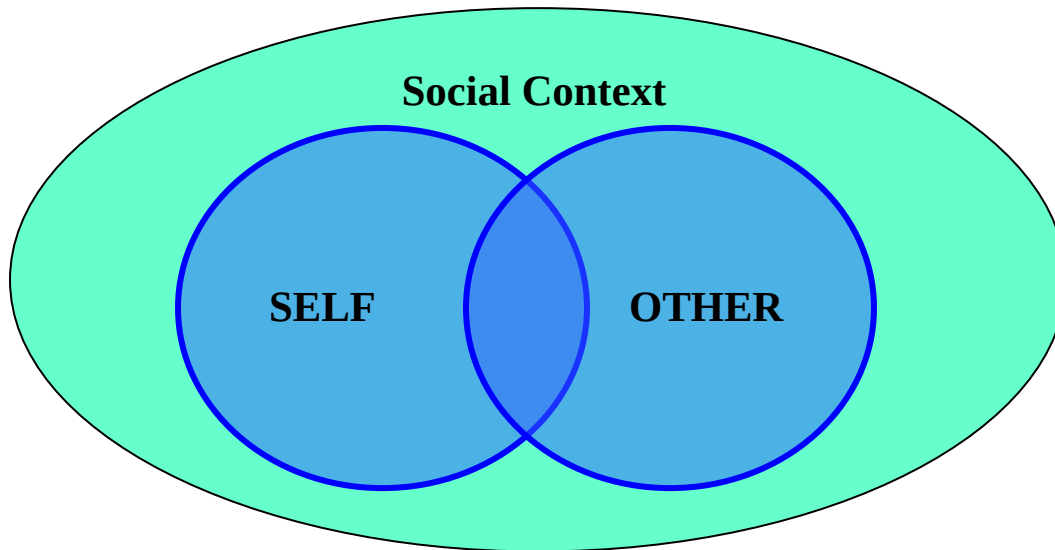


Figure 3-1: System Awareness

- System awareness: understanding the set of social rules that governs our actions and the actions of others. System awareness also includes understanding the social system in which one is operating, such as norms, politics, etc. Figure 3-1 provides a visual description of system awareness components and their relationships.
- Negotiation strategies: using influence, persuasion, and conflict resolution skills to come to an agreement with another party. As such, negotiation involves a range of skills associated with interpersonal adaptability, including the following (note: a sample negotiations checklist is provided in Section 3-3 of the Chapter Appendix; this checklist could be used in a negotiations role play exercise):
 - Self-awareness – knowing one’s strengths and weaknesses in relation to the negotiation situation. For example, understanding which power bases one can leverage in a given situation.
 - Other-awareness – understanding the needs and motives of the other party in the negotiation and using this information to one’s advantage.
 - System awareness – understanding how environmental factors will impact the negotiation and the actions of the parties involved.

Interpersonal Adaptability – Example Learning Objectives

- Identify the key components of interpersonal adaptability and how to utilize these components in an operational setting.
- Analyze one's own interpersonal adaptability through self-awareness exercises.
- Analyze external factors that influence interpersonal adaptability.
- Determine effective negotiation strategies for individual and group negotiations.

Lesson plans to address these objectives could include a variety of classroom activities, such as:

- Self-awareness exercises: (1) Standardized tests or personality assessments can be administered and the results discussed either in a general way with the group or in a more personalized way with each individual. (2) A classroom exercise could be developed that would require individuals in the classroom to interact in small groups to accomplish a task or reach a decision. Peer evaluations can then be obtained from the members of the group. (See Section 3-4 of the Chapter Appendix for a sample peer rating form.) Optimally, information from different sources would be compiled in a matrix to identify strengths and weaknesses (Chapter 5 contains an example tool to assist students in compiling information from different sources).
- Persuasion exercise: students are assigned to pairs or small groups and must attempt to influence each other to reach a consensus regarding a particular action. This exercise provides the student with practice in applying self and other awareness skills and provides experience and feedback. Note that this activity should be distinguished from negotiations in that the emphasis is on getting the other party to fully agree to take a particular action, rather than reaching a compromise. This distinction is important because for some activities there is no option for compromise. In these instances, leaders must use their influence skills to get the other party to comply with the request because anything less than complete compliance would result in failure.
- Negotiations exercise: students work in pairs or in groups to reach a mutually acceptable agreement. In contrast to persuasion, in a negotiations exercise it should be understood that students have some latitude to reach a compromise. As with the persuasion exercise, this provides students with practice in applying self and other awareness skills as well as experience and feedback.

Leading an Adaptable Team

The focus of this lesson would be to teach students in leadership positions what they could do to enhance the adaptability of their unit. Leaders play an integral role in fostering adaptability through developing the adaptive capabilities of others and by creating a unit climate that encourages and rewards adaptive performance. Topics and learning objectives associated with leading an adaptable unit include the following:

- Leadership Strategies and Styles: there are particular types of leadership strategies that can promote or inhibit adaptability. For example, a collaborative style promotes adaptability while an autocratic style can inhibit it.
- Delivering Effective Feedback: because leaders are instrumental in developing the capabilities of others, it is important to ensure that leaders have the skills to deliver effective feedback at the individual and group level. Effective feedback provides concrete guidance on what was done well and what needs to be improved along with specific guidance on *how* Soldiers can improve.
- Values Awareness: leaders, like all human beings have values that guide their behavior. These values may stem from military indoctrination or from more fundamental sources such as upbringing, cultural background, religious beliefs, etc. Although these values may serve an important role in guiding leadership styles, it is important for the leader to recognize that their values may differ from those of their subordinates and others with whom they interact (e.g., Host Nation Personnel). This lesson would encourage leaders to examine and understand their value system and how it may differ from others. A sample values scale is included in Section 3-5 of the Chapter Appendix.

Leading an Adaptable Team – Example Learning Objectives

- Describe leadership actions that encourage adaptability among unit members.
- Identify the characteristics of an effective and ineffective leader.
- Identify own leadership values and describe how these affect unit leadership.
- Deliver feedback to others.

Lesson plans to address these objectives could include a variety of classroom activities, such as:

- Leadership style exercise: students discuss effective and ineffective leadership styles and strategies. This exercise can be especially powerful if real examples of different kinds of leaders can be used in the discussion.
- Feedback exercises: at the group level, students can learn to conduct mock After Action Reviews (AARs) with a focus on critically evaluating the adaptability of the team and encouraging adaptability in the future. At an individual level, students may engage in a role-play exercise in which they practice delivering feedback to a subordinate with the goal of promoting adaptive performance. This exercise will be even more useful if the students then get feedback from the “subordinate” on their effectiveness in delivering honest and constructive feedback.
- Values exercise: students complete a values checklist and then compare their results to traditional American values and values in other cultures. Students then discuss strategies for dealing with others who may have vastly different value systems.

Interactive Training Methodologies

Once the basic course topics have been outlined and the learning objectives have been identified, the most effective means of meeting these objectives must be determined. This section describes how various training methodologies might be employed to develop lesson plans for the topics described in the previous section.

Several factors will drive the choice of which training methodology to use, including:

- Learning objectives: the type of learning objective should drive the choice of training methodology. For example, objectives that use knowledge-oriented verbs such as describe, identify, or summarize can be addressed efficiently through lectures and class discussions. Objectives that are focused on performing a skill (e.g., provide feedback to subordinates) should be addressed through a hands-on exercise that provides the student with the opportunity to actively practice the skill and get feedback on his or her efforts.
- Student characteristics: less experienced students generally need more guidance and structure during training than do more experienced students. Therefore, short lectures and structured activities will likely be appropriate for a novice student audience. More experienced groups of students will likely be able to draw from personal experiences with adaptability and will benefit more from guided discussion and exercises with fewer boundaries. However, even very experienced Soldiers may not be familiar with basic adaptability concepts in the academic sense, and these individuals will benefit from instruction that defines and describes the various components of adaptability. Experienced individuals often appreciate having a framework and definitions that they can use to better understand their previous experiences.
- Available resources: in general, exercises are more resource intensive to develop than lecture and discussion based instruction. Moreover, exercises require more instructors and facilitators on an ongoing basis than do lecture and discussion. Therefore, it is recommended that both development and instructional resources be carefully considered when choosing which training methodologies to include in the course design.
- Technology: although this handbook is focused on traditional classroom based training, technology-enabled training might be a viable option for delivering adaptability-related training. Technology-enabled learning has many advantages, including the ability to provide instruction to geographically disbursed students, flexibility to accommodate student availability, and standardization. In addition, customized technology-enabled learning is very expensive to develop but may be cheaper to use in the long run on a cost per student basis.

Although a thorough discussion of the pros and cons of each major instructional strategy is beyond the scope of this chapter, the next section highlights a few of the methods that may lend themselves particularly well to adaptability content.

Case Studies

Case studies are descriptions of historical events, which may be true or fictionalized. A good case study is complex with multiple issues and no clear “right answer.” Case studies can be used as a way of exploring

prior decisions as well as the reactions of the people involved. This will allow for increased understanding of how others behave and make decisions. Additionally, students may learn from the mistakes made by others.

Adaptability skills conducive to training with case studies:

- Critical thinking and analysis – examining and evaluating the available information, assessing implications and drawing conclusions based on evidence, scanning for important information and disregarding non-relevant information, identifying patterns and trends.
- Creative problem solving – coming up with novel solutions, developing and evaluating alternative courses of action (COAs).
- Decision-making – choosing an effective COA and evaluating this COA in light of what actually happened in the case.

Mock Briefings

Mock briefings entail students preparing for and delivering a briefing on a given topic. The presentation may be something for which the participant has to thoroughly prepare, or students may be given very little prep time. Typically, the audience also has a role in that they may challenge the participant with prepared questions. Adding this aspect to the activity will force the presenter to adapt his or her material or presentation style to meet the needs of the audience. Follow-up and feedback is usually provided in written form and/or in a one-on-one conversation with the instructor. Peers can also provide feedback if the setting is appropriate; however, the instructor must ensure that peers have some guidance on how to deliver effective feedback.

Adaptability skills conducive to training with mock briefings:

- Critical thinking – responding to questions appropriately, using good judgment on what to present and how it should be presented.
- Influence/persuasion skills – depending on the assignment, the oral presentation can be a way to evaluate a student's ability to present a convincing message.
- Interpersonal skills – self-awareness, handling sensitive issues with tact and diplomacy, tailoring voice, etc.
- Handling stress – giving a presentation (especially off the cuff) is usually anxiety provoking, and this exercise can be an effective way to see how people hold up under pressure, depending on their level of experience with this type of task.

Leaderless Group Discussions

Leaderless Group Discussions (LGDs) typically entail students working in small groups of 4-6 people to solve a problem or make a decision. There is often a time limit on the discussion to force students to move through the exercise quickly and increase their stress level. The discussion is called "leaderless" because none of the participants is given a leadership role in the exercise. There are two main types of LGDs: assigned roles and non-assigned roles. In the non-assigned roles LGD, group members work together on

the same problem with the same information. For example, the group may be tasked with evaluating a Soldier morale issue and coming up with a recommended solution. In the assigned roles LGD, each person is asked to play a specific role. Everyone may have the same background information; however, each participant might also have specific information relevant to his or her role. For example, the students may be assigned roles as leaders from different units who have each been instructed to advocate for a particular candidate to win a coveted award. To be successful, each person must demonstrate effective interpersonal skills and effectively influence the others to support his or her candidate.

Adaptability skills conducive to training with LGD:

- Teamwork – including actively participating and helping the team move toward its goal, backing others up through supporting behaviors, ensuring everyone's perspectives are heard, and helping the group to reach consensus.
- Leadership – although the exercise is called a leaderless group discussion, all participants are expected to take initiative and participate. As such, everyone has the opportunity to be a leader and demonstrate leadership qualities. The exercise can encourage participants to encourage others to cooperate and coordinate, contributing to a climate that fosters adaptability.
- Interpersonal skills – including using tact and diplomacy to advance one's perspective, while at the same time listening to and responding to other's ideas and demonstrating an awareness of others and one's own impact on them.
- Persuasion and influence – by assigning roles to students (i.e. holding opposite points of view) students will have to persuade or influence each other to accept their point of view.

Role-plays

Role-plays are simulations in which two or more people act out a problem or situation from a particular perspective (e.g., a supervisor subordinate discussion). Role-plays can be powerful training tools when done appropriately because they provide students with the opportunity to practice interpersonal skills in a safe environment. Research has supported the value of role-plays in learning interpersonal skills, especially when feedback is provided. When role-plays are done between two individuals or groups, it is preferable to have two scenarios such that each individual or group can practice the target skill area. For example, if the exercise is focused on persuasion, it may be desirable to have the focal person act as the persuader and the other student act as the persuadee. Once the exercise is over, the students could switch places with a new scenario so that each gets a turn practicing persuasion techniques.

Adaptability skills conducive to training using role-plays:

- Interpersonal skills – including communication; self, other, and system awareness; active listening; building rapport; etc.
- Negotiation and conflict management – includes trying to reach mutually acceptable agreements through negotiations, striving to understand the other person's perspective, and diffusing tense or emotionally charged situations.

- Leadership and developing others –includes providing guidance to others, setting expectations, providing effective feedback, creating an atmosphere that fosters adaptability, and motivating others in the face of adverse conditions.
- Persuasion and/or influence – includes trying to change another person’s point of view or get him/her to take a particular action.

Key Steps in the Development Process

This section outlines the recommended steps for developing adaptability-related content.

Step 1: Gather background information. As with any topic, developing adaptability-related training content requires a thorough understanding of the subject matter. During the development process it may be necessary to do additional research on the topics outlined in the course design in order to effectively develop the course content. It is recommended that instructional designers new to the topic of adaptability consult with someone who is experienced with this topic when developing the content. In addition, it may be useful to review academic writings on the topic of adaptability, such as the recommended readings provided in Chapter 6 of this Handbook.

Step 2: Gather examples and critical incidents. While academic knowledge of adaptability will be useful in developing lecture content, real-life examples are important to bringing this content to life. News stories and historical case studies are good sources of information for this purpose. In addition, critical incidents gathered from Subject Matter Experts (SMEs) can provide a rich source of material for developing complex, realistic exercises and examples. Chapter 2 provides extensive guidance on gathering critical incidents from SMEs. In general, critical incidents should include the same components as the STAR format (Situation Task, Action, Result):

1. **Situation/Task.** A description of the situation with enough detail so that students will understand the context of the event.
2. **Action.** The specific action or behavior demonstrated by the individuals involved in the incident.
3. **Result.** The outcome or result of the action. Note that it is useful to have critical incident examples that reveal negative results as well as ones that reveal successful results, as this will demonstrate both effective and ineffective actions.

Ideally, critical incidents will be engaging, compelling, and relevant to the teaching points in the course. An example of an effective critical incident is presented below:

Situation/Task: A squad was assigned to gather information about the movements of a rebel force in a remote location in Afghanistan. One of the requirements of the mission was for the Soldiers to gather information in a clandestine manner. However, a local farmer accidentally found the Soldiers' hide site, compromising their presence.

Action: The squad leader quickly developed rapport with the farmer by offering medical assistance to care for an injured sheep. In turn, the farmer provided information on the movements of the rebel force.

Outcome: The intelligence gathered from the farmer proved to be accurate and valuable, contributing greatly to the success of future operations. The squad probably learned more from the farmer than they would have from observation alone.

Step 3: Create course materials. In general, the process for developing adaptability-related lecture materials is similar to the process for developing any type of lecture. The most effective lectures are (a) relatively short and targeted to address the learning objectives, (b) include examples and stories to illustrate teaching points and bring the material to life, and (c) delivered in an interactive style that weaves discussion throughout. Lectures focused on adaptability-related content should adhere to these principles and allow for students to bring their own knowledge and experiences to bear during the discussion.

As described in the previous section, there are several types of exercises that may be appropriate to include in an adaptability training program. The type of exercise should be matched to the learning objectives and other requirements in the training program, such as amount of time available, amount of resources available to develop and administer the exercise, etc. In general, exercises are more time consuming to develop and administer, so it is important to ensure that the appropriate resources are available to implement the exercise effectively. If developing new exercises is not feasible, it may be possible to revise existing exercises to include adaptability components. Chapter 5 provides guidance on revising current exercises in this manner.

In general, exercises in adaptability training programs share the following components:

- Where feasible they introduce unexpected events that compel students to change their approach to the situation or to switch mindsets.
- They should replicate job relevant situations and include realistic scenarios.
- They build experience by providing students with the opportunity to practice skills and receive feedback.

Step 4: Validating and pilot testing materials. Before pilot testing the materials, it is important to validate them with appropriate SMEs. The purpose of validation is to ensure that the training materials adequately address the learning objectives. The SMEs should provide feedback on quality, effectiveness, realism, and appropriateness of the training materials, especially the examples, case studies, and exercises. The SMEs may also comment on whether the difficulty level is appropriate and the exercises are engaging.

After SME feedback has been incorporated into the materials, a thorough pilot test should be conducted. The main focus of the pilot test should be to ensure that the content adequately addresses the learning objectives and the exercises work as intended. For example, if an exercise includes an unexpected event, was it (a) noticed by the students, and (b) a significant enough change that it compelled students to adapt? If these criteria are not met, the exercise did not have its intended effect, and the materials will need to be revised accordingly.

Ideally, participants in the pilot course will be similar to the target audience with regard to rank, level of experience, MOS, etc. To evaluate the pilot, students should be asked to complete a course reaction survey (note: sample student reactions questionnaires are provided in Chapter 4). In addition, students may be asked more specific questions pertinent to the pilot setting either via a written survey or in a focus group at the end of the course. For example, students may be asked if the instructions were clear, if the content was realistic and engaging, if enough time was devoted to each topic, etc. It may also be useful to ask outside observers to view the pilot to get an additional perspective on the effectiveness of the training program

Implementation

Creating an effective training course does not stop with a successful pilot test. Many excellent training programs have ultimately failed due to implementation problems such as lack of buy-in from key stakeholders, poor instruction, and lack of adequate resources to teach the course in the manner that it was intended. To ensure the continued success of the course, potential problems should be identified and steps should be taken to mitigate their effects.

Stakeholder Buy-in: ideally, stakeholder buy-in for the course would be obtained early on in the development process. However, with frequent rotations and leadership changes, course developers may find that they need to sell the course multiple times during the development process. This is especially true if the individuals responsible for delivering the course are not in the same chain of command as the individuals developing the materials. In these cases, frequent communication and knowledge sharing is critical.

Instructor Quality: as anyone who has ever been a student in a course can attest, the quality of instruction is crucial to the success of nearly any training activity. Instructors for adaptability-related training programs must be thoroughly versed in the topic and in the structure and flow of the course. This is especially true of complex exercises that introduce unexpected changes and challenges. Often, these types of exercises rely on careful staging and execution to have their intended effect. Instructors who are not thoroughly familiar with how to facilitate the exercise will have difficulty ensuring the learning objectives are met.

Using Guest Speakers: it may also be fruitful to use guest speakers to supplement the regular instructors. The most effective guest speakers are experts within their domain and have real-world examples and lessons learned to share with the students. In an adaptability context, effective guest speakers might be experienced leaders who have successfully dealt with a particularly challenging operational issue. For example, a leader could describe how he or she used interpersonal adaptability skills to win the trust of a local religious leader and obtain important intelligence information that was instrumental in capturing insurgents. Using guest speakers in this manner also provides students with an alternative viewpoint from

that of the instructor, which is another important component of adaptability (i.e., seeing things from different perspectives).

Adequate Resources: finally, adequate resources are critical to ensuring the success of any training program. In an adaptability context, getting buy-in from key stakeholders is a necessary first step in this process. This is especially true when there are differing views about the extent to which a topic is (a) an important topic of study, and (b) a trainable skill. Therefore, ensuring appropriate resources will take planning, and it may be necessary to gather evaluation evidence that supports the value of the training program. Chapter 4 provides guidance on conducting adaptability-related training evaluation at multiple levels.

Chapter Summary

- Four important topics to consider for inclusion in adaptability-related training are: introduction to adaptability, mental adaptability, interpersonal adaptability, and leading an adaptable team.
- A number of factors will affect the choice of which training methods should be used, including the type of learning objectives, characteristics of the audience, available resources, and use of technology.
- Case studies and classroom exercises are effective training methodologies for adaptability content. For example, role-plays have been shown to be successful in training interpersonal skills, while case studies may be better suited for critical thinking and problem analysis skills.
- Developing adaptability-related content begins with reviewing relevant background materials to build lecture and discussion components and gathering critical incidents to use for examples, case studies, and other exercises.
- Once developed, the training materials should be validated by subject matter experts and thoroughly pilot tested with participants that are similar to the ultimate training audience.
- For adaptability exercises, a major component of the exercises is the introduction of an unexpected event that causes students to change their approach. During the pilot test, it is important to assess how effective these changes were in eliciting adaptive behaviors. Evaluating the responses of students to change can help determine if the exercise was successful or not.
- To ensure the continued success of the adaptability program after implementation, it is important to ensure buy-in from key stakeholders, a high quality of instruction, and adequate resources.

Section 3-1: Sample Course Outline

OVERVIEW AND INTRODUCTION	
Introduction <i>Lecture/Discussion</i> ½ hour Participants will learn the goals, structure, and design of the training so that they will be better able to organize, understand, and apply the information provided by the training.	▪ Conduct welcome and introductions. • Instructor and student introductions • Orientation information (e.g., location of restrooms) • Distribution of course agenda ▪ Review the goals of the training. • Gain a working knowledge of what adaptability is and how it plays out in Army leadership roles • Learn to be more self aware and diagnostic about when adaptability is required, what types of adaptability are required, and how to use tools that facilitate adaptive performance • Gain experience in situations requiring adaptability ▪ Review overall training approach. • Lecture (how adaptability is handled in theory) • Case studies (how others have handled adaptability) • Scenario-based exercises (how do you handle adaptability?) • Role of coaching/feedback; role of mistakes in learning

OVERVIEW AND INTRODUCTION (CONTINUED)

Recognizing the Need for Adaptability

Exercise

1 ¼ hours

Participants will gain first-hand experience switching mindsets as circumstances change and adjusting strategies accordingly.

Participants will be presented with a scenario requiring them to adapt to changing situations and to switch mindsets in how they approach their mission.

First, participants will be broken into small groups of 6-10, representing different units. Then, the participants will read a description of a situation that requires their unit to plan an operation. They will be given the background information that they need in order to plan their mission. Participants will be given a few minutes to read the background materials and to design an initial strategy.

Next, the teams will be informed that the circumstances of the mission have changed. The teams will need to switch mindsets accordingly, and will be given additional time to modify their strategies or to develop new ones.

Next, the teams will discuss their approaches to the mission and how they addressed the changes in plans. These will then be compared to strategies suggested by the instructors or other units, identifying similarities and differences. A group discussion of participants' reactions to having to switch mindsets, and strategies they used to adjust their plans, will follow.

OVERVIEW AND INTRODUCTION (CONTINUED)

Defining Adaptability <i>Lecture/Discussion</i> 1 hour Participants will understand the critical role that adaptive performance plays in the operational environment, as well as the many forms that adaptability takes. In addition, participants will discuss the influence of the environment on adaptive performance.	▪ Present general definition of adaptability. ▪ Review types of adaptability (i.e., ways adaptability can be demonstrated). • Mental • Interpersonal • Physical • Leading an Adaptable Team ▪ Students will read a relevant case study that contains numerous examples of how one unit had to demonstrate mental, physical, and interpersonal adaptability to ensure mission success. ▪ The instructor will lead a discussion of how adaptability was demonstrated in the case. The discussion will emphasize the critical role that adaptability plays in the operational environment. ▪ Discuss the idea that adaptability exists on a continuum, and that it can be overdone. ▪ Present the students with scales that can be used for evaluating someone on the different types of adaptability. These scales will allow the students to understand what actions define success in this area. Students will practice using the rating scales by evaluating their own performance in the earlier planning exercise, as well as rating the adaptability exhibited by Soldiers in example scenarios provided by the instructor.
Planning Guide and Wrap-up <i>Lecture</i> 5 Minutes Participants will receive a Personal Planning Guide to encourage and guide further development in the area of adaptability.	▪ Participants will be given a Personal Planning Guide that they can use to help them continually develop their adaptability-related skills beyond the classroom. • The guide will walk students through a process of identifying their adaptability strengths and weaknesses. • The guide provides tips to students on developing proficiency in different areas of adaptability. ▪ Concluding remarks and preparation for following day's training.

MENTAL ADAPTABILITY	
Switching Mindsets <i>Lecture/Discussion/Activity</i> ½ hour Participants will learn about viewing situations from a variety of perspectives in order to determine the need for change and to handle problems as they arise.	▪ Present general definition of mental adaptability. ▪ Review types of adaptability that could be considered primarily mental. • Handling emergencies or crisis situations • Learning work tasks, technologies, and procedures • Solving problems creatively • Dealing effectively with unpredictable or changing environments ▪ Present aspects of mental adaptability. • Switching frames of reference • Flexible thinking/mental flexibility • Critical thinking/thinking about thinking (metacognition) ▪ Discuss the concept of switching mindsets or viewing situations through different lenses. Switching mindsets often illuminates solutions to problems that might not otherwise be seen. ▪ As an illustration of switching mindsets, the instructor will lead a discussion of how to see common objects (e.g., field equipment) from different perspectives.
Switching Mindsets Exercise <i>Exercise</i> ¾ hour Participants will read a situation involving enemy actions, and practice taking the perspective of the enemy to plan their own course of action.	Students will be divided up into two teams. One team will play the role of a terrorist organization plotting an attack on a convoy. The other team will play the role of a team trying to thwart the attack. During the planning phase, team members will need to adopt the mindset of the enemy to attempt to determine what his plans will be and develop a superior approach. Each group will then present its plans and approach with the larger group and the instructor will facilitate a discussion about lessons learned from the exercise.

MENTAL ADAPTABILITY (CONTINUED)	
Tools and Strategies for Critical Thinking <i>Lecture/Discussion</i> ½ hour Participants will learn to recognize and address critical thinking deficits. They will understand the concepts and processes associated with thinking about and evaluating their own thought processes and discuss strategies for effective problem solving.	▪ Present frequent problems in critical thinking. • Being impulsive and jumping to conclusions. • Acting on general, vague, or abstract information. • Not clearly identifying the core problem. • Acting without making sure that the pieces of information fit together logically. • Acting on personal feelings and not listening to others. • Communicating with others in a vague and general way. • Acting without thinking through consequences. ▪ Present strategies to effectively solve problems and avoid critical thinking errors. • Positive attitude. • Concern for accuracy. • Breaking the problem into parts. • Avoiding guessing. • Activeness in problem solving.
Tools and Strategies for Critical Thinking: Historical Case Study <i>Exercise</i> ½ hour Participants will read and discuss a case study about effective demonstration of critical thinking that enabled mission success, drawing from the study to practice their own critical thinking skills.	Participants will read an historical case study of effective critical thinking that made the difference between mission success and failure. The instructor will lead the class through a discussion of the case study, encouraging students to provide their own thoughts about how they would have handled the situation so that they can practice their own critical thinking skills.

MENTAL ADAPTABILITY (CONTINUED)

Critical Thinking Video <i>Exercise</i> $\frac{3}{4}$ hour Participants will practice evaluating thought processes and recognizing deficits in critical thinking; they will also discuss how they might be overcome.	Participants will watch a video presenting a group problem-solving scenario. They will analyze the group's thought processes for deficits in thinking. A group discussion will follow, with an emphasis on avoiding and overcoming deficits.
Approaches to Decision Making <i>Lecture/Discussion</i> $\frac{1}{2}$ hour Participants will learn to recognize when traditional MDMP is appropriate, and when time and other pressures preclude such a process in favor of Naturalistic Decision Making. Given the role of experience in Naturalistic Decision-Making models, participants will be provided with tips for increasing their repertoire of available responses to situations.	▪ Review rational decision-making models, developed for when there is time for careful consideration and planning. • MDMP model. • Tactical planning. • Typical models of problem solving. ▪ Review naturalistic decision making models, developed to describe how decisions are made under stress, time pressure, etc. • Recognition Primed Decision model. • Recognition/Metacognition model. ▪ Present overview of situational awareness, and its importance in decision-making. ▪ Provide participants with tips for increasing their repertoire of responses to situations through vicarious means. • Historical readings • Conversations with experienced Soldiers. • Reading through past AARs.

MENTAL ADAPTABILITY (CONTINUED)

Decision Making

Exercise

1 hour

Participants will develop decision-making and situational awareness skills by comparing facets of situations to which experts attend to those to which the participants attend.

Participants will view videotaped interviews with experienced Soldiers about situations that have required them and their unit to be adaptable.

The Soldier in the video will begin by providing a detailed account of the situation and task. The video will then be paused while participants discuss how they would handle the situation and what features of the situation guided their responses. The tape will then be restarted, and the Soldier will outline the features of the situation to which he/she attended the most and how he/she handled the situation.

A group discussion will follow each of the interviews, focusing on features of the environment to which the officers attended and choices in courses of action.

INTERPERSONAL ADAPTABILITY	
Self Awareness <i>Lecture/Discussion</i> ¼ hour Participants will learn what interpersonal adaptability is and why it is important to mission success. Participants will also discuss the importance of self-awareness to interpersonal adaptability	▪ Present general definition of interpersonal adaptability as well as specific behaviors related to interpersonal adaptability. ▪ Discuss why interpersonal adaptability is critical for mission success. • Rapport building. • Negotiations. • Conflict resolution. ▪ Discuss definition and importance of self-awareness. • Self awareness: being aware of one's own beliefs, values, personality, etc. and how this perception may differ from the perceptions of others (as illustrated by previous exercise) ▪ Discuss barriers to awareness and how these barriers might be overcome.
Self Awareness Exercise <i>Exercise</i> 1 hour Participants will learn how their self-perceptions compare to how others perceive them.	Participants will work in groups of 5 to choose a candidate to for a coveted award. Each member of the group will be assigned a particular candidate for whom he or she will lobby, with the goal of getting the candidate selected for the award. Following a discussion of which candidate is most deserving of the award, each person will rate him or herself and the others in the group on how they presented themselves during the group interaction. These rating sheets will then be distributed so that each person learns how others perceived his or her behavior during the interaction. This will allow participants to assess the first impressions that they make in interactions with others, and how this compares to their self-assessments. A key discussion point will be that knowing how one's self-perceptions differ from others is a prerequisite for effective interpersonal adaptability.

INTERPERSONAL ADAPTABILITY (CONTINUED)	
Other/System Awareness <i>Lecture/Discussion/Activity</i> ¾ hour Participants will learn that interpersonal adaptability occurs in a larger social context, which has certain rules or expectations for behavior.	▪ Discuss definition of other awareness and its importance to interpersonal adaptability: • Other awareness: being aware of differences in others and how one has to adjust what one says and does to match those differences. ▪ Discuss barriers to other awareness and how they can be overcome. ▪ Discuss potential elements of a social system. • Social status and the role that this plays in the larger culture. • Rules and regulations. • Cultural norms (e.g., values, beliefs, attitudes, norms, etc.). ▪ Several examples of the effects of social context on interpersonal adaptability will be presented and discussed.
Other/System Awareness Exercise <i>Exercise</i> ¾ hour Participants will practice seeking to understand the perspectives of others and modifying their behavior accordingly.	Participants will practice putting themselves into others' shoes -- a key component to interpersonal adaptability. First, participants will be placed in pairs. One person will be designated as the "persuader" and one as the "persuadee." The persuader's job will be to attempt to persuade the persuadee to adopt a particular point of view on an issue. To do this, the persuader should attempt to see the issue from the persuadee's perspective, and tailor his or her presentation of the issue accordingly. (The persuadee will be assigned a particular perspective.) Following a 5 minute interaction, the persuadee will provide feedback to the persuader based on a structured feedback tool. After this discussion, the persuader and persuadee will switch roles, and repeat the exercise with a different issue. A group discussion will emphasize the following points: ▪ Perspective taking is not just about persuading others, but is about seeking to understand the needs and motivations of others. ▪ Bullying others to accept a position may work in the short term, but long-term results will come from understanding the perspectives of others and tailoring one's approach to take these perspectives into account.

INTERPERSONAL ADAPTABILITY (CONTINUED)

Successful Negotiations

Lecture/Discussion

½ hour

Participants will learn basic strategies involved in successful negotiations.

- Present theory behind negotiations.
 - Power and Influence.
 - Tactics.
- Present strategies for negotiations.
 - Separate the people (emotions, communication, understanding, etc.) from the problem (terms, conditions, prices, dates, numbers, etc.).
 - Think like the other side, considering issues like pacing, formality, physical proximity while talking, bluntness, time frame, who negotiates.
 - Prepare strategies ahead of time, and prepare contingencies.
 - Determine what to do if negotiations fail.
- Discuss impact of cultural differences on negotiation.

INTERPERSONAL ADAPTABILITY (CONTINUED)

Successful Negotiations Exercise

Exercise

1 ½ hours

Participants will practice the strategies of successful negotiations in a one-on-one and group scenario.

One-on-One Scenario:

- Participants will work in pairs to practice the negotiation strategies they learned in the previous discussion. The participants will be given a scenario in which a unit commander must negotiate with an Iraqi merchant for the rental of several trucks, fuel, and drivers. One person from each pair will play the role of the unit commander and the other will play the role of the Iraqi merchant. The participants will have 10 minutes to read the background materials and prepare a negotiation strategy and another 5-10 minutes to negotiate. At the end, a large group discussion will allow the participants to compare outcomes and share lessons learned about effective and ineffective negotiation tactics.

Group Scenario:

- Participants will be broken into two groups, one group representing an Army unit and the other representing a band of Kurdish rebels. Their goal will be to solve a problem surrounding the supplies that the unit is to provide to the guerrillas. Each group will be presented with background information for its side. They will then be given 10 minutes to plan a negotiations strategy (practicing the creative problem solving and critical thinking skills associated with mental adaptability). One representative from each group will go forward to conduct the negotiations for approximately 5 minutes (practicing interpersonal and mental adaptability by adjusting to the strategies of his negotiating partner). The rest of the team will observe and listen to his negotiation interaction. The negotiator will then return to the group, where another member of the team will be designated (by the instructor) to lead the group through a discussion of how the negotiations are progressing (to practice team communication as a step in leading an adaptable team). This "private counsel" will allow the team to evaluate their strategies and tactics, and change them if necessary. A different negotiator will return to the table after the private counsel. This process should be repeated four times, with a different person in the role of negotiator and discussion facilitator each time.

DEVELOPING AN ADAPTABLE TEAM

Introduction

Lecture/Discussion/Activity

¾ hour

Participants will learn what an adaptable team is and the role of the leader in building and maintaining an adaptable team.

Participants will also discuss leadership styles and strategies that are conducive to developing and leading an adaptable team.

- Present characteristics of adaptable teams.
- Review the role of the leader in building and maintaining an adaptable team.
- Discuss personality profiles and implications for leadership.
- Present strategies for enhancing team adaptive performance.
 - Learn about the team to know what to fix and how to fix it.
 - Use democratic/participative processes when possible to set collaborative tone.
 - Deliver feedback in pre- and post-action briefings, as well as informally.
- Discuss the application of leadership strategies in team settings, particularly with difficult or rigid team members.
- Participants will work in small groups to extract principles of being a leader of adaptable teams from critical incidents and personal experiences. The groups will then share their lists, identifying and discussing common and unique characteristics.
- Discuss personal values, using the Values Checklist as a tool.
- Discuss potential conflicts in values between leaders and subordinates.

DEVELOPING AN ADAPTABLE TEAM (CONTINUED)

Delivering Effective Feedback <i>Lecture/Exercise</i> 1 ½ hour Participants will learn and practice techniques for delivering effective feedback, and they will receive feedback on their effectiveness at delivering feedback.	▪ Discuss importance of feedback in creating an adaptable team. Good feedback starts with recognizing the strengths and weaknesses of team members and delivering a clear and consistent message on capitalizing on strengths and improving on weaknesses. Characteristics of effective feedback are as follows: • Timely and frequent. • Specific (including examples). • Constructive. • Focused on performance and behavior – not on person. • Tied to consequences. • Two way. ▪ Participants will practice delivering feedback by breaking into pairs and role-playing a leader giving feedback to a subordinate. After a few minutes, the “subordinate” will give feedback to the “leader” about how effective he or she was at delivering the feedback. The participants will then switch roles and practice with a new scenario. Again, the “subordinate” will give feedback to the “leader.” Lessons learned from this exercise will be discussed in a larger group setting.
After Action Reviews <i>Exercise</i> 1 hour As a strategy for helping a team learn from its mistakes (and therefore be more adaptable), participants will learn to discuss events in such a way as to encourage learning from past experience.	Participants will be given background information about a past event. Then, they will prepare a short briefing of the event for their team. The participants will be divided into small groups and one person from each group will deliver the informal briefing. During the briefing, participants will discuss errors that were made during the past event and ways these errors could be avoided in the future. This process will be repeated for a second scenario with another individual providing the briefing. The briefers will receive feedback on their performance from the rest of the team.

SUMMARY	
Course Summary and Wrap-Up <i>Discussion/Activity</i> ½ hour Participants will receive a brief summary of the course and discuss how the various components of adaptability fit together. Participants will also have the opportunity to evaluate the course.	▪ Summarize the major points presented throughout the course. ▪ Discuss relationships between the various components of adaptability. ▪ Address any summary questions participants have. ▪ Complete end of course evaluations.

Section 3-2: Sample Critical Thinking Handout

Common Thinking Errors	
Not Identifying the "Real" Problem	1. Focusing on the wrong problem 2. Addressing the symptom instead of the cause 3. Missing patterns or themes
Acting Too Fast	4. Jumping to conclusions 5. Not considering potential consequences of actions 6. Throwing solutions at problems - trial and error approach 7. Acting first and then thinking about it
Not Carefully Assessing Information	8. Ignoring available information 9. Not checking to make sure information fits together 10. Not resolving inconsistencies 11. Ignoring information for personal feelings 12. Taking information on faith or accepting vague information

Avoiding Common Thinking Errors	
THINK ABOUT YOUR THINKING!!	13. Think things through 14. Switch mindsets if necessary 15. Look for patterns in events 16. Focus on the "why" instead of the "what"

Be a Better Problem Solver	
Have the Right Attitude	17. Stay positive 18. Stay calm and focused
Be an Active Problem Solver	19. Break the problem into parts 20. Focus on what you can control 21. Restate the problem – describe the situation in a different way to make the solution easier to see 22. “Wargame” possible solutions by asking “What if...”
Take Different Perspectives/Mindsets	23. Think about a problem from the perspective of Higher, the Enemy, HN Personnel, etc. 24. Think like a commander!

Section 3-3: Sample Negotiations Checklist

The goal of a negotiation is to achieve a better result to a problem than you could achieve without negotiating.

Preparation:

- ❑ Focus attention: You should be able to answer the following questions:
 - ❑ What is the main goal?
 - ❑ What does the other side want?
 - ❑ What common ground do we share?
- ❑ Try to understand others' perceptions/thinking:
 - ❑ How do they see the situation?
 - ❑ How do they expect you to act?
- ❑ Consider any cultural and historical factors that may affect negotiation.
- ❑ Interest analysis:
 - ❑ Identify your BATNA – Best Alternative to a Negotiated Agreement: standard to which any proposed agreement is measured against. It sets the value threshold that any acceptable agreement must exceed.
 - ❑ Identify your ZOPA – Zone of Possible Agreement: the area that might exist between your BATNA and what you believe (either through direct information or data from other sources) to be the other's BATNA. The area between the two BATNAs is the ZOPA.
 - ❑ Seller's Minimum < ZOPA < Buyer's Maximum

Negotiation:

Preliminaries

- ❑ Follow local customs regarding:
 - ❑ Greetings
 - ❑ Order of speaking
 - ❑ Body language
- ❑ Prepare both cases: your and their arguments
- ❑ Build rapport

Main Discussion

- ❑ Agreement is the simultaneous solution of all sides' problem. The solution to the other's problem directly affects the solution to your problem. As such, get them to see their problem as part of your problem.
- ❑ If you feel that they are judging your actions based on their misperceptions of you, try to act inconsistently to what they expect, and you might be able to overcome these misperceptions.
- ❑ Do not react to emotional outbursts.

- ❑ Engage in active listening and acknowledge statements from other.
- ❑ Invent options for mutual gain.
- ❑ Identify shared interests.
- ❑ Ask for their preferences.
- ❑ Do not forget: "Negotiation is a decision-making process."

Ending the Meeting

- ❑ Summarize what has been agreed upon.
- ❑ Support a final exchange of pleasantries (remember local customs).
- ❑ Be mindful that other Soldiers might come after you, so you might be establishing a precedent for these other Soldiers.

Watch out for Hard Bargaining Tactics:

1. Extreme claims followed by small, slow concessions.
2. Commitment tactics.
3. Take-it-or-leave-it offers.
4. Inviting unreciprocated offers.
5. Flinch.
6. Personal insults and feather ruffling.
7. Bluffing, puffing, and lying.
8. Threats and warnings.
9. Belittling the other party's alternatives.
10. Good cop, bad cop.

Section 3-4: Sample Self/Peer Rating Form

Person Being Rated: _____

Please fill out an evaluation form for each person in your group based on his or her performance during the group discussion. Write in the name of the person you are evaluating at the top of this page, and then answer the questions below.

The first form you fill out should be for yourself; then move on to rating each of the other members of your group.

Instructions:

Place a check mark in the box corresponding to how you would rate this person's performance in each of the following areas. If you don't think you can make a judgment, check "N/A" for not applicable.

Behaviors	Never	Some-times	Often	N/A
1 Asked questions to gather information about others' perspectives				
2 Communicated openness to others' opinions				
3 Fair in evaluating arguments				
4 Acted as a leader for the group				
5 Listened well				
6 Displayed understanding of others' positions				
7 Remained calm when things got heated				
8 Refused to step back from his/her position				

Instructions:

Place a check mark in the box corresponding to how you would rate this person on each of the following adjectives, according to his performance during the group discussion. If you don't think you can make a judgment, check "N/A" for not applicable.

Adjectives[*]	High	Medium	Low	N/A
• Extroverted (outgoing, talkative)				
• Persuasive				
• Fair-minded (looked for best solution, regardless of personal gain)				
• Agreeable				
• Competitive				
• Open-minded/flexible				
• Confident				
• Decisive				
• Focused (didn't get distracted by irrelevant issues)				
• Expressive (lets you know what he/she is thinking)				
• Controlling				

^{*} Note that a high level of these characteristics is not always better. Even positive characteristics like *Agreeableness* can be overdone.

Section 3-5: Sample Values Scale

Directions: Place an “X” on each continuum to represent where your beliefs and values fall within each category.

Time



Punctuality is critical
Time estimates should be exact

Punctuality is unimportant
Time estimates are fluid and relative

Communication Style



Open and direct communication is important
Confrontation and debate are healthy

Indirect communication is important
Saving face is critical
Harmony within the group is critical

Work Styles



“Business before pleasure”
Focus on efficiency and high performance
Work is a rewarding activity

Social rituals should precede business discussions
Focus on relationships
Work is a means to an end

Status/Rewards



Status and rewards are earned through merit and hard work

Status and rewards are acquired through social connections

Individual/Group Focus



Individual responsibility is valued
Independence is valued

Responsibility is to the group
Conformity is valued

Authority



Egalitarian views of leaders and followers
Authority can and should be challenged

Hierarchical views of leaders and followers
Authority must not be challenged

Problem-solving Style



Linear/logical thinking and reasoning
Problems can be controlled and solved

Holistic thinking and reasoning based on feelings or emotions
Problems occur because of fate or God's will and must be accepted

Gender Roles



Women and men are equal and can hold any role for which they are qualified

Women and men are not equal and they have separate roles and responsibilities

Alcohol Consumption



Consuming alcohol is socially and morally acceptable

Alcohol consumption is immoral

Marital Fidelity



Marital infidelity is sometimes acceptable

Marital infidelity is never acceptable

4 Evaluating Adaptability-Focused Training

In this Chapter:

- Kirkpatrick's Four Levels of Evaluation.
- Level 1: Measuring Reactions to Adaptability Training.
- Level 2: Measuring Learning from Adaptability Training.
 - Knowledge tests.
 - Situational judgment tests.
 - Performance tests.
- Level 3: Measuring the Application of Adaptability Skills to the Job.
 - Self assessments.
 - Supervisor assessments.
- Level 4: Measuring the Impact of Adaptability Training.
- Chapter 4 Appendix.
 - Section 4-1: Sample Participant Reactions Questionnaire (Level 1).
 - Section 4-2: Sample Confidence Questionnaire (Level 2).
 - Section 4-3: Sample Situational Judgment Test Items (Level 2).
 - Section 4-4: Sample Behavioral Checklist for Performance Testing (Level 2).
 - Section 4-5: Sample Post-Training Self Assessment (Level 3).
 - Section 4-6: Sample Post-Training Supervisor Assessment (Level 3).
 - Section 4-7: Sample Adaptability Rating Scales (Level 3).
 - Section 4-8: Sample Adaptability Rating Scales – Expanded Format (Level 3).

Kirkpatrick's Four Levels of Evaluation

"Evaluation determines how well the training takes place, Army personnel/units perform, and products support training."

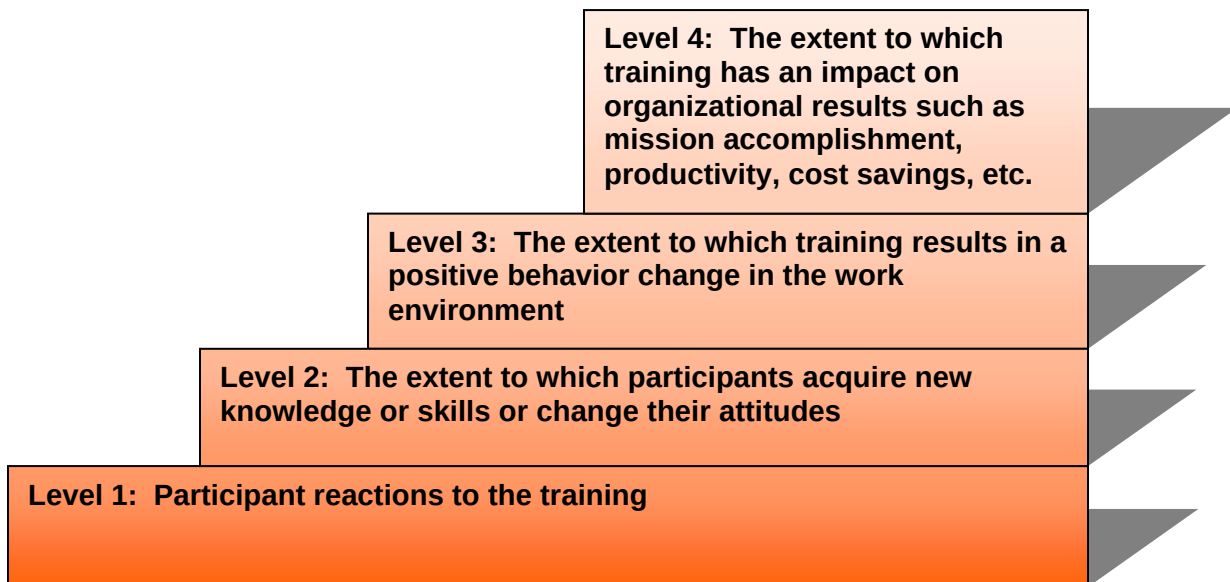
-- TRADOC Regulation 350-70

As the above quote illustrates, the Army views evaluation as a comprehensive process that encompasses the entire instructional design lifecycle. Evaluation is conducted as the training program is created to ensure that the training intervention is designed and developed appropriately and in conformance to applicable standards. Materials are validated to ensure they are accurate and relevant. Reviews are conducted periodically after the course is implemented to ensure it continues to meet quality standards

(e.g., quality of instructors is high, course is being taught to standard). In addition, evaluation may be conducted for diagnostic purposes: to demonstrate the value of training and determine if further improvements need to be made. Evaluation conducted for the purpose of identifying a program's value may be especially relevant to the topic of adaptability because the value of this type of training is less clear than the value of more technically oriented training. Knowing the true value of a training program can help to inform future decisions about whether the program should be continued or expanded.

A description of the full range of Army training evaluation activities is beyond the scope of this chapter. Therefore, we will focus on the aspects of training evaluation that are most relevant to adaptability. Specifically, this chapter will discuss strategies for conducting evaluation studies for the purposes of 1) diagnosing strengths and weaknesses of the program to guide future improvements, and 2) demonstrating the value of adaptability training to aid in decision making.

The dominant model of training evaluation is based on the work of Dr. Donald Kirkpatrick.³⁴ According to this model, training evaluation can be arranged in the following four hierarchical levels:



Each of these levels provides unique and valuable information. The purpose of the evaluation effort should drive the choice of which levels to use and how to measure training effectiveness at each level. Evaluation at all levels should be tightly linked to the learning objectives of the training program. For example, if the purpose of evaluation is to ensure that participants view the course positively, then level 1 is appropriate. If, however, the purpose is to demonstrate that the training produces a measurable change in behavior, then level 3 would be appropriate. Recommendations for conducting training evaluation at each level are provided in the sections that follow.

³⁴ See Kirkpatrick (1998).

Level 1: Measuring Reactions to Adaptability Training

Level 1 evaluation is by far the most popular type of training assessment and the easiest to implement. Typically, level 1 evaluation consists of directly surveying training participants at the conclusion of a course. The surveys usually include questions about how well people liked the course, facilities, instructors, etc. Participant reactions can provide valuable insights on the quality of training, particularly if the right questions are asked. However, participant reactions should be interpreted in light of the fact that they provide a limited view of training effectiveness. Before making major revisions to a course or even canceling it altogether, information beyond reactions is needed.

With this caveat in mind, level 1 evaluation should be conducted at the conclusion of the each course, but the results of these reactions should be interpreted with some caution. Standard dimensions for measuring reactions to training include quality of instruction, facilities, and materials.³⁵ Level 1 surveys of adaptability training should also include questions from each of the following areas (see the Sample Participant Reactions Questionnaire in Section 4-1 of the Chapter Appendix):

- The extent to which the training increased the participant's knowledge of and confidence in meeting adaptive performance requirements. This is important because research has shown that confidence is linked to improved performance and should therefore be considered a desirable outcome of training.³⁶
- The perceived usefulness of each major segment of the course and the course materials. Measuring expectations of the usefulness of a training program is important because participants who expect many benefits from a program are more likely to be motivated and willing to work hard to transfer what they learned to the job.³⁷ This is especially important for a topic such as adaptability in which students may have to be explicitly shown how the course contents could be transferred to the work environment.
- Open-ended questions about what the students liked most/least about the course, perceived barriers to implementing what was learned on the job, and suggestions for improving the course. Open-ended questions may be especially useful in diagnosing a program's strengths and weaknesses and in identifying the practical constraints that may inhibit transfer back to the workplace.

Note that level 1 evaluation serves two purposes: 1) to diagnose and remedy potential problems with the course and identify ways that the course could be improved in the future, and 2) to determine, based on student perceptions, if the course helped them develop knowledge of adaptive performance requirements, basic skills for performing adaptively, and strategies for applying what they have learned on the job. The former purpose can be evaluated directly – negative ratings or comments would indicate a problem (though the absence of negative comments does not mean that the course is problem-free). Participants can also offer valuable suggestions for improvements. However, the latter purpose would be evaluated indirectly. Because new knowledge and skills acquired in training often take time to develop fully on the job,

³⁵ See Kirkpatrick (1998)

³⁶ See Colquitt, LePine, & Noe (2000)

³⁷ See Colquitt et al. (2000); Warr, Allan, & Birdi (1999)

evaluation at this level is focused on assessing attitudes and beliefs, which are necessary prerequisites for actual behavior changes on the job.

Level 2: Measuring Learning from Adaptability Training

The typical intent of adaptability training is to ensure students understand and are prepared to meet the broad range of adaptability requirements they are likely to face both in later training courses and on-the-job. As such, adaptability training should have an impact on the students' knowledge, skills, and attitudes. Therefore, level 2 evaluation should be conducted to assess the extent to which the course resulted in the acquisition of new knowledge and skills and an increase in the students' confidence in their ability to be adaptable. As mentioned previously, research has demonstrated that confidence of this nature, termed "self-efficacy," is related to performance.³⁸

The course objectives should drive the methods that are chosen to conduct the Level 2 evaluation. For example, if the course teaches basic adaptability-related principles, an objective knowledge test would be a useful Level 2 evaluation. If the course strives to build confidence to perform adaptively on the job, then pre and post measures of confidence would be appropriate assessments. If the course objectives include building skills, then student evaluations should measure adaptability-related skills using a performance assessment. Table 4-1 provides a summary of these different assessments.

Given that knowledge of adaptability principles, confidence, and skills are all needed to apply adaptability on the job, it is likely that an adaptability course will require some combination of the evaluation methods described. In addition, there are techniques that can be used to determine whether the level of student knowledge, skill, and confidence is due to the course or other unrelated factors.

Two techniques are commonly used to attribute change to a training course: a pretest/posttest design and the use of control groups.³⁹ The pretest/posttest comparison would entail administering the assessment to the students both before and immediately following the training and assessing the extent to which the post test scores were higher than the pretest scores. To preserve anonymity and confidentiality, the survey could be coded with a random ID number to facilitate matching. It may be especially important to make the surveys anonymous for confidence measures to avoid getting over-estimates of confidence during the pretest. Additional evidence for the positive effects of the training could be gathered through administering a post test measure to a group that received the training and a control group that did not receive the training and then comparing the two sets of scores. Significantly higher post test scores for the group that received training would provide evidence that the training improved knowledge, confidence, and/or skills.

³⁸ See Judge, Jackson, Shaw, Scott, & Rich (2007)

³⁹ See Shadish, Cook, & Campbell (2001)

Table 4-1. Summary of Level 2 Assessments⁴⁰

<i>Type of Measure</i>	<i>Description</i>
Knowledge Test	A series of objectively scored questions that evaluates the extent to which students have learned the concepts presented in the course. The questions should assess comprehension of important course concepts and should relate to the course learning objectives.
Confidence Assessment	Questions that evaluate student confidence in performing adaptability related behaviors on the job, where confidence is the belief that one has the knowledge, skill, and ability to perform a specific activity. These questions should be related to the course learning objectives. See the Sample Confidence Questionnaire in Section 4-2 of the Chapter Appendix.
Situational Judgment Test (SJT)	A collection of several vignettes about which students are asked to answer questions. While knowledge tests evaluate student learning of concepts covered in the course, an SJT evaluates the extent to which students can apply these concepts to new situations. Typically, SJTs are created by developing several realistic scenarios and then using experts to determine the “best” answer to each scenario. The other response options should be plausible, but not optimal. See Section 4-3 of the Chapter Appendix for sample SJT items.
Performance Assessment	Practical exercises such as role-plays and simulation exercises that evaluate the extent to which students can actually perform adaptability-related skills. Performance assessment is best conducted by a trained instructor who observes the student and evaluates his or her performance using a structured evaluation tool, such as a behavioral checklist. This checklist needs to be specifically tailored to the exercise. See Section 4-4 of the Chapter Appendix for a generic Sample Behavioral Checklist.

Level 3: Measuring the Application of Adaptability Skills on the Job

Level 3 evaluation assesses the extent to which students have applied what they learned in the course to positively change their behavior on the job. As with Level 2 evaluation, behavior change is often assessed via pre-post surveys or by comparing trained groups to control groups. An alternate method is to simply ask the students, or someone in their work group, for estimates about the extent to which their actions on the job changed after attending the training.

Level 3 evaluation should be conducted three months or more after the conclusion of the course to allow students time to apply what they learned on the job.⁴¹ In an adaptability context, level 3 evaluations may even be conducted during or after deployments to assess whether the classroom training could successfully be applied in a mission critical environment. Information about the students’ success on the job may be obtained from a variety of sources such as students themselves, supervisors, subordinates,

⁴⁰ For more on test development, see Kirkpatrick (1998) or Whetzel & Wheaton (2007)

⁴¹ See Nicholas & Katz (1985)

peers, or on-the-job observations of performance by quality assurance personnel.⁴² Data may be collected through surveys and questionnaires from each of these sources independently, or from multiple sources simultaneously by using a 360-degree feedback instrument.⁴³

In addition to assessing learning and actions, it is important to determine if there are any barriers that prevent learning from being applied on the job. Barriers can be assessed both from the supervisor and the student's perspective. For example, Army culture may exert such a strong influence over behavior that participants will have difficulty exhibiting the adaptability skills on the job – even if they know that they should be doing it “in theory.” These data could be collected through surveys, focus groups, or interviews.

It is important to keep in mind that the intent of these assessments – both supervisory and self-assessments – is evaluation of the training program and not for performance evaluation. Therefore, any questionnaires that are used should purposely not follow the format or content of the NCO or Officer Evaluation Handbook. Similarly, responses to these questionnaires should not be shared with participants (or supervisors in the case of self assessments) and should not be used to make decisions about performance evaluation ratings, future training opportunities, promotion, or future assignments.

It is strongly recommended that any measure used to evaluate the effectiveness of adaptability training be focused on adaptability and not general performance because general scales are likely to be too broad to assess improvements in adaptive performance. The Chapter Appendix provides four different examples of level 3 measures focused on adaptability content. The first two are, respectively, self (Section 4-5) and supervisor assessments (Section 4-6) of behavior change as a result of the training. These are relatively easy to implement as they only need be administered once, after the conclusion of the course. Moreover, they could be adapted for other types of respondents such as peers or subordinates.⁴⁴ However, these measures only assess behavior change indirectly, through student and supervisor perceptions of change. A direct measure of change would entail a pre/post test design or the use of control groups.

The third (Section 4-7) and fourth (Section 4-8) examples in the Chapter Appendix are adaptability performance rating scales that could be used with a pre/post test design or a control group.⁴⁵ Supervisors could use these scales to assess performance both before and after training to assess change. Comparisons could be made between the performance of individuals who have completed the training and a control group of individuals who have not yet had a chance to take the course. Additionally, these scales could be used to assess trends in performance (e.g., to assess whether adaptive performance increased over time and concurrent with the implementation of adaptability training programs).

Level 4: Measuring the Impact of Adaptability Training

Level 4 evaluation is arguably the most difficult and least rigorous type of evaluation. When training occurs in for-profit companies engaged in the sale or production of goods and services, level 4 evaluation is more straightforward. In these instances, training impact can be measured in terms of changes to sales, production, and decreased operating costs. In the military, where results are not measured in financial profit, level 4 evaluation becomes much more difficult. Although a variety of methods have been proposed

⁴² See Jellema, Visscher, & Scheerens (2006)

⁴³ See Morgeson, Mumford, & Campion (2005)

⁴⁴ See Conway & Hufcutt (1997); van Hooft, vander Flier, & Minne (2006)

⁴⁵ See White, Mueller-Hanson, Dorsey, Pulakos, Wisecarver, Deagle, & Mendini (2005)

to measure training impact in the public sector, most consist of asking senior leaders to simply estimate the percentage of organizational results that are due to training. Some researchers take this strategy one step further by attaching dollar amounts to these estimates to calculate the monetary return on investment (ROI) of training.⁴⁶ The goal of this type of evaluation is usually to justify the usefulness of the training program by demonstrating an impact on the bottom line. However, these estimates may be questionable in terms of reliability and validity and may actually relate more to positive perceptions of the training than to objective results.

Because of the concerns mentioned above, some organizations forego level 4 evaluation altogether. For example, if training is designed to address the competencies and skills necessary to support the organization's mission, then attempting to determine the precise contribution of training to the organization's bottom line is unnecessary. From this perspective, if training is mission-focused, then by definition it contributes to organizational results.

Because adaptability training will likely be one part of a more extensive training program, its long-term impact on force readiness or mission success would be difficult to assess. Therefore, while evaluation targeted at levels 1-3 addresses the effectiveness of a single training event, level 4 evaluation is better suited to assess the effectiveness of a more extensive training program.

One way to accomplish this evaluation would be to appoint an independent taskforce to evaluate the extent to which adaptability training has been effective. Gathering data for this evaluation should come from multiple sources, such as:

- Interviews and focus groups with Soldiers who have completed training and their commanding officers.
- Review of After Action Reviews (AARs) from recent missions.
- Observations of selected operations.

Data gathered from these sources could be summarized and evaluated against standards for performance and goals for mission success. Gaps between what is observed and what is expected could indicate a need for changes to the training program. In this way, evaluation at level 4 is directly linked to needs assessment. The evaluation should focus on the extent to which training efforts have successfully addressed the needs identified in earlier assessments. A level 4 evaluation that reveals the continuing existence of gaps would suggest that changes to the training program are needed.

⁴⁶ See Phillips (1997)

Chapter Summary

- Evaluation is a comprehensive process that may be conducted for several purposes, including quality assurance, diagnosis, and to determine the value of a training program.
- Evaluation conducted for the purpose of identifying a program's value may be especially relevant to the topic of adaptability because the value of this type of training is less clear to some people than the value of more technically oriented training.
- Kirkpatrick's four levels of evaluation, reactions, learning, application, and impact, is the dominant model of training evaluation.
- Reactions measures should include questions about the quality of instruction, appropriateness of delivery methods, intentions to use the information on the job, and perceived usefulness of the information.
- Learning measures should be linked to the course content and learning objectives and may include measures of knowledge, skills, and/or self-confidence.
- Information about the extent to which training resulted in positive behavior change on the job should be assessed through multiple methods such as self, supervisor, subordinate, and/or peer ratings. These assessments should be conducted after sufficient time has elapsed for individuals to apply new knowledge and behaviors on the job.
- Evaluation of training impact is best suited for an extensive training program rather than a single training course.
- The evaluation of a program's impact is directly linked to needs assessment. The evaluation should focus on the extent to which training efforts have successfully addressed the needs identified in earlier assessments. An evaluation that reveals the continuing existence of gaps would suggest that changes to the training program are needed.

Section 4-1: Sample Participant Reactions Questionnaire (Level 1)⁴⁷

Course Name: _____

Date: _____

Instructor: _____

Directions: Please take a few moments to provide your reactions to the course. Your answers will be completely anonymous and confidential and will be used to continually improve the course. If you have additional questions, please contact XXXX. Thank you for taking the time to complete this survey!

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. As a result of this course, I feel more confident in my ability to be adaptable.	5	4	3	2	1
2. As a result of this course, I feel better prepared for future training.	5	4	3	2	1
3. I think the information covered in this course will be relevant to my future job.	5	4	3	2	1
4. The instructor was knowledgeable about the subject matter.	5	4	3	2	1
5. The instructor effectively facilitated the course.	5	4	3	2	1
6. The instructor presented information in a clear, easy-to-understand manner.	5	4	3	2	1
7. The materials used in this course helped me to understand the topic of adaptability.	5	4	3	2	1
8. The facilities for this course were satisfactory.	5	4	3	2	1
9. Overall I think this course was valuable.	5	4	3	2	1

10. The length of the course was: ____ Too long ____ Too short ____ About right	11. The lectures and discussions in this course were: ____ Too academic ____ Too basic ____ About right	12. The exercises in this course were: ____ Too difficult ____ Too easy ____ About right
--	--	---

What did you like best about the course? _____

What did you like least about the course? _____

Please provide any additional comments and suggestions for improving the course. Please be as specific as possible: .

⁴⁷ Adapted from White, Mueller-Hanson, Dorsey, Pulakos, Wisecarver, Deagle, & Mendini (2005)

Section 4-2: Sample Confidence Questionnaire (Level 2)

Directions: Please take a few moments to complete this survey. The results will only be used for research purposes and will be completely anonymous and confidential. Therefore, it is very important that you respond to these questions openly and honestly. If you have additional questions, please contact XXXXXXXXXXXX. Thank you for taking the time to complete this survey.

- ☐ I am completing this survey at the beginning of the course.

☐ I am completing this survey at the conclusion of the course.

Circle the number that best describes how confident you are right now that you would be able to successfully perform each of the tasks below.

	Very Confident	Confident	Somewhat Confident	Not at all Confident
1. Conduct a difficult negotiation with a foreign military officer.	4	3	2	1
2. Change my behavior to fit in better in other cultures.	4	3	2	1
3. Understand the needs and motives of others.	4	3	2	1
4. Work effectively with people from different cultures and backgrounds.	4	3	2	1
5. Adjust how I act in order to get along better with others.	4	3	2	1
6. Persuade others to go along with my plans and recommendations.	4	3	2	1
7. Understand how other people view me.	4	3	2	1
8. Handle emergency or crisis situations.	4	3	2	1
9. Quickly evaluate new situations and spot potential problems.	4	3	2	1
10. Come up with creative solutions to difficult problems.	4	3	2	1
11. Consider all relevant factors of the situation when making a decision.	4	3	2	1
12. Quickly learn new things when needed.	4	3	2	1
13. Identify critical thinking errors made by others and myself.	4	3	2	1
14. Avoid making critical thinking errors.	4	3	2	1
15. Communicate effectively with the Soldiers I supervise.	4	3	2	1
16. Encourage teamwork among the Soldiers that I supervise.	4	3	2	1
17. Take the opinions of Soldiers in my unit into account when I make a decision.	4	3	2	1
18. Provide accurate, timely, and motivational feedback to the Soldiers I supervise.	4	3	2	1
19. Train and encourage the Soldiers in my unit to be more adaptable.	4	3	2	1
20. Identify and learn from my unit's past mistakes.	4	3	2	1
21. Accurately evaluate my own performance as a leader.	4	3	2	1

Section 4-3: Sample Situational Judgment Test Items (Level 2)⁴⁸

The following items are provided as a sample only. If you wanted to develop and employ Situational Judgment Test (SJT) Items as part of an evaluation, you would need to have qualified test developers design, score and test the measure. Scoring the items is complex, and there are a number of different scoring methods that could be used (e.g., see Bergman, Drasgow, Donovan, Henning, & Juraska, 2006). See Table 4-1 for additional information on SJTs.

1. You are on your way to the audio-visual (AV) room to play a videotape for leaders in your chain of command. When you arrive at the AV room, you realize that it is already in use. The room has been double-booked and you don't know of any other rooms with VCRs. What would you do?
 - a. Look in the phone book and find a place where you can rent a VCR quickly.
 - b. Ask your supervisors for suggestions about what to do.
 - c. Explain the situation to your supervisors and reschedule showing the tape for another time.
 - d. Ask whoever is in charge if there are any other rooms with VCRs available.
 - e. Determine who had the room scheduled first and use that to decide who should have the room.
2. You are reassigned to a duty station in another country. After several weeks, you realize that members of the military are viewed very negatively by the locals. You are often blamed for incidents in the community, including some criminal activity. What would you do?
 - a. Organize a group of Soldiers to work in the community doing service activities.
 - b. Work with community agencies such as law enforcement, to reinforce a positive image and disassociate the unit from criminal elements.
 - c. Offer opportunities for the host nation to interact with the military to dissolve unfamiliarity between cultures.
 - d. Establish lines of communication with the locals and conduct a joint town meeting to explain the military's purpose and benefits.
 - e. Stay on the military installation to avoid further problems with the locals.
 - f. Continue with the mission as best you can given the locals' views.

⁴⁸ From Pulakos & Dorsey (2000)

3. You are working intensely to finish a handbook that is due to your supervisor this afternoon. Your supervisor is on the way to your location and wants an update on your progress on another project in an hour. What would you do?
- Get as much of the handbook done within the next hour and then brief your supervisor when he arrives.
 - Stop work on the handbook and prepare a progress update for your supervisor. Then finish the handbook.
 - Ask someone else to do the progress update and continue on the handbook.
 - Explain to the supervisor about the unfinished handbook and ask for an extension on the handbook deadline.
4. You are an expert in a particular area and are conducting a training program with military personnel of different ranks, including some senior to you. One of these senior people provides information regarding class material that you know is wrong. What would you do?
- Tell the senior in a respectful manner that the information is incorrect and ask him/her to allow you to continue with the presentation.
 - Ignore the senior person's comment and continue on with your presentation.
 - Tactfully inform the senior person that he/she is misinformed and give the group the correct information.
 - Respectfully cite your references and say that you will be happy to discuss it after class. Continue with your period of instruction.
5. You have a new supervisor whose leadership style is very different from what you are used to. This supervisor made several changes in personnel and duties immediately, without evaluating the current system. You are frustrated because your duties were expanded to compensate for a Soldier who was reassigned, and you are having trouble getting all of the work done. What would you do?
- Discuss the impact of the supervisor's decisions with him and ask him for help in completing your work.
 - Work out a plan with your supervisor to get all your tasks accomplished.
 - Prioritize the work, get done what you can, and let the rest go.
 - Ask the new supervisor's boss or another officer to convey your concerns to her on your behalf.
 - Attempt to get reassigned to another unit.

Section 4-4: Sample Behavioral Checklist for Performance Testing (Level 2)

Instructions:

Place a check mark in the box corresponding to how you would rate this person's performance in each of the following areas. If you don't think you can make a judgment, check "N/A" for not applicable.

Behaviors	Never	Some-times	Often	N/A
1. Asked questions to gather information about others' perspectives				
2. Communicated openness to others' opinions				
3. Fair in evaluating arguments				
4. Acted as a leader for the group				
5. Indicated that s/he listened and understood what others said				
6. Displayed understanding of others' positions				
7. Remained calm when things got heated				
8. Refused to step back from his/her position (negative)				
9. Persisted in using ineffective approaches with others, even when it was apparent that these approaches were not working (negative)				
10. Spoke to others in the group in a belittling or demeaning manner (negative)				

Section 4-5: Sample Post-Training Self-Assessment (Level 3)

Course Title: Adaptive Leadership

Date Completed: 1 April 2007

Directions: Now that it has been a few months since you completed this course, we are interested in knowing the extent to which you have been able to apply the knowledge and skills you learned in the Adaptive Leadership class to your job. Please answer the questions below to the best of your ability – your responses are confidential and will be used to improve adaptability training and development.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Taking this course has increased my ability to do the following:					
1. Be flexible, open-minded, and cooperative behaviors when dealing with others.	5	4	3	2	1
2. Read others, and demonstrates keen insight into others' motivations and behavior.	5	4	3	2	1
3. Understand the needs of other cultures and individuals.	5	4	3	2	1
4. Understand the subtle implications of my own actions on others who have different backgrounds.	5	4	3	2	1
5. Maintain emotional control during threatening or dangerous situations.	5	4	3	2	1
6. Adjust plans/actions to remain highly effective when dealing with changing situations.	5	4	3	2	1
7. Adjust to new situations and changes of plan, incorporating knowledge and experience to achieve success.	5	4	3	2	1
8. Remain calm and focused on the task at hand, even when faced with an extremely demanding workload.	5	4	3	2	1
9. Arrive at solutions to complex problems by entertaining a wide range of possibilities that others may miss.	5	4	3	2	1
10. Model adaptive actions for team members by learning from experience and seeking self-improvement in weak areas.	5	4	3	2	1
11. Provide accurate, timely, motivational and constructive feedback to subordinates	5	4	3	2	1
12. Help team members learn from mistakes in order to be more adaptable in the future.	5	4	3	2	1
13. Involve team members in decisions and keep them informed of consequences of their actions.	5	4	3	2	1
14. Provide opportunities for subordinates to gain experience in new areas and helps draw "lessons learned" to transform experience into knowledge.	5	4	3	2	1
15. Encourage shared understandings of situations among team members through appropriate communications to facilitate coordinated responses.	5	4	3	2	1

Please describe any barriers you have encountered to implementing what you learned in the course to your job: _____

What aspects of the course have been most helpful to you on the job (please be as specific as possible): _____

What improvements would you recommend be made to the course (please be as specific as possible): _____

Thank you for taking the time to complete this survey. If you have additional questions or would like to discuss the training further, please contact XXXXXXXXXXXXXXXXXXXX.

Section 4-6: Sample Post-Training Supervisor Assessment (Level 3)

Course Title: Adaptive Leadership

Date Completed: 1 April 2007

Participant's Name: SSGT John Doe

Supervisor: MSGT Susan Smith

Directions: In an effort to continually improve training and development, we would like to evaluate the extent to which individuals have applied what they learned in training to be more effective on the job. The purpose of this evaluation is to assess the adequacy of training and not individual performance; therefore, responses to this evaluation will be completely confidential and will not be used to assess the individual's performance. Performance issues surrounding an individual's willingness or ability to apply what was taught to the job should be addressed via the regular performance management system.

Since taking the above course, this individual has demonstrated <i>increased skills/abilities</i> in the following areas:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
1. Demonstrates flexible, open-minded, and cooperative behaviors when dealing with others.	5	4	3	2	1	n/a
2. Is extremely skilled at "reading" others, and demonstrates keen insight into others' motivations and behavior.	5	4	3	2	1	n/a
3. Takes action to understand the needs of other cultures and individuals.	5	4	3	2	1	n/a
4. Understands even the subtle implications of own actions on others of different backgrounds.	5	4	3	2	1	n/a
5. Maintains emotional control during threatening or dangerous situations.	5	4	3	2	1	n/a
6. Adjusts plans/actions to remain highly effective when dealing with changing situations.	5	4	3	2	1	n/a
7. Skillfully adjusts to new situations and changes of plan, incorporating knowledge and experience to achieve success.	5	4	3	2	1	n/a
8. Remains calm and focused on the task at hand, even when faced with an extremely demanding workload.	5	4	3	2	1	n/a
9. Arrives at solutions to complex problems by entertaining a wide range of possibilities that others may miss.	5	4	3	2	1	n/a
10. Models adaptive behavior for team members by learning from experience and seeking self-improvement in weak areas.	5	4	3	2	1	n/a
11. Provides accurate, timely, motivational and constructive feedback to subordinates	5	4	3	2	1	n/a
12. Helps team members learn from mistakes in order to be more adaptable in the future.	5	4	3	2	1	n/a
13. Involves team members in decisions and keeps them informed of consequences of their actions.	5	4	3	2	1	n/a
14. Provides opportunities for subordinates to gain experience in new areas and helps draw "lessons learned" to transform experience into knowledge.	5	4	3	2	1	n/a

Since taking the above course, this individual has demonstrated <i>increased skills/abilities</i> in the following areas:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
15. Encourages shared understandings of situations among team members through appropriate communications to facilitate coordinated responses.	5	4	3	2	1	n/a

Please describe any barriers you believe the participant encountered to transferring what he or she learned to the job: _____

Based on your observations of individuals who have received training in the curriculum area listed above, what suggestions do you have for improving training in the future (please be as specific as possible): _____

Thank you for taking the time to complete this survey. If you have additional questions or would like to discuss the training further, please contact XXXXXXXXXXXXXXXXXXXX.

Section 4-7: Sample Adaptability Rating Scales (Level 3) ⁴⁹

Demonstrating Interpersonal Adaptability

- Demonstrates flexible, open-minded, and cooperative behaviors when dealing with others.
- Is extremely skilled at “reading” others, and demonstrates keen insight into others’ motivations and behavior.
- Takes action to understand the needs of other cultures and individuals.
- Understands even the subtle implications of own actions on others of different backgrounds.

- 4** —————> Excellent – always or almost always acts this way
- 3** —————> Satisfactory – usually behaves this way
- 2** —————> Needs some improvement – sometimes behaves this way
- 1** —————> Needs much improvement – rarely or never behaves this way

⁴⁹ Adapted from White, Mueller-Hanson, Dorsey, Pulakos, Wisecarver, Deagle, & Mendini (2005)

Demonstrating Mental Adaptability

- Maintains emotional control during threatening or dangerous situations.
- Adjusts plans/actions to remain highly effective when dealing with changing situations.
- Skillfully adjusts to new situations and changes of plan, incorporating knowledge and experience to achieve success.
- Remains calm and focused on the task at hand, even when faced with an extremely demanding workload.
- Arrives at solutions to complex problems by entertaining a wide range of possibilities that others may miss.

4 —————> Excellent – always or almost always behaves this way

3 —————> Satisfactory – usually behaves this way

2 —————> Needs some improvement – sometimes behaves this way

1 —————> Needs much improvement – rarely or never behaves this way

Leading an Adaptable Team

- Models adaptive behavior for team members by learning from experience and seeking self-improvement in weak areas.
- Provides accurate, timely, motivational and constructive feedback to subordinates
- Helps team members learn from mistakes in order to be more adaptable in the future.
- Involves team members in decisions and keeps them informed of consequences of their actions.
- Provides opportunities for subordinates to gain experience in new areas and helps draw "lessons learned" to transform experience into knowledge.
- Encourages shared understandings of situations among team members through appropriate communications to facilitate coordinated responses.

- 4** → Excellent – always or almost always behaves this way
- 3** → Satisfactory – usually behaves this way
- 2** → Needs some improvement – sometimes behaves this way
- 1** → Needs much improvement – rarely or never behaves this way

Section 4-8: Sample Adaptability Rating Scales – Expanded Format (Level 3)

Dealing Effectively With Unpredictable or Changing Work Situations⁵⁰ - Taking effective action when necessary without needing to know the total picture or have all the facts at hand; readily and easily changing gears in response to unexpected events and circumstances; effectively adjusting plans, goals, actions, or priorities to deal with changing situations, and doing whatever is necessary to get the job done; imposing structure for self and others that provides as much focus as possible in dynamic situations.						
1	2	3	4	6	7	
Low		Effective		High		
May have difficulty adjusting plans/actions as situations change, thereby reducing mission success. May adopt a rigid approach to accomplishing work activities such that changing situations interfere with getting the job done. When confronted with uncertain or ambiguous situations, has difficulty imposing meaningful structure, resulting in lowered productivity.		Adjusts plans and actions to remain effective when dealing with changing situations. Tries to maintain a flexible approach to accomplishing or delegating work activities so that the changing situations do not interfere with ability to get the job done. Is generally able to impose some structure on ambiguous situations, thus remaining reasonably productive.		Consistently adjusts own plans and actions, as well as those of subordinates to remain highly effective when dealing with changing situations. Always maintains a flexible approach to accomplishing or delegating work activities so that the changing situations do not interfere with getting the job. When confronted with uncertain or ambiguous situations, imposes meaningful structure to proceed with productive activity.		

⁵⁰ Adapted from Ferro & Cracraft (2006)

5 Developing Adaptability beyond the Classroom

In this Chapter:

- Introduction.
- Resources to Support Training Beyond the Classroom and Training Transfer.
 - Field exercises and simulations.
 - Self-development.
 - Structured on-the-job experiences.
- Chapter 5 Appendix.
 - Section 5-1: Example Personal Planning Guide.
 - Section 5-2: Example Action Plan.
 - Section 5-3: Example Development Guide.

Introduction

"We learn by example and by direct experience because there are real limits to the adequacy of verbal instruction."

*-- Malcolm Gladwell, *Blink: The Power of Thinking Without Thinking*, 2005*

Even the most well-developed and executed classroom-based training program may yield limited improvements in job performance because classroom instruction by itself is an important but not sufficient component of leadership development. This statement is especially true for adaptive performance, which requires reinforcement beyond classroom instruction. For training concepts to transfer back to the work environment, students must be given both the means and opportunity to do so. The means for transfer may include "bridging" experiences that help the students apply concepts they learned in the classroom to the work environment. In addition, students must be presented with the right opportunities, including a work environment that is supportive of adaptive performance and job assignments that compel them to act in an adaptive way.

This chapter provides suggested guidance and tools for facilitating the transfer of adaptability related training to the work environment. These concepts include interjecting adaptability principles in field training and simulations, encouraging self-development activities, and providing structured on-the-job learning experiences.

Field Exercises and Simulations

Like classroom-based training, field exercises and simulations provide an opportunity to add to a Soldier's catalog of experiences and receive performance feedback in a safe environment where the consequences of errors are minimal. Ideally field exercises and simulations would build on the adaptability-related concepts learned previously, in this case in the classroom, and provide the "walk" and "run" training elements of the "crawl-walk-run" approach. In the context of adaptability training, field scenarios should be tied to relevant adaptive performance dimensions. One example might be a job that requires mental and interpersonal adaptability. A possible scenario could be used in which a student is required to interact with a role player who asks for protection from local insurgents. However, during the course of the interaction, the student is exposed to other situational facts that cast doubt on the role-player's story and motives. The student cannot succeed in this situation by simply following established procedures. Rather, he or she must demonstrate flexibility, solve problems, and change course to be effective.

When conducting a needs assessment, training professionals should consider the extent to which current field exercises and simulations could be modified to include adaptability-related concepts. For example:

- The exercise could introduce role-players from different backgrounds and cultures to provide opportunities for leaders to practice and demonstrate interpersonal cultural adaptability.
- The exercise could include unexpected events such as a change in mission requirements, mission resources, or other new information that necessitates a change in plans.
- The exercise could include an emergency or crisis for which students have not prepared in advance (e.g., a vehicle is hit with an Improvised Explosive Device (IED), a platoon is ambushed, etc.).

Similarly, existing exercises may already include adaptability components even if they are not labeled as such. In these cases, it is important to ensure trainers make connections for the students between the earlier classroom training and the field exercise. Terms and concepts that were introduced in the classroom should be used again in the later phases of training. For example, if the term "interpersonal adaptability" is used in the classroom, the same term should be used in field exercises.

It is also critical that students receive feedback on their performance that specifically addresses the adaptability-related dimensions. Toward this end, it is very important that the trainers themselves receive adequate training to know how to observe and evaluate adaptive performance and deliver effective feedback.

Trainers also must have the right tools to collect information about adaptive performance and convey it to the student. At a minimum, Adaptive Performance should be one of the performance dimensions rated by the trainers. If feasible, adaptive performance should be divided into specific dimensions, such as in the scales shown in Sections 4-7 or 4-8. Adding one or two dimensions to an existing student rating form would be a relatively simple way to provide the trainer with a tool to capture adaptive performance information.

⁵¹ Note: this section was adapted from Mueller-Hanson, White, Dorsey, & Pulakos (2005)

If a more comprehensive approach can be taken, student actions during training could be captured using rating scale checklists for specific actions, such as the example shown in Table 5-1. In this approach, trainers check off the actions that were observed, then an analysis system would group similar items together to produce scores for the different performance dimensions. One or more of the dimensions could be designed to capture actions related to adaptive performance. This type of system can provide highly useful feedback information to the students because the trainer can identify specific actions from the checklists to help the student understand how to improve on a given dimension.

Table 5-1. An Example of a Behavioral Observation Rating Scale

During field exercises, trained assessors should observe student performance and capture the behaviors on an observation checklist (see the example below)		
	Yes	No
Did the student:		
1) Observe local customs when greeting the contact?	☐	☐
2) Ask the contact questions to better assess his needs and motives?	☐	☐
3) Change his or her behavior as appropriate in response to feedback from the contact?	☐	☐

Each of these behaviors should correspond to a particular skill or performance domain. After the exercise is complete, the assessor should provide behaviorally-based feedback by describing the effective and ineffective examples of behavior related to each skill or performance domain. The student could then receive coaching and feedback from the instructors, which should include specific suggestions on how he or she can improve job performance in the future.

Self-Development

Self-development activities are by definition activities that the individual is responsible for initiating and maintaining. Self-development activities are especially important for the development of adaptability-related skills in the absence of more formal training opportunities. In many leadership development programs, self-development consists simply of completing some recommended reading. However, self-development for leaders should go beyond reading lists.⁵²

There are a number of factors that impact whether a specific leader will be successful in his or her self-development efforts. First, some self-development activities can be time-consuming and may not be practical in all situations. Second, some individuals may naturally be more willing to engage in self-development, such as individuals with greater work orientation, a greater career growth orientation, and a mastery orientation.⁵³ Third, organizational support, such as providing more time or resources, can also impact the extent to which a leader will engage in self-development activities. Therefore, organizations

⁵² See Wong, Gerrars, Kidd, Pincone, & Swengros (2003)

⁵³ See Boyce, Wisecarver, & Zaccaro (2005)

should endeavor to ensure that self-development efforts are encouraged and rewarded and that leaders be given the time and tools necessary to engage in meaningful self-development activities.

In this section we cover three related self-development tools: individual development plans, development guides, and experience analysis.

Individual Development Plans. An individual development plan (IDP) is a structured process for setting goals and objectives related to one's own development. There is no "one best way" to create an IDP. Typically, the IDP includes a self-assessment, objectives, and specific plans for accomplishing the objectives. The self-assessment describes the individual's current strengths and weaknesses. The objectives describe the specific outcomes that the individual wishes to achieve. Each objective should be accompanied by a specific action plan that describes the steps the individual will take to achieve the objective and how success can be measured. Each of these components is described in more detail below.

An accurate self-assessment begins with self-awareness: understanding one's strengths and weaknesses as an Army leader. Self-awareness can be developed by triangulating information from multiple sources. These sources may include standardized tests; feedback from peers, commanders, subordinates, etc.; "objective" data from skill and knowledge assessments; and self-knowledge. One standardized assessment related to adaptability is the Test of Adaptable Personality or TAP.⁵⁴ This assessment is described in more detail in Table 5-2. Another assessment tool related to adaptability is The Attentional and Interpersonal Style questionnaire, which measures concentration, focus, and a variety of interpersonal characteristics.⁵⁵ While obtaining self-assessment information using standardized tests is not always feasible, individuals can still capitalize on feedback from the other available sources of information. Section 5-1 of the Chapter Appendix contains a Personal Planning Guide focused on Adaptive Leadership that may be useful for students in organizing and interpreting feedback on capabilities related to adaptability.

Once the self-assessment has been completed, this information should be used to make a concrete plan for leveraging and enhancing strengths and overcoming or mitigating weaknesses. This plan begins with setting specific development objectives. Ideally, development objectives should be "SMART" specific, measurable, achievable, relevant for mission accomplishment, and time-bound. The power of goal setting as a performance enhancement tool has been well documented in numerous research studies. The consensus from these studies is that developing written objectives that are sufficiently challenging and specific can lead to improved performance.⁵⁶ However, to translate these objectives into performance improvements requires the development of a concrete plan. This plan should include specific action steps that the student will take to reach his or her objectives along with a timeline for completion. The plan should also include appropriate metrics, or measures, for evaluating whether the objective has been successfully met. In addition, it may be beneficial for the student to have a mentor or supervisor review the plan and provide feedback. A sample action plan for a single objective is provided in Section 5-2 of the Chapter Appendix.

⁵⁴ See Kilcullen, Goodwin, Chen, Wisecarver, & Sanders (In press); and Kilcullen, Mael, Goodwin, & Zazanis (1999)

⁵⁵ See Nideffer (2008)

⁵⁶ See Locke & Latham (1990)

Table 5-2. Test of Adaptable Personality (TAP)

The TAP is a personality-based measure of adaptability originally developed by the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) for special operations Soldiers. It is a paper and pencil questionnaire using multiple-choice questions that focus on past behaviors and reactions to work events. The TAP measures the following six attributes:

- Achievement Orientation: Giving one's best effort and working hard to achieve work objectives.
- Cognitive Flexibility: Willingness to entertain new approaches to solving problems. Enjoys creating new plans and ideas. Accepts change and innovation.
- Fitness Motivation: Degree of enjoyment from doing physical training. Willingness to put in the time and effort to maintain good physical conditioning.
- Peer Leadership: Seeks positions of authority and influence. Comfortable with being in command. Willing to make tough decisions and accept responsibility for the group's performance.
- Interpersonal Skills – Team Player: Working well with others. Ability to establish supportive and trusting relationships with others.
- Interpersonal Skills – Diplomatic: Being extroverted and outgoing. Able to make friends easily and establish rapport with strangers. Good at meeting/greeting people.

Feedback from the TAP includes behavioral descriptions of strengths and potential challenges associated with each dimension along with suggestions for improvement. Several studies have shown that TAP scores are predictive of on-the-job performance in a variety of settings.⁵⁷

Development Guides. A development guide can serve as a supplement to the IDP by providing suggestions for developmental activities that are targeted to a leader's unique needs. In contrast to an IDP, which describes a leader's individual strengths, weaknesses, goals, and plans for development, a development guide is typically generic and contains general suggestions for development appropriate to a broad range of leaders. Several commercially available development guides are available, such as *The Successful Manager's Handbook* published by Personnel Decisions International.⁵⁸ Alternatively, it may be more useful to create a customized development guide that is specific to a particular job or role. The example development guide in Section 5-3 of the Chapter Appendix lists self-development activities related to several specific adaptability-related self-development activities.

Experience Analysis. Experience analysis, or reflection, is the process of critically examining one's experiences to derive meaning and build understanding and connections. These connections are often referred to as "mental models," and they are helpful in achieving better future performance. Experience analysis is important for leadership development because it provides a method that one can use to analyze previous experiences to draw conclusions and extract lessons learned that could be applied on the job in

⁵⁷ See Kilcullen, Goodwin, Chen, Wisecarver, & Sanders (In press); and Kilcullen, Mael, Goodwin, & Zazanis (1999)

⁵⁸ Personnel Decisions International (2000).

the future. There is no “right way” to analyze one’s previous experiences. However, it is generally suggested that this process include a critical examination of one’s own performance in a given situation, what lessons were learned from these experiences, and how this knowledge may be applied toward the future. Experience analysis can be done in conjunction with a training course, or it can be encouraged as part of a leader’s routine self-development regimen.

Experience analysis is most useful when observations are written down, such as keeping a log or journal. For example, students may be instructed to note general impressions, or they may be asked to write about specific topics (e.g., what did you learn from this course; how can you take what you learned and apply it to your job). Another method is to ask students to discuss these questions in small groups during class.

Despite evidence that experience analysis is a useful tool to promote learning, students are frequently reluctant to do it. Common concerns include:

- The amount of time it takes,
- The difficulty in making the analysis substantive rather than a mere “diary” of events, and
- The fact that not everyone may be comfortable with this approach. For some people it may feel more “natural” to reflect internally rather than to keep a written journal.

These are valid concerns that may have an impact on the effectiveness of experience analysis as a development tool. However, in a study on promoting reflection among military cadets, researchers found that the following practices made the reflection a more meaningful experience and can help overcome student objections to the process:⁵⁹

1. Experience – the more experience one has with reflection, the better one is at it. Therefore, the process may seem difficult and tedious at first, those who stick to it may find that it will become easier and more natural.
2. Content Knowledge – reflections are generally of higher quality when the topic is something about which the writer is knowledgeable. Therefore, it may be helpful to focus reflection efforts on areas with which one has some knowledge and experience.
3. Mental Set – the right mental state can make reflection much easier and more natural. For example, reflection will probably be difficult if one is mentally and/or physically exhausted. It may be helpful to try and set aside a specific time for reflection each week and spend a few minutes just prior to this getting in the right frame of mind.
4. Include Critiques and Reactions in the Reflections – reflections may come more freely and naturally when the writer is evaluating or critiquing a topic. Additionally, this topic may promote a deeper awareness of barriers – both internal and external – to one’s own development.
5. Ensure the Physical Environment is Conducive to Reflection – naturally, the ideal environment will be comfortable and free from distractions.

⁵⁹ See Gustafson & Bennett (1999)

6. Consider Engaging Others in your Analysis – depending upon one’s own comfort level, reflections can be shared (before writing them down) with another person, such as a coach or mentor. This person can act as a sounding board for ideas and may help in considering alternate perspectives. This input may help to add deeper insights to the written reflections.
7. Cast Reflections as Hypothetical “Letters” to Others – one of the most effective means of promoting reflection is for the individual to cast his or her reflections as a letter to someone. The letter could be to a family member, close friend, commander, subordinate, etc. Although the intent is not to actually share the letter with the addressee, having a targeted topic in mind when documenting the reflection is often helpful. One idea would be to write a letter to a high level commander to discuss one’s view of leadership at the Army and how the junior leader feels that he or she fits into this picture. Alternately, the letter could be to someone with whom the leader is having difficulty – how his or her behavior affects the leader, what the leader would like done differently, etc.
8. Seek Feedback – learning from nearly every type of activity is greatly enhanced when the learner is given meaningful feedback on his or her efforts. Feedback may come from a variety of sources, such as peers or mentors. It’s important when seeking feedback that the person giving the feedback is clear on what he or she is being asked to do. For example, the person giving feedback may be asked to identify areas where the leader might reflect further, to suggest additional questions that should be considered, etc.

Structured On-the-job Experiences

“Knowledge must come through action; you can have no test which is not fanciful, save by trial.”

- Sophocles, Trachiniae

Greek tragic dramatist (496 BC - 406 BC)

As a leader, much of one’s development occurs on the job, rather than in institutional settings. However, this development tends to occur by chance rather than in a deliberate fashion. Leaders may experience situations requiring adaptability and they may learn from their experiences – or they may not. The key to benefiting from on-the-job experiences is to provide the means for leaders to get the right kinds of experiences and to efficiently capture lessons learned so that the development process is accelerated.

Key experiences are those that require the leader to behave in an adaptive fashion to be successful. According to recent research, effective leaders typically have experienced at least one “crucible experience,” which can be defined as, “both an opportunity and a test. It is a defining moment that unleashes abilities, forces crucial choices, and sharpens focus. It teaches a person who he or she is.”⁶⁰ Researcher Dr. Leonard Wong presents a clear and compelling picture of how the environment in Operation Iraqi Freedom has provided crucible experiences, which have allowed and compelled junior officers to develop adaptability-related skills. As Dr. Wong notes, “Operation Iraqi Freedom requires junior leaders to be warriors, peacekeepers, and nation-builders – simultaneously.”⁶¹

⁶⁰ See Bennis and Thomas (2002), page 16

⁶¹ See Wong (2004), page 4

Not only must these leaders continually shift mindsets in a rapidly changing environment, they must also lead Soldiers who are often young and inexperienced and help them calmly and quickly shift into many different roles. Dr. Wong has identified several key experiences that could contribute to increased adaptive performance, including:

- Working outside one's area of specialization and quickly learning new skills (e.g., infantrymen have had to function as civil engineers).
- Taking on multiple roles simultaneously.
- Rapidly switching back and forth between vastly different situations (e.g., from combat to diplomacy and back again).
- Being immersed in a foreign culture that is vastly different from that of the U.S. Feedback from the field indicates that this is not something one learns easily in a classroom. Rather, day-to-day interaction with individuals native to that culture and learning by trial and error produces competence.
- Complex warfare: finding and neutralizing counterinsurgents among a largely innocent population. Not knowing who the enemy is and where he is hiding presents a significant challenge. This challenge is compounded when U.S. Soldiers have to abide by particular rules of engagement while the enemy is not held to the same standards.
- Operating in an environment of constant change.
- Responding to emerging mission requirements with little to no notice, based on constantly evolving information.
- Interacting with a populace that has unpredictable and diverse reactions to U.S. troops.
- Making significant decisions in the absence of close supervision and/or specific guidance. In these cases, leaders must rely instead on general guidance and the commander's intent.

In designing an effective operational training program, efforts should be made to provide new leaders with as many of these experiences as possible. However, it is not enough for these individuals to merely be exposed to these situations. To truly profit from their experiences, they need to be able to extract lessons learned from their experiences and improve their performance in the future. This process should include creating a climate that allows leaders to try new approaches and shifting the emphasis from punishing failure to rewarding innovation and appropriate risk-taking.

Providing a mechanism for feedback is also important in helping leaders benefit from their experiences. To enhance adaptive performance, leaders need specific feedback related to how well they performed in a situation that required adaptability. The Army has already established a process for capturing lessons learned from operations through the After Action Review (AAR) process. During the AAR, a leader and his or her team discuss the operation, what was done well, what could have been done better, and the lessons learned that could be applied in the future. The goal of the AAR is for the team members to critically evaluate themselves and the strengths and weaknesses of the operation. Often the AAR is documented in writing and shared with others.

The AAR can be a valuable feedback tool; however, the process has several downsides, including a) participants may be too close to the situation to provide a realistic picture of what they could have done better, b) participants may not be completely candid in the review process – especially when it comes to questioning or criticizing the leader in a public forum, and c) if there is a culture of punishing failure in the unit, participants may be unwilling to admit their own mistakes publicly. For these reasons, cognitive psychologist Dr. Gary Klein⁶² recommends conducting a “Pre-mortem” in addition to the AAR.

In a Pre-mortem, participants meet before the operation begins, ideally during the planning stages. The participants imagine that the operation is completed and that it was a dismal failure. They then work backwards and try to think through all the things that could have gone wrong and what they would do differently. They are then able to take these issues into account during the planning process. The Pre-mortem gets around some of the sensitivities of the AAR process because it focuses the team on potential reasons for failure rather than blaming any one individual for past mistakes. Dr. Klein has used this technique extensively in his work and notes that people are much more frank and open during the Pre-mortem than they tend to be during AARs. Moreover, Dr. Klein has observed that teams have been able to improve their performance using this technique.

Other sources of feedback include mentors; 360-degree evaluation tools, which incorporate feedback from subordinates, peers, and superior officers; and climate surveys. Each of these is discussed briefly below.

Feedback Mechanisms

Feedback in the unit is essential to building adaptive performance on the job. There are a number of interventions that could be implemented at the organizational level to ensure appropriate feedback tools exist. Tools that may be useful for providing feedback include mentoring, 360-degree feedback programs, and command climate surveys.

Mentoring. The advantage of mentoring is that it provides the leaders with the opportunity to benefit from the experience of a more senior and experienced leader. The mentee can share his or her experiences with the mentor and get feedback on what could have been done differently, based on the mentor’s own experience and knowledge. The challenge in relation to adaptability is that the situations encountered by the mentee may be so novel that the mentor may not have had experience in a similar situation. However, even in these instances the mentor may be able to provide some insight by sharing his or her own experiences in situations that required adaptability.

Mentoring arrangements need not be structured or formal. However, expectations about the mentoring arrangement should be clearly communicated up front. That is, the mentee should be clear about what he or she is expecting from the relationship, and the mentor should be clear about what his or her role will be and what the time commitment is.

360-Degree Feedback and Climate Surveys. A more formal mechanism for feedback is a 360-degree evaluation. The 360-degree evaluation is a survey of a leader’s strengths and weaknesses from multiple perspectives, frequently including self-ratings, peer ratings, supervisor ratings, and subordinate ratings. Typically, the ratings are anonymous (except for the supervisor rating because there is usually only one immediate supervisor) to encourage open and candid feedback. Some assistance is usually needed to

⁶² See Klein (2003)

interpret the feedback from a 360-degree evaluation, and examining the difference between an individual's self-ratings and the ratings of others can be particularly illuminating.

At a higher level of analysis, organizational climate surveys can be a valuable feedback tool for leaders. Although these surveys are typically for an entire organization rather than an individual, feedback from the survey often indicates how people feel about an organization's leadership, directly and indirectly. Direct feedback may include comments about both immediate supervisors and the most senior leaders in the organization. Indirect feedback may include comments on policies, procedures, or climate, on which leaders may have an impact. Like the 360-degree evaluation, some assistance may be needed to help with interpreting the results of a climate survey.

In terms of development, 360-degree evaluations and climate surveys are only useful if the leadership is held accountable for making changes. Holding leadership accountable is an essential part of implementing any change management program, and developing a more adaptive organization and more adaptive leaders by definition involves change. For example, in one research study,⁶³ managers received 360-degree feedback for developmental purposes. The managers who held sessions with their employees to discuss the feedback and their progress toward making changes were the most likely to improve. In the adaptability context, these tools could be useful for getting feedback about the adaptive performance of individual leaders and feedback about whether the climate is conducive to adaptability. An example of how these tools have been used successfully in the Army is presented in Table 5-3.

Table 5-3. Examples of Climate Surveys and 360-Degree Feedback at a U.S. Army Command⁶⁴

Since 1997, a number of command climate surveys have been conducted within the headquarters staff of the U.S. Army Special Operations Command (USASOC). Initially a paper-and-pencil based instrument, the survey was automated in the early 2000s, vastly speeding up the time required to collect and analyze data. All headquarters personnel are asked to complete the command climate survey, which measures the following seven dimensions: Satisfaction, Immediate Supervision, Senior Leadership, Training & Development, Personnel Management, Team Cohesion, and Communications. Two example items are:

- Training requirements and opportunities are effectively communicated.
- The process for selecting participants for professional development opportunities is fair and consistent within my directorate.

Respondents use a 1 (strongly disagree) to 5 (strongly agree) scale to rate items.

The results of the survey (which is provided at both the command and directorate levels) help to identify organization and unit-level training and development needs, create a baseline with which to measure future progress, and help to drive organizational change and development. Feedback from the survey goes to everyone, and the entire workforce stays involved in the action planning that follows. Each directorate is responsible for developing and submitting an action plan, implementing the plan and monitoring progress, and briefing their progress and results to appropriate stakeholders.

One early finding from this survey was that supervision and leadership could be improved. In order to help leaders

⁶³ See Walker & Smither (1999)

⁶⁴ Description adapted from Foster Thompson & Martin (2004); and Martin, Foster Thompson, & Barrett (2004)

develop greater self-awareness of their own strengths and weaknesses, a 360-degree evaluation effort was implemented. In the 360-degree evaluation, ratings are provided by leaders (self-ratings), their supervisors, five of their peers, and all of their subordinates. Peer and subordinate ratings are anonymous and the results are used strictly for developmental purposes. In all, seven performance dimensions are assessed: Communication and Information Exchange, Decision-Making and Problem Solving, Supervision/Leadership, Interpersonal and Team Skills, Self-Development and Individual Competence, Diversity, and Organizational Support.

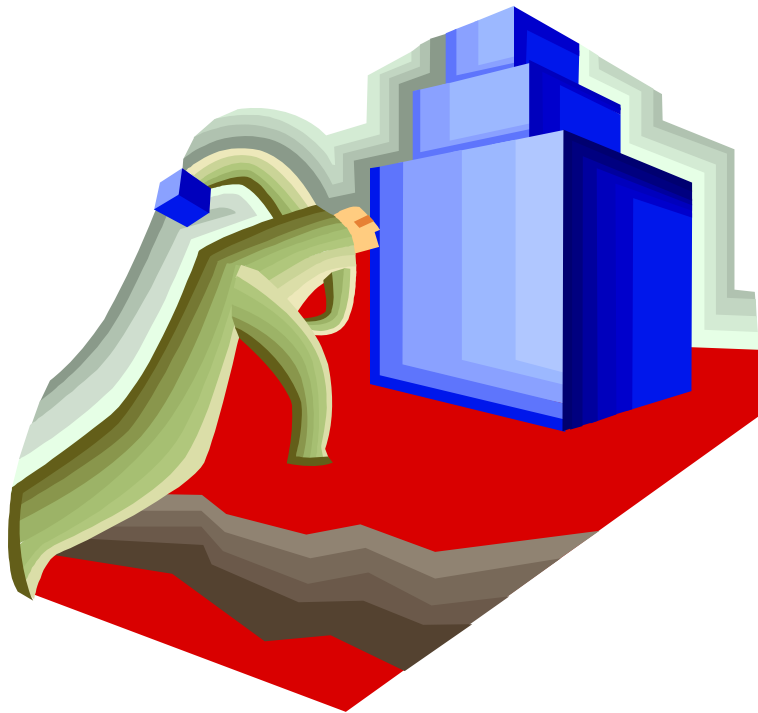
The items that are rated in the 360-degree system are behaviorally focused (e.g., "Gives others the opportunity to contribute input and advice.") and respondents rate each item on a 1 (Disagree Very Much) to 6 (Agree Very Much) scale. A "Can't Rate" option was provided for each item and space was provided for open-ended responses. Automated feedback handbooks are generated for each leader being rated and a professional facilitator is hired to help the leaders interpret their feedback and to provide suggestions for additional learning resources. Based on the feedback, the leader develops an action plan. Although the results are confidential and not shared with the leader's supervisor, the leader is held accountable to his or her supervisor for following through on the development plan.

Chapter Summary

- Classroom instruction by itself is an important but not sufficient component of leadership development. Therefore, it is advisable to provide guidance and tools to help students transfer what they learn in the classroom to their work environment.
- Extending adaptability training principles to field exercises and simulations will develop adaptability skills and provide practice, and is likely to enhance transfer beyond the classroom. To reinforce adaptability concepts taught in the classroom, consistent terms should be used across various types of training interventions, and students should receive consistent feedback on adaptability-related dimensions.
- Self-development activities are by definition activities that the individual is responsible for initiating and maintaining. Self-development activities useful for promoting adaptive performance include individual development plans, development guides, and experience analysis.
- Because a significant proportion of leadership learning occurs on-the-job, it may be useful to structure on-the-job learning experiences rather than leaving them to chance. There are several specific types of experiences that have been suggested as useful for promoting adaptive performance. To maximize their ability to extract lessons learned, students should analyze their experiences in an After Action Review.
- Feedback is essential to adaptive performance. There are a number of interventions that could be implemented at the organizational level to ensure appropriate feedback tools exist. Tools that may be useful for providing feedback include mentoring, 360-degree feedback programs, and command climate surveys.

Section 5-1: Example Personal Planning Guide

Adaptive Leadership



How to Use This Guide

This guide has been designed to help you organize your thoughts about your adaptability strengths and weaknesses. The first part of this guide contains a worksheet to help you identify where you are strongest and where you have the most room for development using a variety of information: tests, feedback from others, and your own self-knowledge. The second part of this guide contains recommendations for addressing any weaknesses or development needs that you identified.

Remember that self-development is not just a one-time activity. You should review and update the information in this guide on a regular basis.

Where Do I Start?

Begin thinking about your development plan by reading through the table below. It presents several activities which highly adaptable people do, and it explains why each activity is relevant for adaptability.

Do I ...	This is important for adaptability because ...
Maintain a good awareness of my surroundings?	You have to know what is going on in your environment to adapt to it.
Have a high level of confidence in my abilities to succeed?	Believing you can effectively handle new situations makes it more likely that you will be able to do so.
Take a critical eye toward my own thoughts and actions?	Without tried-and-true rules and SOPs to follow, you will be “working without a net” and need to carefully think about what you are doing.
Keep an open mind to new ideas and suggestions?	You are much more likely to solve problems if you're willing to entertain a wide variety of solutions.
Keep an open mind to new people and cultures?	Interpersonal adaptability involves working well with all kinds of people, even ones from different cultures.
Effectively “read” others?	“Reading” others may mean figuring out what they want from you when you're involved in negotiations with them. It can also mean figuring out what interpersonal styles work better with different people (some people are more sensitive, some people need more positive feedback, etc.)
Stay calm and focused under pressure?	If you lose control under pressure, you will not be able to concentrate on adapting to the environment.
Adjust my plans to the environment as necessary?	A key to mental adaptability is knowing when to adjust plans so that they better fit the environment. * Remember the idea of the adaptability continuum. It is possible to be too rigid and stick to rules/plans too tightly, but it is also possible to be too flexible and ignore useful and important rules/plans.
Make the right decisions for the environment I'm in?	When figuring out how to adjust to situations, you may find that you have plenty of time to consider your options or you may find yourself making quick decisions under pressure. The appropriate decision making style varies with the situation.
Come up with creative solutions to problems?	When the standard rules and procedures don't apply, you may need to come up with novel or creative solutions to effectively solve problems.

Identifying your Adaptability Strengths

Step 1. Use the check boxes on the next page to identify your strengths.

- First, consider the feedback you have received from tests. In the Tests column, check the boxes next to what tests have indicated are your strengths. For example, if you scored high on a measure of Self-Confidence, you might place a check next to “Do I have confidence in my abilities to succeed?” in the Tests column.
- Second, consider the feedback you have received from others (e.g., peers, commanders, subordinates, etc.). In the Feedback from Others column, check the boxes next to what others have indicated are your strengths. (These may or may not be the same things you checked under the Tests column.) For example, if your peers tell you that you are great at getting into other people’s heads, you might place a check next to “Do I effectively read others well?” in the Feedback from Others column.
- Third, consider what you know about yourself based on your past performance and experience. In the Self-Knowledge column, check the boxes next to activities that you believe are your strengths. (Again, these may or may not be the same things you checked in the other two columns). For example, if you know you are always eager and willing to learn about new people and cultures, place a check next to “Do I keep an open mind to new people and cultures?” in the Self Knowledge column.
- Look at the checks you made above and identify two or three of your most prominent strengths. These are usually the activities that have the most checks next to them, but not always.

Step 2. Determine how to best use your most prominent strengths.

- Describe how you could best use your strengths to your advantage in your work environment.

Example: I am very good at critiquing my own thoughts and behaviors. As a leader, I can use this to set an example for my team. When deciding on a course of action, I will involve others in a discussion about what may be wrong with my plan. This will show the other men on the team the good that can come from monitoring what you are doing and carefully thinking things through.

Identifying your Adaptability Strengths

Do I ...	Tests Check Box for Yes	FB from Others Check Box for Yes	Self- Knowledge Check Box for Yes
• Maintain a good awareness of my surroundings?	☐	☐	☐
• Have a high level of confidence in my abilities to succeed?	☐	☐	☐
• Take a critical eye toward my own thoughts and actions?	☐	☐	☐
• Keep an open mind to new ideas and suggestions?	☐	☐	☐
• Keep an open mind to new people and cultures?	☐	☐	☐
• Effectively "read" others?	☐	☐	☐
• Stay calm and focused under pressure?	☐	☐	☐
• Adjust my plans to the environment as necessary?	☐	☐	☐
• Make the right decisions for the environment I'm in?	☐	☐	☐
• Come up with creative solutions to problems?	☐	☐	☐



2 to 3 Most
Prominent Strengths



How Can I Capitalize
on My Strengths?

1.

2.

3.

Identifying your Adaptability Development Needs

Step 1. Use the check boxes below to identify your weaknesses.

- Follow the same procedures as you did for the Strengths section above, except concentrate on those activities you perform less well – those that could be considered your weaknesses.
- Look at the checks you made and identify your most prominent weaknesses. These are usually the activities that have the most checks next to them, but not always.

Step 2. Develop a plan to best address your most prominent weaknesses.

- Describe how you plan to address each of your development needs to make you more successful in your work environment.

Example: I'm not very open to new ideas. I will work on this by making a conscious effort to think of at least one alternative for every tried and true method I typically use. As a leader, I will identify someone on my team who is especially skilled at developing new ways of doing things, and I will leverage his skills when my usual way of doing something doesn't work.

- Be specific.
- Choose challenging plans of action -- but be realistic.
- Refer to the next section of this guide for suggestions for addressing these different areas.

Identifying your Adaptability Development Needs

Do I ...	Tests Check Box for Yes	FB from Others Check Box for Yes	Self-Knowledge Check Box for Yes
• Fail to maintain a good awareness of my surroundings?	☐	☐	☐
• Have low confidence in my abilities to succeed?	☐	☐	☐
• Fail to take a critical eye toward my own thoughts and actions?	☐	☐	☐
• Fail to keep an open mind to new ideas and suggestions?	☐	☐	☐
• Fail to keep an open mind to new people and cultures?	☐	☐	☐
• Do a poor job of "reading" others?	☐	☐	☐
• Become agitated and unfocused under pressure?	☐	☐	☐
• Fail to adjust my plans to the environment as necessary?	☐	☐	☐
• Make the decisions that don't fit the environment I'm in?	☐	☐	☐
• Fail to come up with creative solutions to problems?	☐	☐	☐



2 to 3 Weaknesses



How Can I Address My Weaknesses?

1.

2.

3.

Section 5-2: Example Action Plan

Example Objective #1: I will develop a formal mechanism within our office to collaborate with our counterparts in the XYZ unit, resulting in improved effectiveness and efficiency of our unit.

To achieve this goal, I will take the following specific actions:

Activity	Completed By/ Timeframe
Meet with my team to communicate this goal and get their input on how to collaborate effectively.	November 1, 2007
Identify my counterparts within the XYZ unit and talk with each of these individuals via phone or in person regarding ideas for collaboration.	January 15, 2008
With input from staff and counterparts within the XYZ unit, develop written plan and/or agreement and obtain necessary approvals both internally and externally.	January 15- March 1, 2008
Communicate the approved plan to my team and the XYZ unit.	March 15, 2008
Follow up with counterparts within the XYZ unit on a quarterly basis to ensure the plan continues to be used and is effective. Modify the plan as appropriate.	Quarterly, starting June, 2008

I know that I will have reached this goal when (measure):

During follow-up conversations with counterparts within the XYZ unit, they will handbook that collaboration efforts have been a success, and we will be able to identify concrete examples of improved effectiveness or efficiency as a result of this collaboration.

I will complete this goal by (date):

August 31, 2008

Section 5-3: Example Development Guide

Tips for Managing Your Adaptability Development Needs

This section provides some general guidelines for addressing your adaptability weaknesses or development needs. Several general tips are offered, followed by specific ideas for improving in each characteristic. However, these lists do not contain every possible idea, and you might want to get additional ideas from your supervisor or mentor.

Keep in mind that self-development is rarely quick or easy, and you may not be able to overcome every weakness you have. There may be some that you need to figure out how to manage or work around. Therefore, you'll find suggestions for both "working on" and "working around" your development needs below.

General Tips

- **Continue to practice and get feedback.** For any new skill that you are learning: practice the skill, seek feedback on your performance, adjust your behavior based on this feedback, and repeat. This is an ongoing process – continue to practice, seek feedback, adjust your behavior, and practice some more.
 - **Put your plans in writing.** Develop a concrete, written plan for your learning activities. Use goals and timelines to measure your progress.
 - **Create a "help" system.** This is the same idea as the help function on a computer; you don't need to know everything about a program if you can use the help screen. For a weakness, a help system can enhance your skills in a given area. The system might include:
 - Cheat sheets. For example, if you have difficulty with negotiations, develop a short list of the key points you want to get across in these situations. Memorize the list and practice communicating these key points. Then, when faced with an actual negotiation situation, at least you will be prepared to deliver your key points.
 - Checklists. Similar to a cheat sheet, a checklist can help remind you to do or consider things that you ordinarily forget.
 - **Use your strengths to overcome your weaknesses.** This is another way of helping yourself, where the help comes from one of your strengths. For example, if problem solving is one of your strong points, but you don't work well under pressure, you may want to search for solutions that reduce the amount of pressure you are under.
 - **Build on the strengths of others.** In many environments, most of your work will be done in a team setting. Your team members have been carefully selected and trained, and many of them will have years of knowledge and experience that you won't have yet. Capitalizing on this knowledge and experience will not only help the mission, it will raise the morale of your team by letting your people do what they do best - while you learn from them.
-

Specific Tips

Maintaining Awareness

- Pay close attention to your surroundings – including your social surroundings. Periodically sit down and talk with a friend or coworker about the important characteristics of the environment you're operating in. See what he/she picks up on that you might have missed and vice-versa.
- Talk with an expert decision maker that you know about what factors in the environment he/she considers when making certain types of decisions. Are these the same ones that you would consider? Talk through any differences.
- Consider some recent decisions you have made that have not turned out as well as you had hoped. Did they not work because you failed to consider important aspects of the environment in making them? Don't forget that the social/political environment you work in is also important.

Self-Confidence

- Pep talks – merely telling people they are capable of doing something increases their self-confidence for that task. You can of course, do this for yourself, and/or you can find a mentor who is willing to give you positive encouragement.
- Learn from others – watching a successful role model that is like you can help increase your self-confidence. The process is along the lines of "If he can do it, so can I!" Find others who are successful in the area where you want to excel, and watch what they do.
- Experiencing success – once you have successfully completed a new task, you are likely to feel more confident in your ability to do it successfully again in the future. The flip side of this is that experience with failure with a new task may make you feel less confident. So, the key is to start with tasks you know you can handle and work up to more and more difficult ones. After experiencing several successes, you will be better prepared to overcome obstacles in the future.

Criticizing Yourself

- Ask someone you trust to critique your decision making and problem solving abilities. Carefully consider their feedback and come up with a list of questions to ask yourself that will help you avoid problems they identify. (Did I question all of my assumptions? Do I have all of the information I can get?) Ask yourself these questions before finalizing important decisions.
- Create a regular time for reflection (such as the drive in to work) and take stock of recent actions you have taken/decisions you have made. What has gone well? Why? What has not gone well? Do you have ideas about why? This sort of reflection will help you get into the habit of monitoring and critiquing yourself.

Openness New Ideas/Openness to New People and Cultures/"Reading" Others Well

- Bounce your ideas off other people and see if they have similar viewpoints or if they can offer you different suggestions. Listen carefully to these alternatives and see how they are similar or different from your ideas.
- Make a point of talking with one new person each week who has a different background than you to gain a better understanding of his or her beliefs, values, and culture.
- Make of point of doing one new thing each week (e.g., eating a different kind of food, going to a new place, etc.).
- Read books or articles by people with an opposing view from your own (e.g., if you are a Republican, read some Democrat opinion pieces). As you read, try to think about and understand the person's beliefs, values, and motives.
- Identify individuals on your team who are especially skilled in this area. When the situation requires thinking creatively, call on these individuals for ideas and learn from them as well.
- Rather than treating all your subordinates the same, learn what works best with each one and treat them accordingly. For example, some people like to be praised in front of others while others prefer that praise be given in private. If you are not sure what works best, ask.
- In negotiations, ask questions to try and understand the other person's needs and motives. Use this information to make your own ideas more acceptable to the individual.

Staying Calm Under Pressure

- Practice making decisions quickly and under pressure. If you have trouble thinking when things are noisy and chaotic, try making decisions while you're in noisy and chaotic locations like a crowded restaurant or a busy airport. Keep doing this until you learn to tune out the distractions.
- Practice making your decisions quickly, even when you have time. Then, go back and carefully consider the information you have and what decision you should make. Compare your final decision to the one you made quickly and see how they differ. This should help you get better at making fast decisions and make you more comfortable operating under pressure.
- Learn to recognize the physical cues that indicate that you are losing control (fast breathing, elevated heart rate, etc.). Practice techniques that will help alleviate these symptoms and will help calm you down. For example, you might concentrate on taking deep breaths as a calming mechanism.

Adjusting Plans/Making Decisions/Solving Problems

- Wargame potential courses of action by asking "what if" to help you develop contingency plans. This will prepare you for adjusting your plans when necessary.
- When faced with a new or difficult problem, find out what others have done to solve similar problems.
- Use the collective knowledge of your team to solve particularly difficult problems.
- Stay mentally active by continually reading challenging books, solving puzzles, etc.

6 Resources

This chapter provides a listing of all the references cited throughout the handbook. A recommended readings list is also provided for additional information about developing adaptive leaders.

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