



Innovative Leader Development

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

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The U.S. Army's Asymmetric Warfare Adaptive Leader Program is designed to enhance adaptive performance in leaders and promote innovative solutions in training. This report describes results of a systematic evaluation of the program, offers recommendations for improvement, and provides recommendations for ongoing evaluation of this program and other courses or events that address adaptive performance and acquisition of other intangible skills.



RESEARCH QUESTIONS

- What individual and team outcomes is the Asymmetric Warfare Adaptive Leader Program (AWALP) producing?
- What facilitators and challenges exist for implementing the program principles on the job?
- What instruments, tools, and protocols can be used to measure adaptive performance and to foster ongoing program assessment and improvement?



KEY FINDINGS

Students Felt They Benefitted from the Program

- Students were extremely satisfied with the course structure, content, and delivery of the Asymmetric Warfare Adaptive Leader Program (AWALP).
- Students not only sensed a change in their own capabilities and interests about adaptive performance but appeared to see their work contexts in a different light.
- Results show substantial improvement in attitudes about adaptive performance even after accounting for students' characteristics that are associated with adaptiveness.

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AWALP Was Successful at Fostering Knowledge Gain for a Wide Range of Students

- Students demonstrated increased knowledge of adaptive performance concepts.
- Students showed improved knowledge regardless of other characteristics associated with test performance, including general cognitive ability and level of education.

Team Adaptiveness Was Favorable Overall, but There Were Discrepancies Between Guides' and Students' Rating

- In general, both students and guides (instructors) gave favorable ratings of team adaptive performance.
- However, students consistently gave higher ratings of team performance than guides did and appeared to become more confident about the level of adaptiveness in their teams as the course progressed.

Graduates Reported Applying What They Learned After Returning to Their Units

- Graduates reported substantial application of AWALP principles on the job, especially in the areas of coaching, training, delegating to subordinates, and seeking subordinate input.
- Graduates reported more successful dissemination of AWALP principles to subordinates than to peers and commanders.
- Graduates remained positive about AWALP training but found command climate and entrenched leadership the biggest obstacles to applying adaptive performance principles.



RECOMMENDATIONS

- Put more emphasis on anticipating and responding to potential challenges to implementing program principles on the job.
- Enhance the curriculum by reinforcing important team-level concepts (e.g., mutual monitoring and backup behavior) and by providing instruction about the relationships among inputs to the team, throughputs, and team outcomes.
- Conduct systematic behavioral observations during the course to further evaluate individual and team adaptive performance.
- Assess transfer of training by measuring the association of performance in AWALP with subsequent job performance.