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The LandWarNet School, The Army Learning Model, and Appreciative Inquiry: How is a Centralized Training Organization Improved by Introducing Decentralization?

Lisa Jayne Stamper

THE LANDWARNET SCHOOL, THE ARMY LEARNING MODEL, AND APPRECIATIVE INQUIRY: HOW IS A CENTRALIZED TRAINING ORGANIZATION IMPROVED BY INTRODUCING DECENTRALIZATION?

by

LISA J. STAMPER

(Under the Direction of Devon Jensen)

ABSTRACT

This exploratory, qualitative case study describes how a centralized training organization (LandWarNet School) was improved by introducing decentralization (Army Learning Model) toward “the best competitive position” or "sweet spot," defined by Brafman and Beckstrom (2006) as “enough decentralization for creativity, but sufficient structure and controls to ensure consistency” (pp. 189, 191). Any presence of the six chaordic elements of a decentralized organization, as described by Hock (1999), was also considered.

LandWarNet School (LWNS) trains approximately 6000 US Army Soldiers annually and is centrally organized. The new Army Learning Model (ALM) is a vision for a more decentralized training approach where soldiers are in charge of their learning, training is facilitated rather than presented, and technology is integrated for engaging experiences.

Thirty-two Face-to-face Appreciative Inquiry (AI) interviews were conducted to solicit success-based narratives in reference to the current and the aspired ALM implementations from all willing LWNS stakeholders (employees, soldiers, customers, Army contacts). Consistent with AI methodology, only positive questions were asked

and only affirmative responses were recorded (Whitney & Trosten-Bloom, 2010). Confidentiality was provided for those who specifically requested it. Also, 7,329 responses to the end of module survey question, "What did you like best in this module?" previously collected from LWNS students were reviewed for ALM elements and controls as well as chaordic elements as triangulation. All data collected were posted to the LeaderMeeter|Meter blog for review by participants. One summative, facilitated group meeting was held for stakeholder confirmation.

The data collected were compared to the three categories of ALM elements (32) in TRADOC PAM 525-8-2 to describe the status of the LWNS's ALM implementation. All but three of the ALM elements were reported as present or aspired. More learner-centric elements were aspired than present. Three common controls for consistency were noted within the top five of both present and aspired ALM elements: content needs to be self-driven, easily accessible, and realistic. Of the six chaordic elements, one was noted as currently present and five were aspired. Since the AI questions solicited only success stories, it was assumed that the reported ALM elements (decentralization) improved the LWNS (centralized organization).

INDEX WORDS: Organizational Design, Centralized Organization, Decentralized Organization, Decentralization, Leadership, Army Learning Model, Appreciative Inquiry

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DEDICATION

Thank you, *Taste Buds*,

for every

listening ear, constructive comment,

supportive remark, thoughtful insight, playful pun, humorous narrative,

and the unconditional acceptance of your companionship:

Carole and Lewis Boyer

Lynne and Gary Golovan

Pat and Rick Hall

Jo Anne and Mike Lillis

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"Finally, brethren, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is gracious, if there is any excellence, if there is anything worthy of praise, think about these things."

Philippians 4:8 (Revised Standard Version)

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CHAPTER 1

INTRODUCTION

Background

Change is as inevitable as the sun coming up tomorrow and can be as inspiring or as intimidating as a new day as well. The way an entity faces change is pivotal to its future (Maxwell, 2010).

The Appreciative Inquiry (AI) methodology. "Leading and managing change at the individual, team, organizational, and societal levels" is the primary focus at the Organizational Behavior Department of the Weatherhead School of Management at Case Western Reserve University ("Organizational Behavior," n.d., para. 2). Cooperrider, a professor of Organizational Behavior at Case Western, as a doctoral student, first employed the methodology, which is now known as Appreciative Inquiry or AI. He developed it while investigating the successes and the failures of physician leaders of the Cleveland Clinic in 1980. He became so amazed at the strength and innovation he learned from the successes shared in the interviews that, with permission from his academic advisor, Srivastva and the clinic's chair, he focused his efforts on only the positive. The results were such a success that the board requested that AI be used with all 8000 members of the organization in order to study and implement organizational change (Cooperrider, Whitney, & Stavros, 2008).

The AI methodology and the centralized organization. In the 1990s, the momentum and research continued with this methodology, based on constructionism and affirmed in positive image theory, and consequently the awards. One honor indirectly related to the subjects in this case study stands out. The American Society for Training

and Development (ASTD) recognized GTE in 1997 for the Best Organization Change Program in the country. The recognition was based on measurable changes in stock prices, morale (via survey), customer relations, and union-management relations. "Appreciative Inquiry was cited as the 'back-bone'" (Cooperrider & Whitney, 1999, p. 7).

In 1998, at the U.S. Army base, Fort Gordon, Georgia, the LandWarNet School (LWNS), formerly known as the Resident School, relocated from Brems Barracks to Brant Hall to enable traditional, centralized equipment training. The next year, General Dynamics purchased the Government Divisions of GTE (the corporation recognized by ASTD for its change strategy using AI). The LandWarNet School was a part of that purchase. Currently, the LWNS is contracted by the U.S. Army to train Signal Soldiers in tactical communications systems ("LandWarNet School," n.d.).

Worldwide changes affect the centralized organization. With the turn of the millennium came the Global War on Terror as a result of the September 11, 2001 attacks on the United States. The traditional concept of war changed. Although the US military is highly trained, leaders learned U.S. forces were not "ideally structured, prepared, or conditioned for the challenges posed by enemies employing irregular warfare tactics" (p. 33) such as terrorism. The main reason is that the Global War on Terror is very different than confronting traditional forces (Melillo, 2006).

In addition to the ongoing War on Terror, the world economy shifted severely in 2008. In the worst financial crisis since the Great Depression, giant banks, insurance companies, and car corporations failed or were on the brink of failing. Hock (1999, 2005), the founding CEO of the VISA credit card, wrote that the reason centralized

organizations were failing was because they were based on organizational concepts from the Industrial Revolution. He proposed organizations of the future would be based on shared purpose rather than through compelled behavior and that there would be, a balance of chaos and order or, chaordic in nature. Years later, the economy is better, but fragile, and problems persist in the housing finance system and the money market industry with regulatory gaps in the financial system as a whole (McCoy, 2013).

Another worldwide change phenomenon occurring is that our society is accelerating exponentially due to advances in technology. According to engineer and inventor, Ray Kurzweil (2005), the "paradigm-shift rate, the rate of adopting new ideas, is doubling every decade" (para. 7). Humans took 50 years to adopt the telephone, but only eight years to accept the mobile phone. According to Kurzweil, technology is an evolutionary process and, therefore, accelerates because each new capability then, in turn, uses that capability to bring on the next development.

The centralized organization (LWNS) and decentralization (ALM). These global environmental shifts compelled evolution in the Army Training Doctrine or TRADOC. The TRADOC Commanding General, Martin E. Dempsey is the champion behind the publication of TRADOC PAM 525-8-2, *The U.S. Army Learning Concept for 2015* that is now referred to as the Army Learning Model or ALM. TRADOC PAM 525-8-2 describes a learner-centric learning environment for the 21st Century Soldier where lectures are replaced with facilitation and practical exercises are substituted for step-by-step instruction. Self-paced and lifelong learning becomes pivotal as, "decentralized execution under mission command is the norm" in order for the all-volunteer Army to retain a competitive advantage over adversaries (Dempsey, 2011a, p. 12).

According to Malone (2004), there are three benefits to decentralization: (a) it welcomes creativity and motivation; (b) it enables numerous people to work on an issue or concept at the same time; and (c) it allows for individualization and flexibility. Brafman and Beckstrom (2006) added that decentralization enables an organization to sustain in a tight economy, but not because it will increase profits. In fact, they stated that decentralization will likely reduce overall profits, but because individual units are self-funding and more flexible, the organization is more able to endure difficult times.

The LandWarNet School is transforming to provide the learning environment visualized in TRADOC PAM 525-8-2. The LWNS is a portion of a large corporation that is decentralizing. Not unlike the way customers interact with eBay and Amazon, Soldiers are being empowered to learn at their own pace through interactive content that they can download if they choose. Rather than PowerPoint presentations, they are engaged in a plethora of simulations, Computer-Based Training (CBT), and gamified resources encouraging self-motivated participation (Dempsey, 2011a).

The centralized organization, decentralization, and AI. Both the U.S. Army and General Dynamics (LWNS) are very large, centralized organizations introducing decentralization to stay competitive in a mercurial environment with a constrained budget. The key to success according to Brafman and Beckstrom (2006) is the "sweet spot" or "enough decentralization for creativity, but sufficient structure and controls to ensure consistency," (p. 189) which, in turn, "yields the best competitive position" (p. 191).

Traditional change management techniques in LWNS were employed with initial success. In fact, applying Kotter's 8-Step Process for Leading Change, it seems likely

that the LWNS is between Step 7: Don't Let Up! and Step 8: Incorporating Changes into the Culture ("The 8-Step Process," n.d.). To document the evolution and to sustain the momentum as well as to institutionalize the on-going innovation, this case study will use the first two investigative phases of what Brafman and Beckstrom (2006) consider a decentralizing change method, Appreciative Inquiry, to identify the ALM elements and controls in successes of the current and the aspired ALM implementations.

The researcher also looked for any indication of Hock's six chaordic elements (Purpose, Principles, People, Concept, Structure, and Practice) of a decentralized organization. Each of the six elements is a way of examination. A chaordic organization is constantly adapting according to its essential elements (Hock, 1999).

Statement of the Problem

The world where large, centralized organizations prevail is changing. The omnipresence of technology has enabled less centralized organizations to have countless capabilities including networking and personal interaction without the extreme investment in corporate infrastructure required in the past. Today's customer expects the personalization that technology affords. The organization that is flexible to the individual without spending more than it takes to stay in business is more likely to survive in the tight economic environment.

Similarly, "The U.S. Army's competitive advantage directly relates to its capacity to learn faster and adapt more quickly than its adversaries" (Dempsey, 2011a, p. 5). Technology has enabled global access to information for all including potential enemies. The Army Learning Concept 2015 (now referred to as the Army Learning Model or ALM) envisions new training strategies that accelerate and extend learning from

organized levels to the individual soldier. ALM describes a more innovative and decentralized approach to training with facilitation rather than lecture, gamification rather than traditional computer-based training (CBT), and learning at the point of need rather than traveling to a place where a course is being taught.

The U.S. Army is the primary customer of the LandWarNet School. LWNS is adapting its training methods to the customer's expectations; however, the problem is there is no current example of decentralized military training as it is envisioned in the ALM document nor is there a way to assess ALM implementation efforts to plan for future ALM achievements. The Army itself is trying to transform decades of centralized infrastructure and culture to renovate current lesson plan templates, approval processes, and evaluation procedures for innovative curricula.

The LandWarNet School performed traditional change strategies to move toward the goals of ALM. They performed a needs analysis and their departments and personnel were re-organized and re-located for better collaboration. A weeklong workshop on how to facilitate rather than instruct was required of all personnel, not just the instructors. Even though the budget was relatively small, essential new hardware and peripherals were purchased along with the acquisition of some open source software applications. These tactics were not unsuccessful, as the early proof of concept results have been prominently displayed on the cover of The Army Communicator (Mathews, 2013). ALM is a new model of learning for the Army. Both the customer (U.S. Army) and the training contractor (LWNS) are centralized organizations trying to incorporate decentralizing strategies to meet the ALM goals. Performing traditional change strategies typically validated in scenarios where the organizations were seeking centralized change, may be

inadequate (Cooperrider, Whitney, & Stavros, 2008). In addition, finding the gaps or deficits between the product or service and the evaluation of that product or service while the contracted producer and the customer entities are both transforming may be equally challenging.

If the LWNS does not implement ALM methods competitively where there is "enough decentralization for creativity, but sufficient structure and controls to ensure consistency" (Brafman & Beckstrom, 2006, p. 189), future contracts may be at risk and a significant number of jobs could likely be in jeopardy. From the affirmative perspective, assessing the actualization of ALM validates what has been accomplished and directs the next innovations for the LWNS, TRADOC, and anyone else who is interested in introducing decentralization or in implementing ALM.

Finally, and most importantly, it is essential that the LWNS training for soldiers meets the needs of the U.S. Army because sending our soldiers to the front lines unprepared is simply not acceptable.

Purpose of the Study

The purpose of this exploratory, qualitative case study is to describe the current status of the LWNS's ALM implementation in relation to TRADOC PAM 525-8-2 toward the ongoing goal of improving a centralized organization by introducing decentralization to find the envisioned "sweet spot" or best competitive position (Brafman & Beckstrom, 2006) using the Appreciative Inquiry (AI) framework as the methodology. The "sweet spot," defined by Brafman and Beckstrom (2006), is "the point along the centralized-decentralized continuum that yields the best competitive position"

(p 189). The "sweet spot" is also defined as "enough decentralization for creativity, but sufficient structure and controls to ensure consistency" (p. 191).

Research Questions

The following question will guide this study: "How is a centralized training organization improved by introducing decentralization?" The Brafman and Beckstrom (2006) definition of the "sweet spot" is addressed through the documentation of current and aspired ALM successes using the first two stages of the Appreciative Inquiry framework to answer the following questions.

1. What current and aspired ALM (decentralizing) elements from the TRADOC PAM 525-8-2 appear to be present in LWNS stakeholder interview and survey responses?

2. Of the current and aspired ALM (decentralizing) elements from the TRADOC PAM 525-8-2 that are noted as present in the participant feedback, what consistency controls or structures seem to be apparent?

3. What presence in the interview and survey responses is there of Dee Hock's six elements (1999) of a chaordic (decentralized) organization? (Purpose, Principles, People, Concept, Structure, Practice)

Significance of the Study

Centralized organizations and deficit-based change strategies are both rooted in the industrial revolution. The global effects of terrorism, the declining economy, and the incessant advances of technology have changed the world where centralized organizations once ruled. Decentralization is one way centralized organizations can become more competitive. The Army is establishing a new Army Learning Model

(ALM) that incorporates decentralization to become more competitive against decentralized opposing forces. The LandWarNet School (LWNS) is implementing the ALM education strategies the Army has mandated toward the TRADOC PAM 525-8-2 vision in pursuit of the anticipated outcomes toward the ongoing goal of introducing decentralization into a centralized organization to find the sweet spot or best competitive position.

The researcher's interest in this study is driven by her role as a curriculum developer for the LandWarNet School which is a training organization contracted by the U.S. Army. Having worked as an educator, training coordinator, and curriculum developer for over 30 years, the researcher has experienced the influence leadership can have on the outcome of innovative teaching strategies. She sees the stresses centralized organizations of all types (for-profit, non-profit, universities, businesses, training institutions, churches, etc.) are bearing as well as the stamina and transformation that decentralization seems to enable for some. The LWNS is a higher education training facility, a business, and a US Army ally. Knowing how a centralized organization is improved through decentralization is important to the LWNS threefold. Therefore, it is important to explore and document the successes the LWNS stakeholders describe through the Appreciative Inquiry lens in relation to the ALM vision in TRADOC PAM 525-8-2 (Dempsey, 2011a) and also Hock's (1999) six chaordic elements of decentralization. For the LWNS and TRADOC, the presence of the current and aspired ALM elements and controls as well as chaordic elements may be helpful in understanding the current status the LWNS ALM implementation toward the ongoing innovational goals.

This study will likely influence how TRADOC views the ALM implementation in general and at the LWNS. The documentation of the current successes may lead to continued future achievement for the LWNS and other military training organizations may benefit from the documentation as well.

Although there are examples in the literature indicating the introduction of decentralization was helpful for centralized businesses, there was nothing found in the literature about the introduction of decentralization being beneficial to businesses dedicated specifically to training. The results of this research on the introduction of decentralization will add to the overall understanding for organizational leaders and will address key gaps in the literature concerning how even the most centralized training organization may be improved through the introduction of decentralization to "yield the best competitive position" or "sweet spot" —“enough decentralization for creativity, but sufficient structure and controls to ensure consistency” (Brafman & Beckstrom, 2006, pp. 191, 189).

The information gained is relevant to organizational leaders at a time when so many seemingly stable, centralized organizations around the world are failing or struggling. Finally, and most importantly, it is essential that LWNS training for soldiers meets the needs of the U.S. Army because sending U.S. soldiers to the front lines unprepared is simply not acceptable.

Definition of Terms

For the purpose of this study, the following key terms and/or acronyms will be used.

Army Learning Model (ALM): In TRADOC Pamphlet 525-8-2, the new vision for training the U.S. Army's 21st Century Soldier is described.

Appreciative Inquiry (AI): Appreciative Inquiry is a decentralized methodology for positive change. ("The Appreciative Inquiry Summit," 2000). "It's also a way of decentralizing an organization" (Brafman & Beckstrom, 2006, p. 177).

American Society for Training & Development (ASTD): ASTD (now called ATD) is the world's largest association dedicated to the training and development profession. ASTD's members come from more than 100 countries and connect locally in more than 120 U.S. chapters and with more than 16 international partners. Members work in thousands of organizations of all sizes, in government, as independent consultants, and suppliers ("About ASTD," n.d.).

Aspired: ALM successes that have not yet occurred, but are desired in the future will be called aspired elements in this study.

Chaordic: A portmanteau adjective created by Dee Hock (1999, 2005) from the words, chaos and order, to describe a new organizational design based on a balance of each extreme.

Constructionism: According to Gall, Gall, & Borg (2007), "the epistemological doctrine that social reality is constructed," (p. 22) and sometimes referred to as constructionism. The terms, constructionism and constructivism, will appear in this document according to the word that is used by the reference cited.

Control: Any concept, practice, policy, or rule that may support, encourage, or counterbalance creativity for consistency with the introduction of decentralization as explained by Brafman and Beckstrom (2006) within the definition of the "best

competitive position" or "sweet spot" —"enough decentralization for creativity, but sufficient structure and controls to ensure consistency" (Brafman & Beckstrom, 2006, pp. 191, 189).

LandWarNet School (LWNS): The LandWarNet School (LWNS) is owned by the North American C4 Systems company of General Dynamics, a corporation "serving government and commercial customers on six continents and in more than 40 countries" ("GD Worldwide," n.d., para. 1). The LWNS trains over 6000 Soldiers annually in satellite communications on Fort Gordon near Augusta, Georgia ("LandWarNet School," n.d.).

Present or Presence: For the purposes of this study, the researcher marks an ALM element, control/structure, or chaordic element as *present* (existing) when interview or survey responses refer to keywords or ideas associated with the description from TRADOC PAM 525-8-2 (Dempsey, 2011a), Hock (1999, 2005), or Brafman and Beckstrom (2006).

*Sweet Spot: "*Enough decentralization for creativity, but sufficient structure and controls to ensure consistency"…"to yield the best competitive position" (Brafman & Beckstrom, 2006, pp. 191, 189) for a centralized organization introducing decentralization.

TRADOC: The U.S. Army Training and Doctrine Command manages the development of the curriculum and the delivery of the training for all US Army forces. TRADOC administrates 32 Army schools under 8 Centers of Excellence and trains over half a million Soldiers and service members annually ("About TRADOC," n.d.).

Researcher's Perspective

The researcher is a LWNS stakeholder who chose to describe the ALM implementation status through a qualitative study because the ALM elements, such as facilitation rather than instruction, problem-based lessons, and student engagement, are not conducive to quantitative investigation. The researcher selected Appreciative Inquiry as a methodology to describe the ALM implementation because AI provides a voice for everyone invested. Formal training in Appreciative Inquiry was pursued so that the methodology would be executed as true to the framework as the situation would allow. Additionally, the Appreciative Inquiry process is applicable as an example of positive, facilitated interaction and has the potential to be a model in the efforts to sustain the ALM innovation.

Although the researcher is influential in how the data is analyzed, there is more potential for input from the customer than from LWNS employees when comparing the number of employees, 135, with the number of customers invited to participate, approximately 529, plus the number of survey responses of students from the last six months, 7,329. The results of the study will not specifically affect the researcher's job at the LWNS, but the results may document ALM implementation accomplishments and suggest ways for the LWNS to proceed in or to improve the ALM implementation (decentralization).

The researcher sees a need for this study because the struggle that centralized organizations are facing affects almost every facet of human life from jobs, to communications, to education, and freedoms. It is the researcher's belief that this investigation may support that introducing decentralization improves a training

organization and its competitive position, but even if the opposite is revealed, the study will still provide some insight into the plight of the centralized organization. The world, as the researcher knows it, is changing. It is better to be instrumental in the change than to be solely a victim.

Limitations

The policies of General Dynamics along with Army regulations in reference to contract employees limited the time available to participate in activities other than prescribed job tasks. The coordination of customer interviews through the appropriate supervisor or manager level required extra steps for contact to be made, but the response from customers did not appear to be hindered. Every effort was made to ensure the contractual obligations were honored and to ensure the research design was aligned with the intended framework of AI.

AI facilitation appears easy when observing a capable consultant, but AI, like most human intervention strategies, requires skill as well as insight honed by practice and experience. Though not an experienced expert, the researcher did complete two AI classes: *Foundations of Appreciative Inquiry* and *Applications of Appreciative Inquiry*. The researcher also gained some experience by facilitating the LWNS Training Development Department in strategic planning sessions for establishing some annual goals for 2014.

The design of this study had to be reviewed and approved, in addition to the dissertation committee and the Georgia Southern University IRB, by the appropriate authorities within the LandWarNet School, General Dynamics, and from three Army officials.

The number of consenting participants limited the results. The lower the number of participants, the less accurate the results were likely to be. Even if every stakeholder had participated, there were likely successful ALM elements and controls as well as chaordic elements that existed that were not reported since the interviewees were not reporting from records and checklists, but from memory.

Appreciative Inquiry purposely looks only at the strengths or the successes. The results were derived from responses about successful experiences. The results may show no evidence of certain ALM elements, controls, or chaordic elements (decentralization) that do exist, if they were not perceived as successful or as successful as others.

The science that the literature is based on limited this study as exploratory. The results will not be able to be applied to every centralized organization introducing decentralization to become more competitive or even every training facility, but the information gained will contribute to the body of knowledge in reference to the infusion of decentralization in centralized organizations to become more competitive.

Delimitations

This study was delimited to the stakeholders of the General Dynamics' LandWarNet School—all consenting LWNS employees, government contacts, responses to surveys from soldiers previously at the LWNS and to interviews when the data collection occurred, as well as the U.S. Army officials involved with or affected by the training at the LWNS will be invited to participate in the Appreciative Inquiry process. Results from the end of module survey question, "What did you like best about this module?" from the time the question was first asked until the collection of data for the study began, which was approximately six months, were also reviewed. Everyone who

gave consent to participate was interviewed. Since the researcher and other LWNS stakeholders work at or in conjunction with the LWNS, anonymity was not practical or, at the very least, would have been extremely difficult. It behooved the researcher of this study to have the research design as transparent as possible to support change ("STEP 8," 2013) and to enable the General Dynamics and US Army approval processes for the study, but confidentiality was offered to those who specifically requested it.

Although there are in existence supplemental or differently titled phases to the AI framework depending on the particular research faction, the original framework was used. It has four phases: Discovery, Dream, Design, and Destiny. The first two investigative phases were implemented in order to answer the research questions of this study. After the study, the results were made available so that the last two phases are ready for the next steps should the stakeholders of the LandWarNet School decide to continue with the AI framework for sustaining the innovative ALM implementation toward the best competitive position or "sweet spot."

The vision that is the Army Learning Model is described in the Army publication, TRADOC Pam 525-8-2 (Dempsey, 2011a). This study delimited the Army Learning Model focus of the research to three categories of ALM elements: The nine 21st Century Soldier Competencies, the 13 characteristics of a learner-centric learning environment, and the 10 instructional guidelines.

Lastly, the researcher is an employee at the LandWarNet School and the leadership of the General Dynamics C4 Systems LandWarNet School has given permission for the study to be performed (Appendix A), but General Dynamics is in no

way associated with this research. The study was performed as a partial requirement for the EdD degree from Georgia Southern University.

Assumptions

Appreciative Inquiry only solicited success stories. It is therefore assumed that the reported presence of ALM and/or chaordic elements (decentralization) improved the LWNS, a centralized organization.

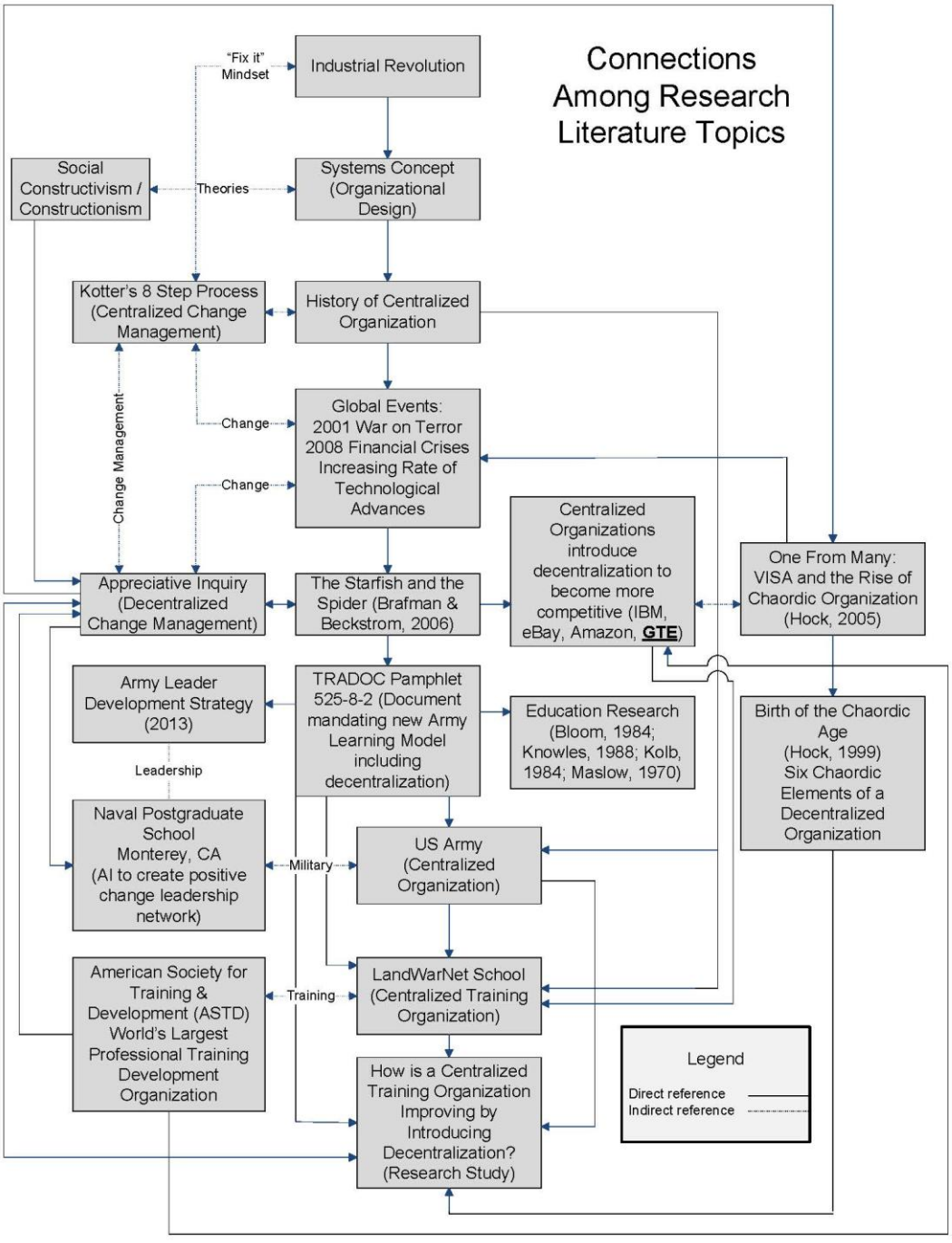
Organization of the Study

Chapter 1 introduces the background for this study as well as the statement of the problem, the purpose of the study, the research questions, the significance of the study, the definition of key terms, the researcher's perspective, and the study limitations, delimitations, and assumptions. Chapter 2 is a review of literature related to the research proposed. The methodology and procedures used to gather data for the study are presented in Chapter 3. Chapter 4 explains the data analysis and Chapter 5 discusses the findings of the research.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Chapter 2 provides a review of the literature related to introducing decentralization in a centralized organization toward the best competitive position. The



chapter is divided into the following sections: (a) the systems concept, (b) Organizational Design (OD), (c) centralized organizations, (d) Open Systems Theory and global changes, (e) decentralization, (f) Army Learning Model (ALM), and the (g) Appreciative Inquiry (AI) methodology.

The System Concept

The system concept, on which contemporary organizational thought is based, has three distinct points of view: (a) the machine model, which is goal-oriented, (b) the organic model that focuses on survival, and (c) the open model, which is an interdependence of the organization, human needs, and the surrounding environment.

Frederick Taylor based the Scientific Management perspective on the analogy of a machine. His focus was on refining employee efficiency to a science. In reaction to the shortcomings of the machine model, the organic model based on human relations was formed. It is typically associated with the Hawthorne studies where the results of experiments with lighting and employee production levels were unexpected. Elton Mayo and Fritz Roethlisberger continued to study the relationship between physical conditions and worker productivity and discovered the power of the informal organization within the official structure. Workers adapt to survive situations presented. The third theory was generated to refute the concept that organizations could be closed to the surrounding environment. The open model is an integration of the machine mindset and the human relations ideas. Therefore, it is based on the premise that an organization interacts with its environment and, in fact, depends on it. Max Weber's ideas, although primarily in the realm of Scientific Management, also provided the roots to the open model because of his

social systems contributions. Weber's analysis of the bureaucracy is foundational to organizational design theory (Hoy & Miskel, 2008).

Organizational Design (OD)

The Weberian Model of Bureaucracy includes the following characteristics: a division of labor and specialization, an impersonal orientation, a hierarchy of authority, rules and regulations, and a career orientation. Since the typical project in an organization is too complicated to be accomplished by one person, division of labor enables specialization that improves efficiency as well as expertise. A bureaucratic employee should have an impersonal orientation to make decisions based on facts, not feelings. The organization should have a hierarchy of authority where the lower offices are supervised by a higher one. Ultimately, all employees on the organizational chart report to the leader or CEO. Information and directives are expected to flow through supervisor to subordinate to all employees. To ensure standard employee behavior, an intentionally established set of rules and regulations manages operations in the hierarchy. Employees think of their job as a career because they have specializations and according to the institutional policies and procedures, are promoted based on achievement and/or seniority. According to Hoy and Miskel (2008), Weber described a model prototype and although contemporary organizations may or may not have all the characteristics, most large organizations are structured as a hierarchy.

Centralized Organizations

Weber's description of a hierarchy and the definition of a centralized organization are comparable. A hierarchy is a centralized organization because, in both a hierarchy and in a centralized organization, decisions made by higher management are directed to

lower tiers ("Centralized Organization," n.d.). Generally, the top benefits to having a centralized structure are economy and efficiency ("New Guidance," 2012). Centralization is perfect for a configuration that Mintzberg described as a machine bureaucracy (Mintzberg, 1979). The organization is so precise and formalized that it operates like a well-oiled machine. This type of function is especially useful when success is essential as in warfare.

The United States Army is older than the country it serves. It was founded June 14, 1775 and the first commander-in-chief of the Continental Army, George Washington, formally took command on July 3, 1775 ("Birth of the U.S. Army," n.d.). The Army is the largest of the military services as well as the oldest ("The History," n.d.). According to the previous definitions, it is a centralized organization.

The LandWarNet School (LWNS) is located on post at Fort Gordon, Georgia, the home of US Army Cyber Center of Excellence. It was established in 1989 ("LandWarNet School," n.d.). LWNS is owned by the North American C4 Systems company of General Dynamics, a corporation "serving government and commercial customers on six continents and in more than 40 countries" ("GD Worldwide," n.d.). The LWNS trains over 6000 Soldiers annually. Likely, because of its very close ties with the military, GD and, in turn, the C4 Systems' LandWarNet School also fits the previous definitions of a centralized organization.

One of the challenges of centralization for the Army and, in turn, the LWNS is that as the size of the organization increases, operational efficiency decreases. When considering the military, this is an incredibly large and complex organization so efficiency in daily operations is of paramount concern to the organization. For the

LWNS, lower level personnel have the specific information to enhance performance if centralization does not inhibit action ("GTP," 2010; Wilkinson, 2013).

Open Systems Theory and Global Changes

Initially, in systems analysis, organizations were viewed as closed, but now most contemporary organizational theorists acknowledge the effects of the external environment that represents open systems theory (Hoy & Miskel, 2008). The environment is anything outside the organization, but external elements that influence organizational change include political factors, economic factors, social factors, and technological factors (Murray, Poole, & Jones, 2006).

For the Army and, in turn, the LWNS, the following four factors have influenced organizational change: (a) the extended War on Terror including its differences from traditional warfare, (b) the reduction of resources due, at least, in part to the global 2008 financial crises, (c) the importance of social networking to the digital age, 21st Century Soldier and its global audience, and (d) the amazing advances that technology provides to, not just our military, but to the adversaries as well (Dempsey, 2011a).

Decentralization

Decentralization initially seems counterintuitive as a method to improve the competitive edge of a centralized organization. However, the success of organizations incorporating decentralization seems to indicate otherwise. Some examples include IBM, VISA, eBay, General Electric, and Amazon. No examples in the literature, however, were found in reference to a business dedicated specifically to training. According to Brafman and Beckstrom (2006), there are two types of hybrid organizations: (a) a

centralized organization with a decentralized customer experience as with eBay, and (b) a centralized organization with independent units the way General Electric is structured.

Discussion of some examples of companies that have embarked on organizational shifts will help elucidate this point. In 1993, IBM thought that the best path was to break into smaller companies, but Lou Gerstner, the CEO at the time did the opposite. He was a proponent of centralization, but urged decentralized decision making wherever possible. From this shift, "IBM's stock price increased by almost a factor of ten during Gerstner's tenure" (Malone, 2004, p. 111). Amazon and eBay are similarly structured in that customers come to a virtual centralized point to buy. Centralization offers efficiency and decentralization offers specialization. The perfect combination of the two seems to provide profit.

When the credit card organization, VISA, was being structured, it was designed from the core concepts of what a credit card represents in global business terms (Hock, 2005). Hock, the non-traditional CEO at the time, believed that having only one entity in control would only suffocate the potential. Hock coordinated many to make one organization. According to Organization Learning expert, Peter Senge, VISA is the largest business organization in the world with a market value that doubles that of General Electric (Hock, 2005). He also proffered that the extraordinary financial success and the person behind the design are neither widely known because VISA is a decentralized organization and Dee Hock is not a typical CEO (Hock, 2005).

Hock explained that VISA formed as a chaordic organization. There are six elements in a chaordic organization: Purpose, Principles, People, Concept, Structure, and Practice. According to Hock, a chaordic organization begins with a question, "If

anything imaginable is possible, if there are no constraints whatever, what would be the nature of an ideal organization?" (Hock, 1999, p. 7). Although not a linear process, the first of the six chaordic elements is purpose which is the answer to the previous question. Purpose binds the organization together in a clear, simple statement of intent.

The next chaordic element explained is Principles. All structures, actions, and decisions made are evaluated by the principles. Principles are high ethical and moral precepts and, like the purpose, come from the whole organization and not from a leader. Principles describe what is expected, but not how to make it happen such as with the Biblical expectation to honor thy father and mother. When principles conflict with one another, decisions must be made to re-establish balance. No principle should have to concede to another.

Core to the success of a chaordic or decentralized organization is the people or the trustees of the purpose in accordance with the principles. According to McCarter and White (2013),

> The key to successful organizational structures or restructuring in a chaordic complex world is a clear understanding of the talents, shortcomings, and motivations of as many of the people involved as possible. Leaders must recognize that there is no cookie-cutter solution that fits all organizations and individuals. (p 142)

The chaordic organization's people are a diverse group and realize they are making decisions for all who will ever be involved.

Integrated with the people element is the concepts element. The concepts element is a vision or a graphical representation of the relationships among all the people who are

pursuing the purpose in accordance with the principles. Feedback is constant and ongoing for constant revision and improvement.

Structure is a charter or contract of rights and obligations while practice is the decisions and actions by the people toward the concept within the structure in pursuit of the purpose in accordance with the principles. According to Hock, a truly chaordic organization attracts success including profit. Although Hock's VISA and the other previous examples indicate the introduction of decentralization was helpful for centralized businesses, there was nothing found in the literature about the introduction of decentralization being beneficial to businesses specifically dedicated to training.

Similar to Hock's role in VISA, Brafman and Beckstrom (2006) proposed that instead of leaders, decentralized organizations have catalysts. Catalysts are persons who emerge according to current goals to spark the progress and then fade into the background as the members of the network take over. However, decentralization does not mean an organization is without structure or a leader. "Leadership roles, responsibilities, and objectives are distributed horizontally" (p. 202) because people in a networked organization, as opposed to a hierarchy, know how to learn and learning to learn creates an interactive sandbox for change and innovation (Coop, 2013). A significant element integral to the learning to learn precept is the use of new technologies.

As it relates to this study, General Dempsey, the champion behind the Army's new learning model, is a proponent of lifelong learning, digital literacy, and sees other strengths in decentralization as well (Dempsey, 2011a). A decentralized offense is best opposed with decentralized counteractions (Brafman & Beckstrom, 2006; Dempsey, 2010a).

Army Learning Model (ALM)

In TRADOC Pamphlet 525-8-2, the new vision for training the U.S. Army's 21st Century Soldier is described. In alignment with Coop's (2013) concept of a horizontal community, lifelong learning and digital literacy are foundational in the new Army Learning Model or ALM. Another essential ingredient in ALM is leadership. Leaders will be well educated and will adapt quickly to effectively use new technologies as they emerge. They will think about the complex and expansive context influenced by words and actions on and beyond the battlefield (Dempsey, 2010b).

Leadership has always been central to Army training, but with the new Army Learning Model, decentralization empowers lower echelons with greater authority and responsibility as illustrated in *The Strategic Corporal* by General Charles Krulak (1999). Veterans with recent operational experience, as described by Krulak (1999) are learning facilitators in ALM. Leaders will mentor new leaders (Vane, 2011). Additionally, education programs will take into account prior knowledge and skills through pretesting. Instruction will be customized and adjustable (Cone, 2012).

Leader development programs will focus on producing individuals who succeed in situations of uncertainty by promoting learning as continuous and life-long. The first time the Army codified in a formal manner a leader development strategy was with the Army Leader Development Strategy. The Army is aligning training, education, and experience for leader development ("Army Leader Development," 2013; "Today's Focus: Army Leader," 2013).

The recent sequestration cut the Army's budget by hundreds of billions already (Lopez, 2013). Although the Army, as an organization, is not seeking profit, the

resources available for implementing ALM will be limited according to TRADOC Pam 525-8-2. Doing more with less is essential for both the Army and the LWNS in order to remain competitive.

According to Dempsey (2011a), the previous learning model is outdated. The concern expressed in Dempsey's work is that the learning model was designed to support a peacetime Army and the United States has been involved in persistent conflict for over a decade. Instructor-led lectures worked well with a well-defined mission and enemy, but the conflicts now are anything but that. Consequently, he is promoting the idea of collaborative problem-solving activities facilitated to incorporate context and competencies to replace lectures and presentations. The new model will encourage the use of technology to create blended learning including simulations and gaming (Dempsey, 2011a).

The new Army Learning Model changes are founded in educational research. Group instruction is facilitated and, where possible, tutoring is employed especially with the aid of technology in accordance with Bloom's 2 Sigma research (Bloom, 1984). Bloom reported that students in one-to-one tutoring consistently scored two standard deviations higher than students in classrooms of 30. The research sought group instruction as effective as tutoring. The use of tutorial technology, small student support groups, and increased feedback were all found to be helpful. Soldiers are encouraged to collaborate in small groups on solving problems that require higher thinking processes such as analysis, synthesis, and evaluation rather than memory recall and constructive feedback is essential.

Soldiers are expected to be self-directed and to take ownership of their learning based on Knowles' theory of andragogy or learning theory for adults (Knowles, 1988) and in conjunction with Maslow's hierarchy of needs (1970), the instruction is integrated with engaging concepts such as simulations, gamification, and authentic scenarios. Also, comprehensive fitness, one of the 21st Century Soldier delineated competencies, means emotional as well as physical fitness (Dempsey, 2011b). Learning is expected to be experience-oriented instead of the memorization of procedures (Kolb, 1984). There are no single right answers on the battlefield. ALM is an adaptive learning model to support the changes in the Operational Army. As the organization of the Army adapts, there will be significant modifications to the infrastructure and policies. Essential changes are needed to move from a very centralized structure to a structure that can accommodate the decentralization of the ALM (Dempsey, 2011b).

With the Army Learning Model directive, for the Army and the LandWarNet School, these changes are integral to business and ultimately battlefield success so these innovations are essential. Kotter, author of over 18 books on change management and former professor at Harvard Business School for 30 years, posts the tagline on his company web site, "Because change is essential" ("About Kotter," n.d.). There is evidence of Kotter's 8-Step Process for Leading Change from the beginning of the LWNS's ALM implementation. "Since its inception, the LandWarNet School has continuously evolved in order to keep up to date with the Signal Corps' ever-changing requirements" ("LandWarNet School," n.d., para. 5). Every employee was given access to TRADOC Pam 525-8-2 that describes the new Army Learning Model and reminded

that the LWNS exists on contracts from the Government. *Step 1: Establishing a Sense of Urgency* was palpable and it led naturally into encouraging the group to work as a team.

Since the LWNS is a small sub-organization of a very large one, the managers and supervisors on-site fulfilled *Step 2: Creating the Guiding Coalition*. Almost simultaneous with Step 2, *Step 3: Developing a Change Vision* began. The LWNS re-organized to locate the multimedia personnel next door to the curriculum staff. Tall cubicles were exchanged for short ones to make collaboration easier. A needs analysis performed by the Training Development Supervisor revealed, among other gaps that, although the instructional designers were apt with the previous learning model, additional professional development was essential in order to meet the ALM requirements of collaborative, scenario-based, blended learning. Selected employees completed facilitation training with the Army and became LWNS facilitation trainers.

Step 4: Communicating the Vision for Buy-in began with every employee, starting with curriculum staff and instructors first, completing a weeklong facilitation workshop. The workshop provided the foundation for facilitation from Knowles ideas on andragogy and Kolb's Experiential Learning Model.

According to Knowles (1988), adult learners have experience to share and learn better from guidance rather than direct instruction. The five steps employed in an Army facilitated lesson plan based on Kolb's four learning stages and styles include a *concrete experience, publish and process*, *generalize new information*, *develop value*, and *apply*. The *concrete experience* engages the affective domain for interest. *Publish and process* is for finding out what the student thinks or has learned. New content is delivered in *generalize new information.* In the *develop value* step, the facilitator seeks what the

student thinks or has learned. Lastly, in the *apply* phase, the student's ability to achieve the learning objective to the standard is tested and constructive feedback is provided.

Most importantly, the facilitation skills in the workshop were practiced. Each participant facilitated three discussions. The first was three minutes, the second was 10 minutes, and the final was 15 minutes. Feedback was proffered from participants and facilitators and facilitators evaluated the final discussion.

Step 5: Empowering Broad-based Action became evident with the following. Incremental decisions were made as courses were redesigned with ALM in mind. Processes were redesigned to support the new ideas. All content would be web-based and accessible by mobile devices. Each decision was made to align with the principle that the content must work on any device or device agnostic. Instead of investing in a tool or a piece of software, decisions were made to use open source technology. More multimedia and curriculum developers were hired and non-traditional learning resources were encouraged.

Step 6: Generating Short-term Wins is real every time a tour comes to the school to see the latest video, CBT, simulation, or database or resources. The summer 2013 edition of the *Army Communicator* had a picture of Army Soldiers using the LWNS Learning Management System (VALIS, now called POINTS) on the cover. Additionally, there was an overwhelming positive response at the presentation and the booth at AFCEA's TechNet conference in Augusta, Georgia and these are but a few examples of immediate wins.

Step 7: Never Letting Up has been seen in Eagle Awards that often come with bonuses due to ALM efforts even though merit raises are frozen due to the economy.

However, this thrust has been advancing for two years. There is a goal to have all courses taught converted to the LMS by the end of 2013. At this point in the eight steps, it is time to reinvigorate the process and push toward *Step 8: Incorporating Changes into the Culture* ("The 8-Step," n.d.).

"A Guiding Coalition alone cannot root change in place no matter how strong they are" ("STEP 8," n.d., para. 3). The TRADOC culture and, in turn, the LWNS culture are steeped in tradition and doctrine. ALM will need to be embraced by most of the organization in order for the change to become long term. A strategic planning meeting for the Training Development Department occurred and Appreciative Inquiry was briefly introduced and employed to establish three departmental goals for 2014.

Appreciative Inquiry (AI) Methodology

Appreciative Inquiry is not new to military schools. The Naval Postgraduate School in Monterey, California, has hosted the Center for Positive Change based on Appreciative Inquiry since 2001. Their mission is two-fold: (a) to understand and support the dynamics of positive change within bureaucratic systems, and (b) to create a positive change leadership network in which they magnify and support innovations ("CPC Home," n.d.). Also, "it's a way of decentralizing an organization" (Brafman & Beckstrom, 2006, p. 177) which is why it is part of this chapter as well as in Chapter 3, Methodology.

"AI is based on the simple assumption that every organization has something that works well, and those strengths can be the starting point for creating positive change" (Cooperrider, Whitney, & Stavros, 2008, p. 3). Appreciative Inquiry is a decentralizing approach to studying human systems based on social constructionism and affirmed by

research in positive psychology. The premise is that humans create or transform realities through communication. Organizations can be understood through the perceptions of their members and the decisions made today are influenced by what the organization perceives the future to be.

Appreciative Inquiry is a methodology for positive change (Corbett & Fikkert, 2012). All too often, organizational change leaves stakeholders resentful and tired. AI, by its very design, evokes change from the strengths of the organization to the expansive dreams of what it can be (Watkins, Mohr, & Kelly, 2011).

Appreciative Inquiry is a decentralizing change methodology that reinforces past and present strengths to design dreams. It does not fill gaps or fix problems; instead, it revolutionizes the status quo. It is powerful enough to transform the culture and positively affirmative so that the change is not resented or just accepted, but desired (Whitney & Trosten-Bloom, 2010).

Summary

This exploratory, qualitative case study will use the affirmative Appreciative Inquiry methodology to describe the presence of current and aspired ALM elements and chaordic elements (decentralization) within a centralized organization (the LandWarNet School) and the presence of controls associated with the ALM elements in order to gain as much information as possible about the current status toward the goal of the "sweet spot" or the best competitive position of the LWNS. The study also looked for evidence of Dee Hock's (1999) six elements of a chaordic (decentralized) organization in pursuit of the ideal organization.

Centralized organizations and deficit-based change strategies are rooted in the machine systems from the industrial revolution and when applied to human systems may illicit negative responses. The global effects of the war on terrorism, the declining economy, and the incessant advances of technology have changed the world where the traditional large, centralized, corporation had the advantage. Decentralization of the customer experience is one way centralized organizations can become more competitive.

Similarly, the Army is implementing a new Army Learning Model based on decentralization to also become more competitive against opposing forces. Appreciative Inquiry is a decentralizing approach to studying human systems based on social constructionism. It is affirmed by research in positive psychology. Basically, humans create or transform realities through communication. Organizations can be understood through the perceptions of their members and the decisions made today are influenced by what the organization perceives the future to be.

The overarching question of this research asks, "How is a centralized training organization improved by introducing decentralization?" The centralized training organization in this study is the LandWarNet School. The decentralization is the implementation of the Army Learning Model. AI is the decentralized methodology used to collect, process, and document ALM current and aspired successes in order to describe the LWNS's current status in relation to TRADOC PAM 525-8 2 toward the ongoing goal of introducing decentralization in a centralized organization to find the "sweet spot" or the best competitive position.

This study could influence how TRADOC views the ALM implementation in general and at the LWNS. The documentation of the current successes may lead to

continued future achievement for the LWNS and other military training organizations may benefit from the documentation as well. Although there are examples in the literature indicating the introduction of decentralization was helpful for centralized businesses, there was nothing found in the literature about the introduction of decentralization being beneficial to businesses dedicated specifically to training. Additionally, this study on introducing decentralization could add to the overall understanding for organizational leaders and address key gaps in the literature concerning how even the most centralized training organization may be improved through introducing decentralization to "yield the best competitive position" or "sweet spot" — “enough decentralization for creativity, but sufficient structure and controls to ensure consistency” (Brafman & Beckstrom, 2006, pp. 191, 189).

This information is relevant to organizational leaders at a time when so many seemingly stable, centralized organizations around the world are failing or struggling. Finally, and most importantly, it is essential that LWNS training for soldiers meets the needs of the U.S. Army because sending U.S. soldiers to the front lines unprepared is simply not acceptable.

CHAPTER 3

METHODOLOGY

Chapter 3 describes the specific steps in performing the literature review and the collection of the data for this exploratory, qualitative case study employing the Appreciative Inquiry methodology. The chapter is divided into the following sections: (a) review of related literature, (b) research design, (c) research approach, (d) participants, (e) instrumentation, (f) data collection, and (g) data analysis.

Review of Related Literature

The review of related literature for this study began with TRADOC PAM 525-8-2. This document itself is a compilation of research in education, military strategy, leadership development, generational differences, obesity, and technology. From there a general Internet search using *Google* with the keywords, leadership, TRADOC PAM 525-8-2, and Dempsey resulted in an article (Dempsey, 2010a) that mentioned an author and the book, *The Starfish and the Spider: The Unstoppable Power of Leaderless Organizations* (Brafman & Beckstrom, 2006). Appreciative Inquiry (AI) was mentioned in this book. Another general Internet search using *Google* and the keywords, Cooperrider and Appreciative Inquiry, resulted in a couple of sites based solely on the AI concept. From those sites, the book, *The Power of Appreciative Inquiry: A Practical Guide to Positive Change* by Diana Whitney and Amanda Trosten-Bloom surfaced and culminated with the completion of a couple of courses on the AI process. Dee Hock's book, *One From Many: VISA and the Rise of Chaordic Organization* (2005) was discovered from the AI guide. In the meantime, more *Google* and *Galileo* searches using the terms, centralized organization and decentralization produced *The Future of Work* by

Thomas Malone (2004) and other resources. For a greater understanding of organizational design, there was a return to doctoral program textbooks that created the review of the classic books by Mintzberg and Weber. From investigating the references of documents from the LWNS facilitation workshop and TRADOC PAM 525-8-2, more insight was obtained on Knowles and andragogy, Kolb's Experiential Learning Model, and Bloom's 2 sigma problem. Additionally, texts on research design by Gall, Gall, and Borg (2007), Maxwell (2013), Merriam (2009), Marshall and Rossman (2011), Creswell (2007, 2009, 2013), and Teddlie and Tashakkori (2009) were consulted.

Research Design

The chief aim of this exploratory, qualitative case study was to describe the status of the LWNS's current and aspired ALM implementations. The research compared the data collected with specific ALM elements in the TRADOC PAM 525-8-2 along with possible controls as described by Brafman and Beckstrom (2006) and Hock's (1999) chaordic elements of a decentralized organization. The results were coded, summarized, and graphically mapped toward the ongoing goal of improving the centralized organization (LWNS) by introducing decentralization (ALM) to find the "sweet spot" or the "best competitive position."

The study collected data from willing LWNS stakeholders through Appreciative Inquiry interviews, end-of-module survey responses, the LeaderMeeter|Meter blog, and a final research study group session. The interview feedback was reviewed for the current and aspired presence of ALM elements and controls as well as chaordic elements. The survey responses from Soldiers who were previously enrolled prior to the study were

reviewed for only the current presence of ALM elements and controls as well as chaordic elements.

The current and aspired ALM elements, controls, and chaordic elements were identified in the interview and survey feedback through a specified process and the results were posted to the LeaderMeeter|Meter blog for review and confirmation by the participants. A final session was scheduled to which all stakeholders including the participants were invited. The researcher reviewed how to navigate the results in the blog, how to interpret the posted opportunities map, and answered questions. The attendees confirmed the process and the preliminary results that were reviewed.

The Army Learning Model (ALM) is specifically new to the Army and to those who train Army soldiers. An in-depth, exploratory inquiry of the ALM implementation in its real-life context from the perspective of the ones nearest the phenomenon is needed to generate initial information (Teddlie & Tashakkori, 2009). Though there are exploratory quantitative studies, an exploratory inquiry is typically qualitative. Since this study is seeking the current status of the ALM implementation rather than an end result, according to Teddlie and Tashakkori (2009), qualitative is the best approach. Also, this research is studying the introduction of decentralization (the implementation of ALM) and decentralization is inherently qualitative in its nature since its reality is interpreted by the perceptions of those involved rather than with numbers. Both decentralization and qualitative research are inductive. The qualitative details of the introduction of the ALM decentralization need to be captured where the transformation and the associated conversations are occurring among the stakeholders of the LandWarNet School (Creswell, 2007).

The LWNS is one exceptional (bounded) working example of ALM in action. The LWNS was purposefully selected due to the success with ALM strategies (Mathews, 2013). In alignment with Merriam's (2009) definition of a case study, this bounded research is particularistic, descriptive, and heuristic. It is focused on the LWNS's ALM implementation through the stakeholder's descriptions to gain initial information and insights on the current success and aspired ideals to possibly direct future success.

The Appreciative Inquiry (AI) method was employed. AI shares many key commonalities—decentralization, business, change, training, facilitation, and successful application in a military (Navy) school with a similar mission—with the research project's main components—LWNS, ALM, and Hock's chaordic elements. AI, like ALM, is a decentralizing approach that has proven to be successful in the business world, the professional training arena (ATD formerly ASTD), and at a military school (Navy PostGraduate School). AI, like ALM, models positive facilitation through one-on-one interviews, small groups, and large groups. The documentation of successes with ALM will likely be motivating and inspiring to the stakeholders toward the institutionalization of the ALM implementation. The Appreciative Inquiry methodology aligns excellently with the study's focus.

Trustworthiness. In order to increase the trustworthiness of the results, according to Lincoln and Guba (1985), there are four essential criteria: Credibility, Transferability, Dependability, and Confirmability. Lincoln and Guba recommend that at least two of the criteria be implemented for trustworthiness. Credibility was supported in this study through triangulation. Data was collected from multiple avenues: An open-ended survey question, interviews, the LeaderMeeter|Meter (LM) blog, and the final

session. To support confirmability, each interviewed participant was asked to affirm the summary and the elements noted as present through the LM blog. Participants were also encouraged perform member checking by reading and confirming the content from other interviews and survey responses through the LM blog where all the results were posted for increased credibility. Additionally, the confirmability of the research was affirmed in the final session. The process and the results from all the surveys and from all but four of the interviews (87.5%) were reviewed and the attendees confirmed as a group that the preliminary results were indicative of LWNS's ALM implementation.

The researcher selected an exploratory, qualitative, Appreciative Inquiry case study design to answer the following research questions.

How is a centralized training organization improved by introducing decentralization?

1. What current and aspired ALM (decentralizing) elements from the TRADOC PAM 525-8-2 appear to be present in LWNS stakeholder interview and survey responses?

2. Of the current and aspired ALM (decentralizing) elements from the TRADOC PAM 525-8-2 that are noted as present in the participant feedback, what consistency controls or structures seem to be apparent?

3. What presence in the interview and survey responses is there of Dee Hock's six elements (1999) of a chaordic (decentralized) organization?

It is important to place this study within the context of well-defined theoretical traditions since people may perceive ideas, words, and sentences differently due to the diversity of individual experiences. When a study provides reasonable and persuasive

associations among the theoretical paradigms, the research questions, the approach, and the methods, there is greater opportunity for meaningful communication and credibility (Marshall & Rossman, 2011).

AI is similar to grounded theory methodology in that both seek concepts from a specific population or group and preconceived ideas are set aside so the data can be examined for potentially novel patterns (Gall, Gall, & Borg, 2007). Grounded research methodology asserts that a culture or organization is understood through the eyes of its members and all research is intervention. Appreciative Inquiry seeks comprehensive and varied input from all levels and perspectives rather than just those in management or supervisory positions (Whitney & Trosten-Bloom, 2010).

AI is based on social constructionism, sometimes also called constructivism, which posits that realities are created and/or transformed by human communication (Creswell, 2007; Gall, Gall, & Borg, 2007; Whitney & Trosten-Bloom, 2010). Within the social constructivism framework, the ontology, or the nature of reality is explained through the diversity of individual backgrounds. There are multiple realities since each person sees the world from unique experiences and the constructivism axiology considers every participant's values as valid. Social reality is co-constructed between the researcher and those being researched and interpreted through personal experiences (Creswell, 2013; Whitney & Trosten-Bloom, 2010). Although, based on the constructivist epistemology, the concept that truth is constructed, like Corbett and Fikkert (2012), the philosophical (and theological) assumption of the researcher is that only the perception of reality is socially constructed. Truth is a constant. Maxwell (2013) expounded that it would be absurd to assume that, just because there is no research about

something or because no one has considered that something is possible, it does not exist. It is, therefore, understandable why researchers may accept and support their ideas from more than one paradigm.

The original AI framework stands on five principles (Cooperrider, Whitney, & Stavros, 2008). The first is the Constructionist Principle. Based on constructionist theory, AI is a framework that helps the members build the organization they envision through dialog from an affirmative inquiry and the memorable resilience of storytelling. Social constructionist research states that "social reality is constructed…and these constructions are transmitted to members of society by various social agencies and processes" (Gall, Gall, & Borg, 2007, p. 22). In other words, humans build their own realities through interactions with other humans.

In conjunction with the idea that humans build their worlds from dialog, the questions posed are affirmative by choice since the answers will create the environment. Additionally, the Simultaneity Principle suggests that questions determine the fate of the topic and all the humans associated. "Human systems—organizations and people—move in the direction of what they study" (Whitney & Trosten-Bloom, 2010, p. 57). Therefore, AI delimits the focus to the positive based on Poetic Principle that states we can choose what we study (Cooperrider & Whitney, 2005).

The Anticipatory Principle indicates that the images of the future influence the efforts and actions invested today. What the organization envisions the future will be sways the way its members behave today. The AI framework ensures that the inner dialog will be full of success stories and achievements. The Positive Principle is integral to Appreciative Inquiry and the success of organizational change. Positive belief can

influence the healing process, instill confidence, and inspire action (Watkins, Mohr, & Kelly, 2011).

AI integrated effectively with this study's design. Core to the Constructionist Principle is the ontology that reality is explained through the diversity of individual backgrounds. Multiple perspectives (realities) were involved. Participants from every category of the LWNS stakeholders were invited to be involved. The AI interviews enabled the axiology to be supported. Every participant's values were noted as valid in the results. ALM urges individuals to collaborate toward aspired goals and, through this study, the AI methodology provided a co-constructed image of the implementation's status with possible insight into future goals. It is, therefore, fitting for the research approach to be an exploratory, qualitative, descriptive case study using the Appreciative Inquiry methodology.

Research Structure

A typical Appreciative Inquiry project begins with an agenda. The agenda can be determined by a consensus or by organizational leaders. This case study's agenda sought the current status of the ALM implementation at the LWNS. Although the implementation was mandated by TRADOC for all Army training organizations, the researcher selected the study topic.

The original AI framework has four stages: Discovery, Dream, Design, and Destiny. There are countless ways to structure what is called a 4D project, but the goal is to have everyone in the organization involved from every level, every location, and every department. The researcher limited this study to just the first two stages - Discovery and Dream - but all LWNS stakeholders were invited to participate. Some stakeholders

(LWNS employees, Government instructional developers, and Army officials) were invited to participate by emailed invitations (Appendix B). Soldiers enrolled at the LWNS were invited by an HTML poster (Appendix C) on the home page of their online course content. Both invitations contained the link and the QR code to an online consent form (Appendix D). After reading the consent form, the stakeholders who decided to participate submitted their name, contact information, and job title with the online commitment and the researcher contacted each to make an appointment for a 30 to 45 minute face-to-face interview.

The AI interview is the heart of the methodology, but like ALM, facilitated small and large groups are also integral to the strategy. A positive interview guide (Appendix E) was carefully constructed. The guide introduced the research and asked six open-ended questions about the interviewee's ALM successes to allow the conversation to potentially reveal the ALM and chaordic elements. The first three questions asked about successes that have already occurred (Discovery) and the last three questions asked about aspired successes (Dream).

1. When ALM and its expectations were first presented, many experienced reservations – even anxiety. Tell me about the moment when you turned the corner and began to feel excitement and purpose about the process.
2. Describe for me a peak moment in your experience with ALM – a time when you felt deeply engaged with the ALM principles and the program was making a powerful difference for the participants. What were all the conditions that enabled that positive experience?

3. ALM is a radical departure from the way soldiers were formerly trained. Tell me a story about how ALM invigorates the people involved and enables the outcomes / competencies expected?
4. If you had a magic wand, and could have any three wishes granted to increase the effectiveness of the LWNS ALM concepts, what would those three wishes be?
5. Envision the LWNS in 2015…the praise for the innovative ALM creativity is now so common, it is rare when extolling remarks are not heard. What is it that the LWNS is doing with the practice of ALM so creatively that people are talking about it? Who is behind the innovative ALM creativity? How is the innovative ALM creativity sustained?
6. Again, envision the LWNS in 2015…the last few years have been a struggle for some other organizations, but the LWNS is very successful. Describe the structure and controls put in place to ensure consistency. Who designed the structure and controls? How were they established? How do these balance and amplify the infusion of creativity and innovation of the ALM vision?

In the Discovery (first) stage, the interviews include diverse organization members and participants may interview other participants. A custodian might interview a supervisor, a supervisor might interview a salesperson, and a salesperson might interview an engineer, and so on throughout the organization. It is important to engage everyone who has an investment in the organization and its future. "The more diverse the interview population is, the better the results will be," (Whitney & Trosten-Bloom, 2010, p. 154). Since the IRB requires anyone who interviews to complete the half-day online research course, only the researcher performed the interviews. The consenting

participants were a diverse group to maintain the integrity of the AI data collection process.

Usually the Appreciative Inquiry interview data is validated and reduced to a positive core of strengths. From the strengths, participants are encouraged to find affirmative topics in the realm of the agenda. To honor contract employment policies, the time spent with participants was carefully invested. For this study, the core strengths were the successfully implemented ALM and chaordic elements revealed in the interviews and the affirmative topics were the ALM and chaordic elements themselves.

As soon after an interview as possible, the notes and quotes from each interview were compared with the ALM elements in the TRADOC PAM 525-8-2, the controls as described by Brafman and Beckstrom (2006), and Hock's (1999) chaordic elements and coded by the researcher using the interview summary sheet (Appendix F). The summary sheet is where the interpretation begins (Whitney & Trosten-Bloom, 2010). Like the interview guide, the summary form was thoughtfully designed to process the raw data into meaningful results. One sheet was designed to contain Discovery comments with the associated ALM or chaordic elements and any noted controls and another sheet contained the Dream comments (or aspirations) with the coordinated ALM or chaordic elements and any noted controls. Separate sheets helped to keep the two types of responses from overlapping. In anticipation of the data collection, the researcher created a reference sheet listing all the ALM elements and chaordic elements sought with the coordinating unique codes in an effort to have some organization to the data processing. There was also an *Other* category and space for any unanticipated elements or themes. The notes and/or the digital recording of each interview were transcribed to the summary form and

coded with generous consideration in a constant comparative analysis (Marshall & Rossman, 2011). The codes and comments from each interview were entered into an Excel spreadsheet (Appendix G) that was set up to graphically illustrate the ALM and chaordic elements with controls and without controls present now (Discovery) and those aspired for the future (Dream). This graphic illustration was referred to as an opportunities map. From Excel, a matrix or table was generated for each interview that showed the ALM or chaordic elements identified, whether they were found in current successes or aspired successes, the comments the elements were found in, and any controls that were noted with the element/comment. An interview narrative was composed from the information in each interview matrix.

The researcher posted each interview narrative, with a link to each elements-to-comments table to the LeaderMeeter blog. With each set of two or three interviews processed, the researcher also posted the latest version of the opportunities map. Additionally, the researcher posted each comment associated with an element and categorized it according to the element, whether it was current or aspired, and whether it had a control so participants/stakeholders could click the categories to see a variety of results. After the results from each interview were posted, the researcher asked the interviewee to confirm on the blog the interview narrative with the element-to-comments matrix via an email. The researcher also invited the participants in the email to affirm other interview results on the LeaderMeeter|Meter blog.

With the topics confirmed in Discovery, instead of fixing problems, in the Dream stage, the participants envision what their organization would be like at its best. The Dream stage for this study was represented by the responses to the last three interview

questions. In a complete 4D project, the dreams are converted to designs in the Design phase and action plans are put in motion in the Destiny phase. This case study only employed the first two stages of the 4D framework. Although the Design and Destiny stages are beyond the scope of this study, the school will be able to use the results from the Discovery and Dream stages to venture forth if that is decided.

In order to complete a robust case study, in addition to the interviews, the responses to the survey question, "What did you like best about this module?" asked of every attending Soldier between December of 2013 to July 2014 was reviewed for the presence of ALM and chaordic elements (Creswell, 2007). The results were also posted to the blog and the opportunities map for confirmation by LWNS stakeholders although the survey-takers were no longer at the LWNS. After the data was collected, coded, and posted, a final session was held in which all stakeholders were invited to thank participants and to review and confirm, as a group, the opportunities map.

Participants

The participants of this study were the immediate stakeholders of the General Dynamics LandWarNet School: all consenting LWNS employees, customers, Army officials (Colonel Elle and Major General Patterson), and current students (soldiers). General Patterson is the Ft. Gordon Post Commander where the LWNS is located. Colonel Elle is the commander over the soldiers who are students at the LWNS.

The stakeholder group varies in count due to transfers or travel affiliated with the military. The subjects invited to participate included all LWNS employees (approximately 135), the LWNS government contacts such as instructional designer counterparts (approximately 26), soldiers who were at the LWNS during the data

collection phase of the study and who experienced ALM strategies at the LWNS (approximately 500), and Army officials involved with the ALM implementation at the LWNS (approximately 3). The LWNS employees included instructional designers (6), multimedia developers (6), IT and facilities personnel (11), facilitators (also known as instructors) (100), managers and supervisors (12), and administrative staff (2) for a total of approximately 135. There is typically one, but sometimes more government instructional designer counterparts per course the LWNS delivers that is approximately 26. Soldiers enroll and complete courses weekly at the LWNS. A best guesstimate based on typical enrollment is 500. Colonel Elle and the General at Fort Gordon are familiar with ALM strategies being implemented at the LandWarNet School (2). The maximum number of participants was potentially up to 800, but realistically less than 5% or 6% (<50) were expected to participate since there was no direct benefit for subjects.

Ethical considerations. In order to abide by ethical guidelines, corporate policies, and Army regulations, the purpose of the study was disclosed and the researcher sought permission from the research site (LWNS) and the overarching corporation (General Dynamics C4 Systems). Since soldiers were also stakeholders, the Army was contacted for permission to perform the study (Appendix H). Permission from three separate Army officials had to be obtained—the 15th Brigade Commander, the Garrison Commander of Ft. Gordon (the post where the LWNS is located), and the Commanding General of Fort Gordon. Permission from the Institutional Research Board (IRB) (Appendix I) was obtained.

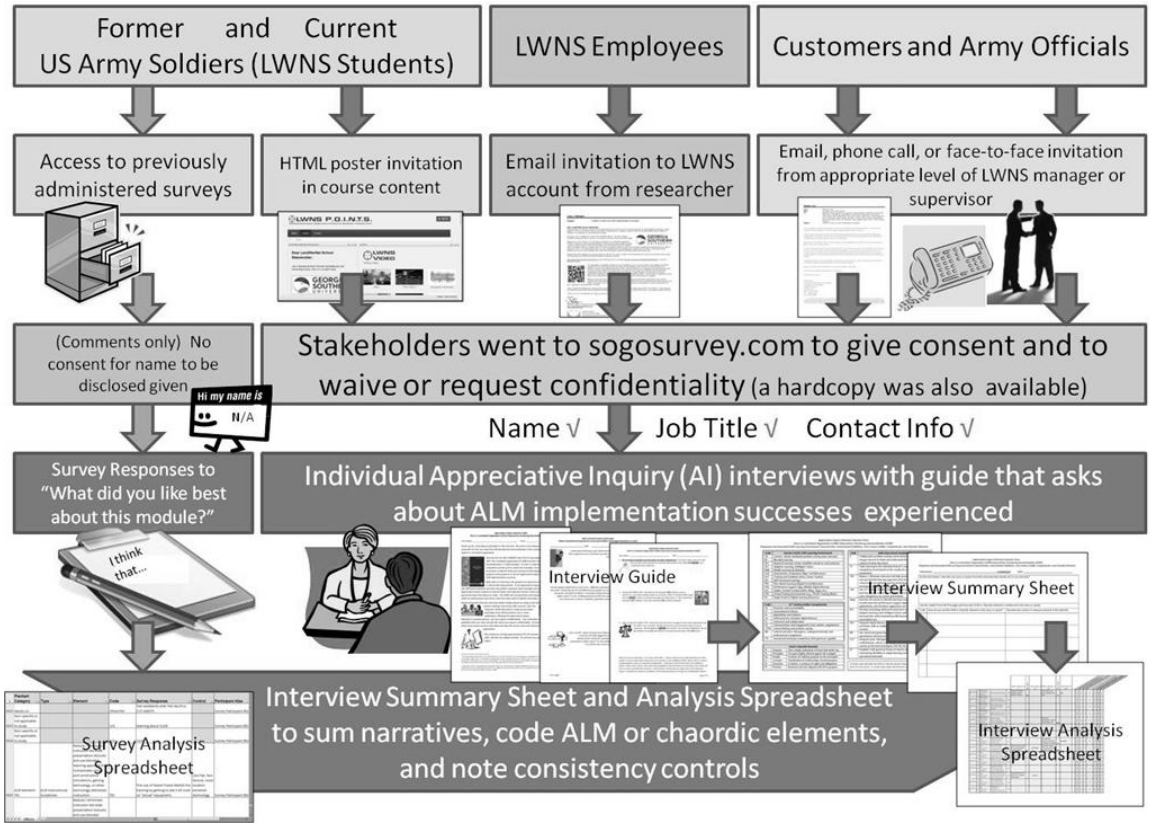
Participants had an opportunity to read and sign their consent on their own or at home. It was available via the Internet. Although the site does have a vested interest in

the outcome of the study, the site was selected specifically because of its present success with the implementation of ALM elements. The research at the site was to learn more about the success occurring so that it can continue and potentially be replicated at other sites.

There were not any known psychological, physical, or emotional risks or discomforts expected beyond normal daily routine for participating in the study. The interview, survey question, blog, and group session only asked affirmative questions and only sought positive responses according to the AI methodology, but the feedback was compared with a set list and, therefore, the elements not reported will be apparent as well to avoid one-sided results (Creswell, 2013; Watkins, Mohr, & Kelly, 2011). The participants were asked open-ended questions about ALM successes and the researcher identified the elements from responses. The participants were not directly asked to report the elements implemented. This process reduces the opportunity for unfounded reporting.

The risk of conflict or uncomfortable situations was less, but not non-existent. Every day, however, humans are confronted with others who misunderstand or misinterpret intended communication. Although participants were able to specifically request confidentiality, the option of no confidentiality enables participants to take ownership of their comments (Creswell, 2009). This type of independent action is in alignment with the ALM implementation (decentralization) (Dempsey, 2011a). When names and job titles accompany quotes in reports, presentations, and web sites, this supports the experience of being heard within the organization (Whitney & Trosten-Bloom, 2010). Transparency, with the assurance of positive communication only allows

the stakeholders involved, and their represented institutions, the confidence to participate in the research. The positive comments along with the participant's name and position (or assigned pseudonym if confidentiality was requested) were used in discussions, posted online, and in public places, printed, and published. Although there was no direct benefit to the participants, the research provides a clearer picture of the benefits of implementing decentralization within this centralized training organization for an improved competitive position. The results of this study provided the site's stakeholders and/or participants an image of the current status of the ALM implementation and insight for sustaining innovation at the LWNS as well as what chaordic elements seem to be present with the introduction of decentralization.



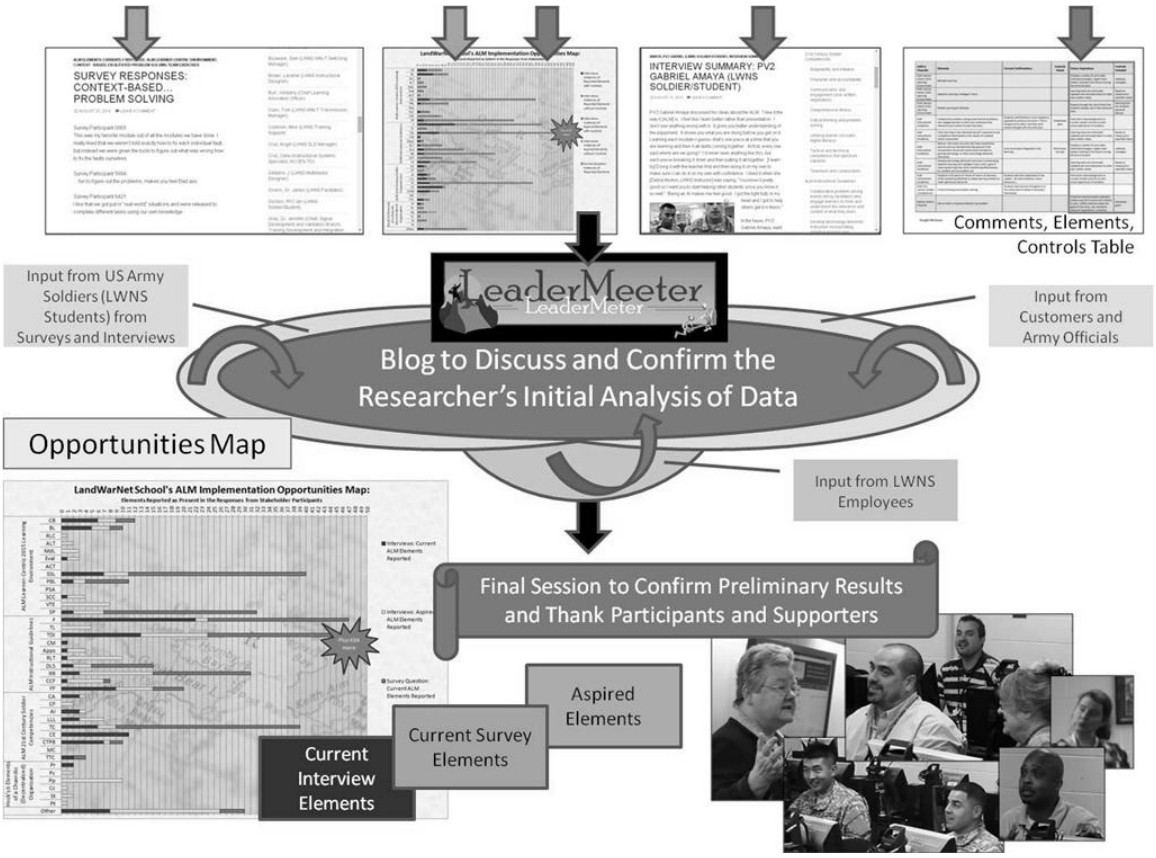


Figure 2. Methodology Steps

Instrumentation

The Appreciative Inquiry interview guide was the main instrument; however, the question, "What did you like best in this module?" from the end of module surveys given to previous LWNS students was used as well as the LeaderMeeter|Meter blog and the final group session. These instruments along with the online consent form, summary sheet, and analysis worksheet were piloted with one recently retired LWNS employee successfully. Appropriate revisions were made and the final versions of the tools were used to collect and process data within the study.

The consent form was available online and in print (Appendix J). The online version was posted via sogosurvey.com with a specific link. Only after a participant read the consent form and submitted agreement to either participate by waiving confidentiality

or by requesting confidentiality, was the participant asked to submit their job title and contact information so the researcher could arrange an interview. The printed form had a place for the participant's name and the interview date/time. The researcher noted, "Confidential," on each page if requested.

As the consent forms were submitted, the researcher entered the information into the analysis spreadsheet. Those who requested confidentiality were entered with assigned pseudonyms such as Participant 004, Participant 030 so that when the data was processed, the names were not readily available. This was established for those who requested confidentiality to make sure the posted results did not have the participant's name by oversight.

The interview guide included the six interview questions from the Discovery and Dream phases of the Four D AI framework as well as script to support consistency and trustworthiness (Creswell, 2009). There was a place for the researcher to print the interviewee's name, interview date/time on each page of the interview form. The researcher noted, "Confidential," on each page if confidentiality was requested. The questions were adapted from those in the text, *The Power of Appreciative Inquiry* (Whitney & Trosten-Bloom, 2010) and revised with suggestions by one of the authors, Amanda Trosten-Bloom. All questions were affirmative and open-ended. The questions asked the subject to describe only peak professional ALM experiences as an individual and/or as part of a team, group, or organization.

The interview guide began with introductory text to set the stage for the interview. The first question asked about the participant's first positive and peak experiences with ALM to build a foundation for gathering more information. The interview guide had

space available for the interviewer to take notes on the form. Images were included to help the interviewer envision the questions being asked. The pictures were used to help explain the question to the interviewee too. The next two questions were topic questions that asked about what ALM brings now to training. The last three questions asked about the future and how training effectiveness could be ultimately improved. Each subject was asked to envision the perfect balance of the application of creativity and control to yield a detailed description of the LWNS in its best competitive position. The intention was that feedback about future goals might reveal more about what was being accomplished presently. Also, based on constructivism and AI principles, these responses may provide insight about the ALM elements that stakeholders desire to implement and possibly predict the next innovations or successes that should be pursued adding to the understanding of the current status and the ongoing innovational direction (Whitney & Trosten-Bloom, 2010). Each interview took approximately 30 to 45 minutes to complete and was recorded with written notes taken by the interviewer and with a digital audio recording.

After each interview, the data was transcribed to the summary sheet and compared to the ALM and chaordic elements for coding. The first page of the interview summary sheet was a delimited list of the three categories of the 32 specified ALM elements and the six chaordic elements with the coordinated, unique codes. The second page of the summary sheet was used for the responses to the first three questions. It had a space for a specific quote or story across the top of the form and below there were three blank columns. The first column was for element codes with an adjacent column for the comment where the element appeared to be present and a third column for any controls

that seemed to be present in that comment. There were five rows, but if more rows were needed, an additional page was available. The third page of the summary sheet was identical to the second, but it was for aspirations rather than current ALM successes. On each summary sheet page in the top left corner the researcher noted if it was for current ALM successes by printing, "NOW," and printing, "FUTURE," with a circle around it if the page contained aspirations. Each of the codes on the "FUTURE" page was also circled to help keep the records accurate. All pages of the summary sheet, except the first page of codes, had a space for the interviewee's name, a place to mark confidentiality if needed, and a space for the interview date/time.

The responses to the survey question, "What did you like best about this module?" from the soldiers previously at the LWNS were compared and coded to the ALM and chaordic elements too, but not with the summary sheet. The researcher received the comments in an Excel spreadsheet from the LWNS. Using Excel (Appendix K), the researcher filtered the comments according to keywords to first remove irrelevant or null responses and then to code responses. The survey results alone were generated into a pie chart and were linked to an overall opportunities map.

As the interview summary sheets were completed, the researcher entered the information into the analysis spreadsheet. The worksheet was designed with a template of rows for each new set of interview results. The researcher typed the comments in the *Current* column of the relevant ALM or chaordic element rows and entered that which seemed possible as controls in the adjacent column. The researcher then shifted the display to show the columns associated with aspirations or the future and performed the same steps. When all the interview responses from one participant were entered, the

researcher copied and pasted the information to a Word document to make an element-to-comment matrix. The matrix listed all the elements noted in that specific interview, the comments in which the elements and controls appeared to be present for both now and the future. From the matrix, the researcher created an interview narrative. After the interviews for that date were all entered, a pdf file was generated from the linked Excel chart called the opportunities map.

Each interview's narrative, element-to-comment matrix, each element, and the updated opportunities map was then posted to the LeaderMeeter|Meter (LM) blog and categorized for review and confirmation. Names and job titles or confidentiality pseudonyms were posted with the responses. The survey responses, except for the null or unrelated, were posted by element categories and without names since the survey data was collected for a different purpose prior to the study and confidentiality was not waived.

The researcher invited each interviewee to respond to their interview feedback and categorization and the feedback and categorization of other interview responses. The invitation included a link to the LeaderMeeter|Meter blog. Participants were encouraged to confirm any ALM elements (decentralization) found and to ignore any missing success. The email and the blog reminded participants of the Appreciative Inquiry premise to keep all intercommunications positive and affirmative. The researcher set up the blog to accept comments from consenting participants based on their email addresses. If an unfamiliar email address was entered with a comment, the comment was held until the researcher approved the post.

The LeaderMeeter|Meter blog was a meaning making instrument. It enabled every participant/stakeholder to participate in every other participant's/stakeholder's successful ALM (decentralization) experience (Whitney & Trosten-Bloom, 2010). Additionally, the LM blog is a validity instrument. Member checking is a way to check accuracy in qualitative research (Creswell, 2009).

The researcher invited all the stakeholders to a final 40-minute group session. It was scheduled at the end of the first shift and just before the beginning of the second shift in a room large enough to hold all who responded to the emailed invitation. The meeting was to thank participants, to share and confirm initial results, solicit feedback, and to acknowledge those who helped in a variety of ways such as contacting customers or interacting on the LeaderMeeter|Meter blog.

The responses to the survey question, "What did you like best about this module?" from the soldiers previously at the LWNS and the final group session were triangulation instruments (Creswell, 2009). These tools were used to help confirm the elements and controls identified in the interviews and feedback.

Data Collection

The data collection process began after approval was received from the Georgia Southern University Institutional Research Board (IRB). At that time, the invitation email message was sent to employees. The HTML poster, to LWNS student soldiers, was posted to the course landing pages of the online LWNS content management system.

The emailed invitation to participate in the study, sent to each employee's LWNS account, directed the recipients to forward the message to their personal email accounts. Once potential participants were at home or on their phones, they clicked or tapped a link

or scanned the QR code in the email to open the online consent form posted on www.sogosurvey.com. The stakeholder then was able to read and consider the consent form. If the individual clicked that he/she did not want to participate, the survey software presented the non-consenting person a page with a message of thanks and an invitation to contact the researcher with any questions. If the individual clicked to give consent, the next page asked for the person to enter a job title and contact information for the researcher to schedule an interview. The job title was requested so that it could be accurately included with the interviewee's name and responses when posted or published.

Even though the LWNS classroom computers do not have access to the Internet, from the HTML posters in the online classroom, an interested soldier student was able to scan the QR code on the screen with a personal phone or tablet. The same consent form posted on the www.sogosurvey.com site opened on the personal device. The completed consent form was able to be printed from the site and showed the choices submitted.

The researcher scheduled interviews as the consent forms were received from employees and soldier students. The customers (Government counterparts) and Army officials were forwarded the invitation email by the appropriate manager from the LWNS. General Dynamics requested this condition when permission to perform the study was given. The customer was invited to use the same online consent form and the researcher also provided a hardcopy consent form. No incentives were offered. Additionally, the invitation told the stakeholders that only positive feedback would be recorded in accordance with the Appreciative Inquiry framework.

The researcher scheduled one or more, but no more than four appointments in a day including the evening for 2nd shift (6 pm to 11pm). The interviews occurred at a

mutually convenient place and time at an available room at the LWNS or at the office of a customer or Army official. The researcher used a prepared script/interview guide and always confirmed whether the participant chose to waive or request confidentiality. The interview guide's script also reminded the interviewee about the positive premise of Appreciative Inquiry to prepare the mindset for the participant. The interviewer also reminded the participant that the interview would be digitally recorded in case the researcher needed to confirm her notes. The interview guide had the introduction and a place for notes after each question.

Immediately following an interview, the researcher summed up the feedback using an interview summary sheet. The summary sheet had a place for a memorable story, or a quote, and notes. It also had a column for element codes to be associated with remarks so the coding process could start while the interview was fresh in the mind of the researcher. Each unique code represented what the researcher deemed to be the presence of an element from the ALM learner-centric environment, the ALM instructional guidelines, and the 21st Century Soldier Competencies categories of the ALM vision in TRADOC PAM 525-8-2. The deemed presence of Dee Hock's (1999) six chaordic organizational elements was also coded.

The researcher marked which ALM elements were reported as currently successful at the LWNS, which were mentioned as aspired, whether any controls were indicated, and whether any chaordic elements were reported. According to Whitney and Trosten-Bloom (2010), the summary sheet is a place to collect the best of the interview and a guide for reflection to make meaning out of the stories and ideas collected during the interview.

Additionally, the responses to the end-of-course survey question, "What did you like best in this module?" from soldiers previously enrolled at the LWNS in ALM-integrated courses between mid-December 2013 and mid-July 2014 were collected from the LWNS Training Support Office in the form of Excel spreadsheets. The study consent form was not needed to obtain the survey comments. The soldiers were informed when the surveys were performed at the end of each course module that the remarks would be used to improve the LWNS; however, consent to disclose each name was not obtained so the survey responses were marked confidential and were coded for any elements and controls that appeared to be present at this time. While the survey question did offer some input on the presence of existing ALM and chaordic elements, it did not invite aspirations to be shared so none were noted.

From the interview summary sheets and the survey response spreadsheets, the data was entered in the analysis spreadsheet. The responses were transformed into interview narratives, element-to-comment matrices, and were included in the opportunities map. These preliminary results were then posted and categorized on the LeaderMeeter|Meter blog (Appendix L). The researcher invited each interviewee via email (Appendix M) to review, confirm, and discuss what was posted for more data to be collected. Simultaneously, the researcher began to identify which ALM elements appeared to be present, what consistency controls seemed to be present, and which chaordic elements were deemed present. The data was reviewed for themes not specified as ALM elements, controls, or chaordic elements. In order to keep the facilitated, asynchronous discussion moving toward the confirmation of the data collected, the researcher interacted with participants within minutes through the blog since it notified

the researcher when a participant posted a comment. This process continued until all consenting participants were interviewed.

When the interviews were coming to a close, the researcher scheduled a final group session. All stakeholders were invited by email to the final session. At the meeting, the researcher shared initial results, thanked participants and other study supporters, and facilitated a discussion where questions were asked and answered (Appendix N). The researcher's interpretation of the interview feedback was confirmed as a group and the data collection phase of the study was closed.

Data Analysis

As the researcher asked the first question in the first interview and listened to the initial response, the data analysis began. During each interview, the researcher listened to responses, took written notes, and digitally recorded each conference.

Immediately following each interview, using the interview summary sheet, the interviewer scribed the feedback into comments or quotes which were then reviewed and coded for ALM elements present currently and aspired, possible controls, chaordic elements, and unexpected and/or recurring elements.

With constant comparative analysis (Marshall & Rossman, 2011), the researcher reviewed and listened for only the presence of the elements. The researcher used the following question to assist in identifying possible controls, "Is there anything referred to in this comment that would help the element, deemed present, to be consistent?" Judging whether the mention of an element or control was "adequate" or "satisfactory" was not within the scope of this research. Since only successes were being recorded, only keywords, references, or inferences to the element concepts were needed for evidence to

be noted. It was important to the researcher that the comments embodied the spirit of each element noted and were not just keywords out of context. Any guiding concept, policy, rule, or structure mentioned or inferred as a counterbalance to the element was noted and deemed a control. Although some comments may have been attributed to more than one element, the comments were separated if necessary, but only one element was assigned according to what the researcher considered as the strongest element present. More than one element was found in every interview, but only once in each interview. Any questions created by the responses were pursued with a follow-on inquiry or, if during a review after the interview, with a follow-up phone call, email, or face-to-face visit.

The summary sheet was not used with the survey responses. Appreciative Inquiry, a qualitative and decentralized approach is based on narrative analysis, but the spreadsheet facilitated the comparisons and provided a way to analyze the responses (Teddlie & Tashakkori, 2009). The filter feature in Excel was used to review and code the responses. First, the spreadsheet was set to filter for null responses and the comments were coded. Next, non-specific remarks were coded (comments such as, "no," "nothing," "all," and "everything"). The researcher then began to use commonly used words as keywords to filter with such as "video," "Packet Tracer," "instructor," and "facilitation." The researcher read each result in each filtered set and coded each and then repeated the process with another keyword. The last set of responses was filtered to find the responses without codes. When every survey response was coded, then the researcher filtered by each code and read the responses to make sure each code assigned was accurate. The comments were reviewed for controls and those deemed present were noted.

From each interview summary sheet, the comments were entered into the analysis spreadsheet. The researcher created a template of 39 rows—one for each element plus one for an unexpected element. There was a column on the left side of the monitor for interview comments reflecting the current situation and an adjacent column for any associated controls. On the right side of the monitor, there was a column for comments with aspirations and an adjacent column for controls. When a new template was added to the worksheet, the researcher added the interviewee's name or pseudonym in each row. The formulas were already set up in the main spreadsheet, but were checked to make sure the new rows were accounted for.

The researcher first entered all the comments currently present on the relevant element rows with any associated controls. The spreadsheet display was then shifted to show the columns for aspirations and any associated controls so the rest of the comments could be entered. After the comments from one interview were entered, the element rows containing remarks were copied and pasted to a Word document. The element-to-comment table showed all the elements that appeared to be present in the interview with the associated controls for both now and in the future after all the blank rows were removed. From that document, the researcher created a narrative of the interview.

The spreadsheet with the survey responses was formatted to sum the number of elements present and also by a few of the recurring keywords such as "hands-on." A pie chart was generated to create a visual of the results, but the initial and overall results were revealed in an opportunities map. The image depicts graphically what ALM successes were reported and which were not. Both the survey responses and the interview remarks were configured with formulas to sum and to display in the form of the opportunities

map, but no aspirations or controls from the survey responses were indicated on the opportunities map. The survey items in the opportunities map only depict the elements deemed currently present.

The frequency of each element deemed present and which elements seemed more prevalent or absent were displayed on the opportunities map. Knowing which elements were not reported as present or which were prevalent helps the LWNS interpret areas of ALM implementation challenges and strengths. Seeing which elements were absent may help plan future efforts. It may be possible; however, that the elements exist, but were not mentioned. The spreadsheet also totaled the number of each element reported as having a control present. Having a control may suggest that these elements were more stable since a potential counterbalance was noted. The results from the spreadsheet showed which elements were reported as aspirations. Aspired elements may be more likely to be implemented since they already exist in stakeholder conversations according to constructivism and AI principles (Gall, Gall, & Borg, 2007; Whitney & Trosten-Bloom, 2010). The results were reviewed and given careful consideration for any unforeseen constructs (Creswell, 2009).

Due to the brevity of most survey responses and the total number of survey responses, they were grouped by an element, associated control(s), and posted to the LeaderMeeter|Meter blog all at one time. The researcher processed interviews typically by the date they occurred. After a set of one to four interviews were processed, they were posted to the LeaderMeeter|Meter blog along with an updated opportunities map. A narrative of the interview was posted and a category link was created. Each comment with an element noted as present was added to the blog and categorized as current or

aspired, with a control or not, and according to the attributed element or other. This enabled the blog user to click any category listed on the right and see all of the comments associated with it.

After an interview was posted, the researcher sent an email to the interviewee inviting the participant to review and confirm the interpretation of the interview posted on the blog. Participants were encouraged to enter positive comments about the posts and to affirmatively discuss, ask questions about, and confirm the categories.

Ultimately, all stakeholders were invited via an emailed appointment to a final 40 minute session. In this group meeting, the researcher thanks the study supporters and participants, shared preliminary results, answered questions, and facilitated a discussion on how the stakeholders would answer the overarching question of the research using the results.

The study's methodology can be best described in a metaphor. In an ALM briefing for curriculum developers, the presenter explained that the former, centralized training strategies were like a cookie cutter approach. Every lesson had the same format and the same flavor in the hope to accomplish the same end result. Although well-intended, the plan did not take into account the human factor or how real life happens.

With ALM, the training will still need the same basic tools and ingredients, but the advent of new methods, choices, and technologies re-invents the cookie-making or curriculum development process. In Figure 3, starting with 1) the LWNS still is a center

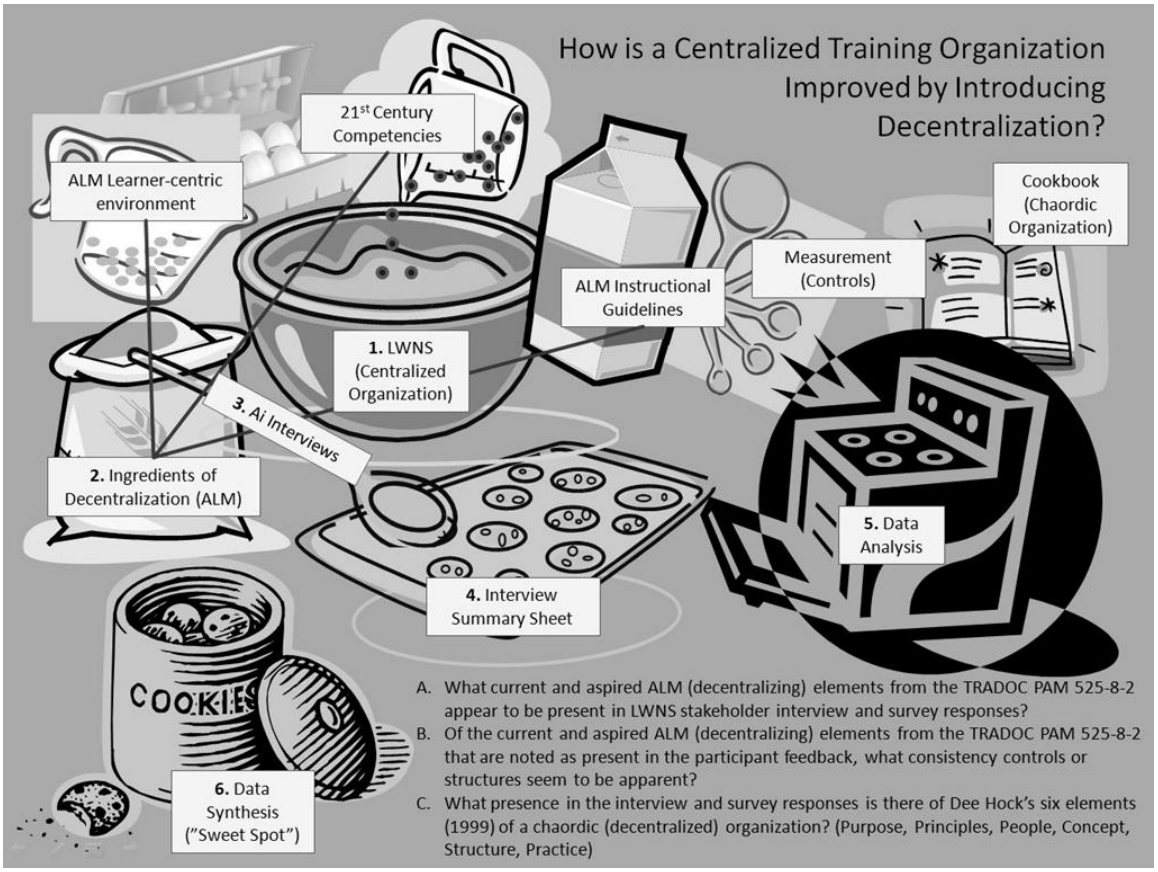


Figure 3. Research Metaphor

for training as the bowl is central to cooking cookies. 2) There still are regular ingredients for creating training, but ALM brings a variety of new content and methods. 3) The interviews were palatable samples of the new product and processes. 4) The summary sheet started the reflection by organizing and preparing the data for interpretation. 5) The oven is where the bites of data were changed into information and better understanding of what has been accomplished with the ALM implementation or the

introduction of decentralization. 6) The cookie jar is a collection of the results in a form useful to accomplishing the "sweet spot."

Summary

In this exploratory, qualitative case study, face-to-face Appreciative Inquiry (AI) interviews were conducted to solicit success-based narratives in reference to the current and the aspired ALM implementations from all consenting LWNS stakeholders (employees, soldiers, customers, Army contacts). Only positive questions were asked and only affirmative responses were recorded according to the decentralized AI methodology based on social constructionism (Whitney & Trosten-Bloom, 2010). Confidentiality was provided only for those who specifically requested it. Also, responses to the end of module survey question, "What did you like best in this module?" previously collected from LWNS students were reviewed for current ALM elements and controls as well as chaordic elements as triangulation. All data collected was posted to the LeaderMeeter|Meter blog for review by participants. One summative, facilitated group meeting was held for stakeholder confirmation.

This study seeks to answer the question, "How is a centralized training organization improved by introducing decentralization?" The query is significant, but limited to the science of the literature it is based on. Decentralization is not new to business, but it is new to the Army. Based on the Army Learning Model vision in the TRADOC PAM 525-8-2 (Dempsey, 2011a), the leadership ideas of Brafman and Beckstrom (2006), and the design concepts for decentralized organizations by Hock (1999, 2005), this research is an exploratory study for gathering initial information. The researcher executed a case study for an in-depth inspection of one specific successful site.

The research is qualitative because, like the subject being examined (decentralization), it needs to occur as closely to the phenomenon as possible. The methodology framework, Appreciative Inquiry, also is integrally qualitative and decentralized in nature. AI is epistemologically based on social constructionism where reality is constructed or discovered from the conversations of those within the experience. Additionally, AI seeks to affirm the strengths of an organization based on the idea that humans pursue what they study. The option to waive confidentiality enabled participants to take ownership of their comments. Ownership is in alignment with the ALM vision and supports the experience of being heard within an organization. This research studied ALM implementation success in order to learn more about ALM implementation success.

CHAPTER 4

THE APPRECIATIVE INQUIRY EXPERIENCE

Before the study results can be fully interpreted, the Appreciative Inquiry experience through the survey responses and the interview feedback must be presented. Chapter 4 is a narrative of ALM successes, current and aspired, in the words of those closest to the implementation. The element code and the consistency control deemed present in each remark in this chapter are noted in parentheses respectively following each quote along with any pertinent deliberation by the researcher. The elements are listed in the figure below and the control answers the question, "What might offer consistency to the element found present in this comment?"

Appreciative Inquiry Interview Summary Form
How is a Centralized Organization (LWNS) Improved by Introducing Decentralization (ALM)?
Responses and Associated ALM Learning Environment Characteristics, Instructional Guidelines, 21st Century Soldier Competencies, and Chaordic Elements

Code	Learner-Centric 2015 Learning Environment
CB	Context –based, facilitated problem solving team exercises
BL	Blended Learning
RLC	Regional Learning Centers (Satellite schools at unit locations)
ALT	Adaptive Learning, Intelligent Tutors
MdL	Mobile Learning dL Modules
Eval	Assessments, Evaluations (Rigor and Relevance)
ACT	Tracking and Feedback (Army Career Tracker)
SSL	Self-Structured Learning
PBL	Peer-Based Learning (Digital Social Networks)
PSA	Performance Support Apps (Mobile Digital Devices)
SCC	Soldier Created Content (Wikis, Blogs, Apps, etc.)
VTE	Virtual Training Environments (e.g., ITCOIC-Training Brain)
SP	Single Portal to Digital Learning Resources

Code	21st Century Soldier Competencies
CA	Character and accountability
CF	Comprehensive fitness
AI	Adaptability and initiative
LLL	Lifelong learner (includes digital literacy)
TC	Teamwork and collaboration
CE	Communication and engagement (oral, written, negotiation)
CTPB	Critical thinking and problem solving
MC	Cultural and joint, interagency, intergovernmental, and multinational competence
TTC	Tactical and technical competence (full spectrum capable)

Hock's Chaordic Elements		
Pr	Purpose	Clear simple statement of intent that binds org
Pc	Principles	Precepts (highly ethical) against all is judged
Pp	People	Trustees of realizing purpose by the principles
Cc	Concept	Visualization of relationships toward purpose
St	Structure	A charter, a contract of rights and obligations
Pt	Practice	Decisions and acts aligned with all to purpose

Code	ALM Instructional Guidelines
F	Collaborative problem solving events led by facilitators who engage learners to think and understand the relevance and context of what they learn
TL	Tailor learning to the individual learner's experience and competence level based on the results of a pretest and/or assessment
TDI	Reduce / eliminate instructor-led slide presentation lectures and use blended learning approach that incorporates virtual and constructive simulations, gaming technology, or other technology-delivered instruction
CM	Use 21st Century Soldier Competencies as an integral part of all learning activity outcomes; establish metrics and standards for each competency by cohort and echelon
Apps	Examine all courses to identify learning content that can be transformed into performance support applications, develop applications, and introduce application use in the schoolhouse
RLT	Develop technology-delivered instruction incorporating adaptive learning and intelligent tutors with a goal of reducing learning time while maintaining effectiveness for resident and nonresident use
DLS	Integrate digital literacy skills appropriate at each career level and foster skills to enable and encourage a career-long learning mindset
RR	Use virtual and game-based training to add realism and operational relevance at all levels
CCF	Integrate joint, interagency, intergovernmental, and multinational, culture, and comprehensive fitness goals into all courses at the level and degree that fits the learning audience
FF	Establish a full spectrum frame of mind in all learners, while maintaining flexibility to adapt learning content to meet operational demands

A circled code indicates the ALM or chaordic element described is in a dream or vision for the future. A circled code means the element is **not** in place now.

Page 1 of 3

Figure 4. ALM and Chaordic Elements and their Codes

The researcher processed the interviews in small groups, typically from the interviews collected during that day, but sometimes from over a few days depending on the number scheduled. Not every relevant quote was included, but rather a few that represent generally the data collected from that group. The survey question and the AI interview questions 1, 2, and 3, asked about current ALM successes. Interview questions 4, 5, and 6 asked about aspired ALM achievements. The chapter is divided into three sections 1) current ALM successes, 2) aspired ALM achievements, 3) convergence and confirmation.

Current ALM Successes

The pilot. The pilot interview set the stage for the rest of the data collection. It was an inspirational experience. The consenting participant was a recent retiree from the LandWarNet School admired in his former Army career as the top noncommissioned officer (NCO) at Fort Gordon, appreciated as a longtime LWNS instructor, but hesitant about his abilities as an ALM facilitator. Mr. Miles' biggest concern was that he did not want to embarrass the Army or the LWNS. As the researcher, I assured him this study was documenting ALM successes. It was apparent he was relieved and it showed through his candor. Through his stories, I learned just how lockstep the previous learning strategies were in the military. He was as proud of the definite steps in the former methodology as he was hopeful of the new learning methods. ALM, "broadens learning for everyone," according to Cecil Miles and he reiterated, "Facilitators have to be more qualified," than with the old system. Although the interview was filled with insight, because it was the pilot, the data was not included in the study.

The first official interview was with the LandWarNet School's Instructor Development Coordinator, Mike Coleman. Without knowing what Cecil had shared, Mr. Coleman remarked, "ALM removed the leash from the instructor," so the facilitators can engage the learners as the ALM facilitation element encourages, (F, Interaction). Mike reiterated that the, "LWNS did not hesitate," to reduce instructor-led presentations and to increase the use of blended learning, "and the military brass [in addition to the students] liked what they were seeing," (TDI, Engaging).

Supporting Mike's remarks, the second interviewee commented that the revamped lesson material provided more flexibility (F, Leader support). "There was Government support and manager buy-in." Most importantly though when Participant 004 compared instructor-led and group-based exercises, the interviewee remarked, "the latter was much more engaging!" (CCF, Engaging).

Tabitha Waldrop, the LWNS Training Development Supervisor and third interviewee, described the students in the first pilot ALM class as, "excited, engaged, and benefitting," (F, Engaging). Although, "ALM puts the responsibility on the learner," (CA, Self-driven), Ms. Waldrop mentioned that at the LWNS there are, "many tools to customize the [learning] experience: videos, images, discussions, Computer-Based Training (CBTs), and the freedom to learn," (TDI, Recorded).

At the end of the first day of interviews, there was already a trend toward the engaging influence of excellent facilitators (F) and innovative training tools enabled by technology (TDI). The power in giving the students ownership of their learning in class and with technology was also surfacing in the consistency control of engaging. One

might even see similarities between a facilitator and an airplane pilot including the technology that enables lift-off for those who choose to steer the situation.

Self-driven. The interviews on the second day began with the same enthusiasm and along the same theme from the day before. Angel Cruz, the LWNS Senior Leader Section (SLS) Training Manager, described, "ALM is like a capstone. Students are in the environment, planning, discussing, interacting, and presenting the AAR [After Action Report]," (TC, Interaction). He emphasized, "Students lead the situation," (SSL, Students lead) and, "think on their own with ALM" (CTPB, Thinking prompted).

Al Makowsky, the LWNS Training Operations Manager, carried the same topic forward as if he was a part of the previous interview. "Self-paced is a significant paradigm shift that affects everyone," and it, "enhances learning, reduces boredom, and reduces discipline issues, (SSL, Self-driven). There is less time out of class and an overall better experience." (CM, Self-driven) "Self-paced ties it all together" (LLL, Long term access).

Dwight McGinnis, a LWNS SLS Facilitator and former trainer from the field, explained that with ALM, "Students add their experience to the subject. No more dictation, [there's] more discussion" (FF, Discussion). "Students and facilitators are more relaxed as opposed to the previous structure. The facilitator can say, 'This is the goal we're after,' and they work toward the goal with the instructor" (F, Common goal).

At the end of the second day, the last interview seemed again to focus on facilitation toward a full spectrum frame of mind. Participant 005 described what it was like to observe an excellent ALM facilitator. "Unbelievable! Goose bumps!! Enthusiasm everywhere. Everyone engaged. The body language showed engagement"

(FF, Engaging). "ALM instruction causes excitement, participation from the learners," but perhaps the student is not the only one self-driven in an ALM classroom (TDI, Capable facilitator).

Technology. On the third day, Sam Boulware was interviewed. He is the LWNS Training Manager of the WIN-T Switching section. He also emphasized the role of the self-driven consistency control, "ALM enables a student to be his/her own trainer" (SSL, Self-driven). He then expounded, "We brought in the wireless network and were freed from issuing paper…so much potential!! The first time we developed a 2 minute video, it showed what we needed to do" (TDI, Learning resources easily accessible).

The interview with Tom Clark, the LWNS WIN-T Transmission Training Manager, continued on the technology theme. "I saw General Dempsey present on his vision of change. I thought for the millennial service member (and now I realize for all) talking about leveraging technology to provide learning at the point of need. It was meaningful to me as a multiple combat tour vet: How can I train without equipment and just in time?" (RLT, Technology).

J Gibbens, who goes by the one letter name of "J" without a following period, had, "no reservations," about leveraging technology for training (TDI, Performance-based). The LWNS Multimedia Design Lead, self-proclaimed evangelist of new LWNS multimedia products, and avid gamer remarked, "I had no doubt. I know how to do this…HTML is not a new thing. They [LWNS management] listened to ideas I had…The first virtual lab built the bridge as a proof of concept. It was the 'Rosetta Stone'" (RR, Listening). Now, all the LWNS training content is available online through

the POINTS content management system. "The thing that works is that students can grab what interests them…" from one place" (SP, Multiple strategies).

According to Tina Peyton, a LWNS WIN-T Transmission Facilitator, "Having a variety of learning resources is more helpful (SP, Multiple strategies). They don't have to wait. They can do self-paced and help each other," (SSL, Self-driven). Explaining one step further, "ALM lets the soldier show you what they know. It gives permission to let them show you they can!" (CB, Performance-based). It appears technology supports ALM by providing a variety of learning content that is easily accessible, requires less time to learn, and is realistic.

Engaging with each other. According to another LWNS WIN-T Transmission Facilitator, Russell Harris, with ALM, "there is a lot more freedom to express ideas and to use a lot of ideas from other people" (F, Diversity of ideas). ALM allows him, "to discuss, really talk about the equipment, instead of just present information." Also, Mr. Harris said, "I saw ALM making a difference…Peers helped them [other students] back online" (FF, Discussion).

Laney Pulley, a LWNS SLS Facilitator, said, "Facilitation…ALM allows me to move, interact (F, Interaction). I give an opportunity for students to collaborate to see how they run with what I gave them. We're one team. One team, one fight." ALM allows interactivity. Everybody is participating. I've been in the military; I care about them as people, not just as students" (TC, Interaction).

With ALM, engagement is not just about the interaction between students and facilitators. Laramie Brown, a LWNS Instructional Designer, stated, "S30 [course] was written at the supervisory level and it was team developed. All the stakeholders were

involved from the beginning (Other, Enduring Team). It was realistic, problem-based scenarios. The product caused them [students] to think and challenged them," (CB, Realistic). Laramie also explained that while in facilitator training he learned, "to engage students with each other. They express opinions. They think for themselves," and don't respond, with, "canned answers" (CE, Thinking prompted). ALM is engagement among students, students and facilitators, facilitators with facilitators, instructional designers with subject matter experts (SMEs), Government Instructional Systems Designers with multimedia designers, and soldiers from down range with Privates in the residence school.

Feedback comes in all forms. "I particularly enjoyed class with the instructor, Alfred Banks, due to his passion and the methods in which Mr. Banks taught," responded PFC Ian Gordon, LWNS student, to the interview question about a peak ALM experience for him. "In the lab—this is what he was talking about. Information comes alive! The instructor is there to guide. Makes you look forward to come to class" (FF, Capable facilitator).

Another LWNS student, PVT Dan Kircher's peak ALM experience was also in reference to the instructors. [The instructors] "showed us how to use signal flow diagrams in diagnosing faults instead of just showing a picture of it and they showed us how to identify faults based on what the radio gave us" (BL, Less lecture, more technology). "Any time we were confused on the next step to take, they would kind of hint around it and make us think."

A LandWarNet School facilitator, Michael Maloney, described his experience with ALM. "Interaction is important. I can re-assess abilities without being insulting or

degrading. Challenges are present, but there are opportunities to use imagination. No script. That's exciting!" (F, Capable facilitator). Mr. Maloney also explained if students are not, "assessing what I am saying and coming up with a way of rephrasing what I have just said or trying to convey their own thoughts—less chance to increase understanding. Need to interact" (CE, Interaction).

Casey Wilson, the LandWarNet School Manager, is glad, "just to hear the students talk about how excited they are to do things that way… It's all about training them [soldiers]. If we're doing it right we should be getting good, positive comments" (CE, Feedback). Ms. Wilson asked a soldier, "How do you like ALM? He said he enjoyed it." She explained he went on to tell her he had quit school, but he studied with YouTube and got his GED. Casey expounded, "The biggest key is touching the different types of learning styles. That's what ALM is all about" (CTPB, Self-driven).

Feedback can be a reply, but more often it is not. Sometimes feedback is heard from that internal voice, "that's what he was talking about." Other times it is purposeful and provocative, "to make us think." On other occasions, feedback is kneaded in our intellect like clay to form the picture we want to understand, "assessing…and…rephrasing." However, feedback is always listening and responding to what was expressed "That's what ALM is all about."

Blending more than content. "Being an AI [Assistant Instructor] makes me feel good. I got the light bulb in my head and I got to help others get it in theirs" (TTC, Peer learning). PV2 Gabriel Amaya, a LWNS student, also said, "I like it the way it [ALM] is. I feel like I learn better rather than [with] presentation" (BL, Demonstration).

PV2 Amaya's LWNS facilitator, Debra Morton, said in her interview, "Research [enables outcomes/competencies]. If the students have their devices in class because of BYOD [Bring Your Own Device] and they ask you a question that you may not know right off the cuff, you can tell Table 1, 2, 3, 4, look up this info and I want you to give me insight about what you learn. That's one of the things I really like about ALM. It makes me a better instructor" (DLS, BYOD).

PV2 Amaya's classmate and abiding battle buddy, PVT Samuel Noh said, "There's like more than one way to learn a lesson is what I believe and I believe it prepares you for any situation" (BL, Less lecture, more technology). "The Army Learning Model is a really good idea. It's a good way to learn…being flexible—being able to be adaptive" (AI, Self-driven).

In the same building, but at a completely different level, MAJ Barry Humphrey, DOT [Department of Training] Gaming & Simulations Chief, told one of his ALM experiences. "Last week, we went out to the BOLC [Basic Officer Leaders Course] site and me and my guys were talking to a couple of Lieutenants out there. They were doing a briefing around a sand table on the ground—the old sand table briefing—the old school way…We asked, 'Well, what if we can do all this for you in a virtual environment? What if we can actually give you a virtual sand table to brief on and we can actually put you in a virtual environment to train on before you go out to the field and do it in the real world—real life situation?' …a lot of the Lieutenants said, 'Yeah, that would be perfect'" (Apps, Realistic).

Participant 024 described ALM this way, "Teamwork. Ownership. One taking ownership. It's a combination of one taking ownership of their own learning and being

given that ownership. You know, and then for them to work in teams together because that is their world down range. We want them in the school now to learn in the same way that they're going to operate down range. Teamwork and individual responsibility are both key elements to that soldier's zone. I think that's what makes it [ALM] best. Make it [ALM] work! The facilitated environment really gave them the ability to do the learning on their own or to do the practical experience on their own, but then to select a person, that's part of teaming…these are all part of the 21st Century Soldier Competencies that we're training—that ALM seeks to enable. All of that was seen in that place for me" (TC, Self-driven).

At first glance, teams and self-driven individuals seem to describe opposing concepts, but from the interview responses above these ideas seem as inseparable as battle buddies and as complementary as equipment nuts and bolts. Peers teaching peers, students informing facilitators, Majors serving Lieutenants: "Teamwork and individual responsibility are both key elements to that soldier's zone."

Extending the experience. Rebecca Swan-Byrd, one of the LandWarNet School Information Technology (IT) personnel said a peak ALM experience for her was, "when we started implementing the wireless application to transfer to the televisions. I was, 'Oh my gosh, this is going to be so powerful, powerful stuff.' Now we are enhancing the way that the instructor can deliver…You can see it from any place in the room too. Plus it means that the tablets, they can take live pictures or whatever video when somebody is working on a piece of equipment and everybody can see them live—real time…I thought, 'This is really going to be something incredible…a great thing'" (TDI, less lecture, more technology).

In addition to bringing the ALM experience from one place to another, ALM deepens understanding with real discussions. "We had a Shot in the Arm [SITA] mobile training team that came down from TRADOC and…all the chief stakeholders were present," said Dr. Jennifer Gray, Chief, Signal Development and Validation Branch, Training Development and Integration Division DOT [Department of Training]. "It was during those focused discussions where a lot of anxieties and fears were able to be expressed…and slowly a creep towards the understanding that this [ALM] was not going to break—everyone's key concern which is—an effective, agile soldier, but would arm him even more than what they had initially perceived. I think that the best time was during those Shot in the Arm MTTs [Military Training Teams] where everybody was there, able to express themselves freely and we were able to get in group discussions and…all that led to an epiphany for all kinds of folks including myself" (CE, Discussion).

Celia Cruz, Instructional Systems Specialist, NCOES-TD, explained, "The positive side about ALM coming into our training development is that…it brings together the training developers and the small group leaders [SGLs] which are our instructors so now we do have that benefit of positive input from our SGLs because they will actually see the lesson plan as it is developed…That's just more information to put into the lesson" (Other, Enduring team)

In explaining what it is about ALM that enables outcomes and competencies, Lakisha Green, Instructional Designer/Developer, DOT, told a story, "Seeing them [former students] go from not knowing what a motherboard is or not knowing anything about that computer, but at the end of that instruction, or after even a couple of days of going through having them take it apart and put it back together again…you are actually

able to see them apply what you've taught them. They're able to think critically, problem solve because in putting those things back together, they have to. They may not put the right cable on there, and, 'Hey, when I power it on, it's not coming on so what did I not do?' They are able to go through their problem solving steps to do that and you can actually watch" (CTPB, Thinking prompted).

ALM broadens and extends the experience according to the interviewees. Deep discussions bring epiphanies. Tablets carry the learner to where the learning is most likely to occur. The SGLs or subject matter experts (SMEs) are involved in the curriculum development and resolving an issue rather than just reading how to do it transforms lessons into learning.

Adapting to flexibility. Kimberly Burr, Chief Learning Innovation Officer, DOT, described a top experience of ALM for her. It was, "going down to…the 25S10 course and seeing the instructors who actually developed their own lesson plan and had a vested interest—they felt empowered to be able to change the lesson plan the way they felt would help the students. To see the look in their eyes and they felt that they made a difference by being able to adapt the lesson plan to that new learning methodology to help the students learn" (F, Capable facilitator).

Another interviewee, Dr. James Givens, a LWNS facilitator, explained that it is the flexibility in facilitation that makes the difference for students. "For example, they say, 'We were in the desert and the HPA was burning out. This is what we did. We put a box around it and we turned on the air conditioner and this cooled the HPA so it wouldn't burn out.' I didn't know that. That wasn't in my conference [lesson plan], but it was in the knowledge they brought. In a controlled environment, that STT is going to work

perfectly (I was in Desert Storm so I know what they're talking about because I've been in that heat over there.), but what happens out of that environment, in real life? That's where ALM comes in handy because it brings knowledge that we didn't have before" (FF, Real field, world experience).

"When you think about it, it's actually a very good methodology or concept," said Cynthia Beverly, an Instructional Systems Specialist, DOT. "It's a very good concept because it's no longer cut and dried. It's no longer right and wrong. It allows us to apply that gray area to learning" (Other, Self-driven).

Participant 030's told a story where infantry soldiers were told to capture a building. They captured that building, but in anticipation of taking over the next building, the Private was able to suggest to the Sergeant a better idea for an alternate approach. "I guess overall, when it [ALM] was introduced it gave you the idea that there was going to be a lot more flexibility in training…I appreciate the flexibility given…giving the guys opportunities to think for themselves" (F, Cross-rank/MOS interaction).

"Training today is cookie cutter. With the ALM process, it's one of those things where we think outside the box. I'm excited about it." Michael Berry, an Instructional Systems Specialist, DOT, remarked in reference to his ideas about ALM. "It requires the soldiers to think more. Instead of just going to a regulation notebook and saying here's the answer" (CB, Thinking prompted).

For the Army, adapting to flexibility is new, but according to the interviewees, flexibility enables the training to fit the trainee and the situation. Real life is not, "cut and

dried;" it is in between or, "gray." In fact, it encourages thinking and allows alternate approaches.

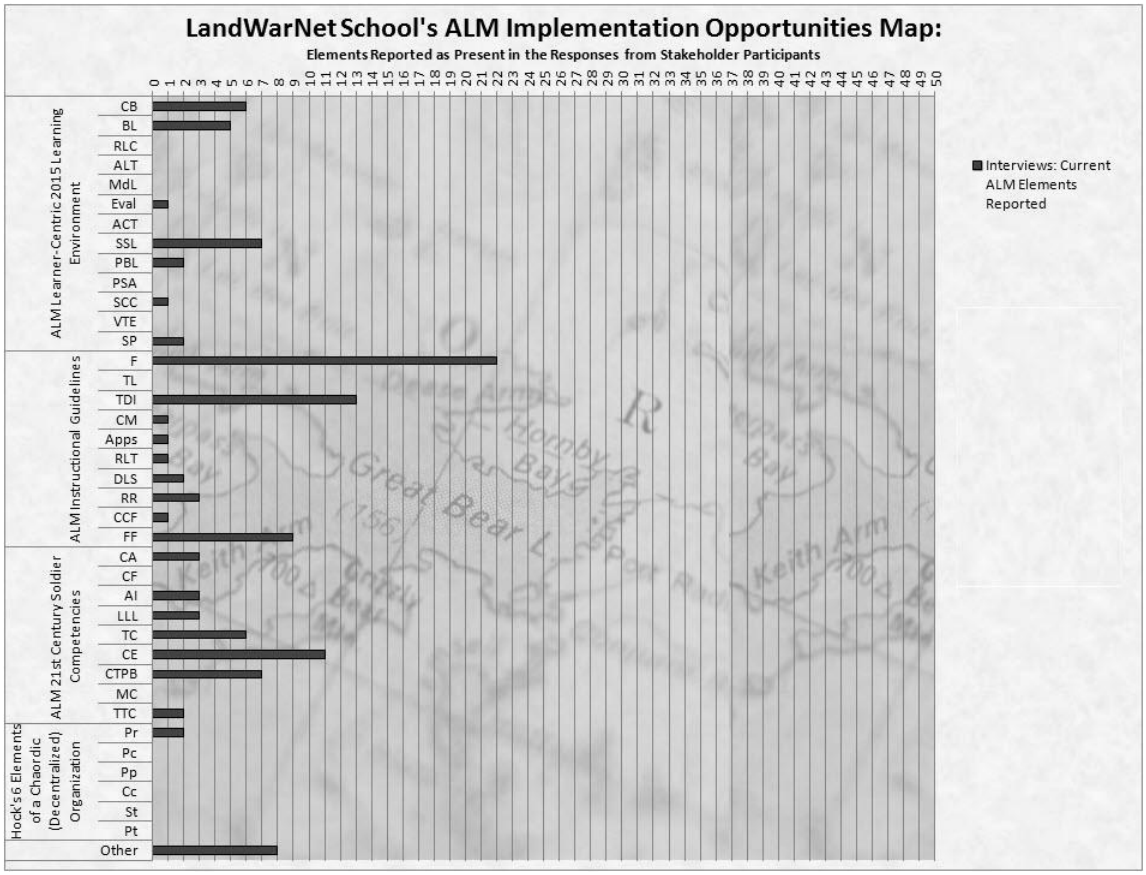


Figure 5. Opportunities Map of Current ALM Successes from Interviews

The presence of chaordic elements. The LWNS only intended to introduce decentralization with the implementation of ALM so two remarks referring to the chaordic element of purpose is not insignificant and the coordinating quote must be included due to enthusiasm. Laramie Brown, a LWNS Instructional Designer, shared the following when asked about his first experience with ALM. He was an instructor at the time of the following story. "I was teaching when I was told about the TRADOC PAM. I was [later] studying in the bullpen when I jumped up and asked, "Is anybody else reading this?!" It was such a breath of fresh air. I wanted to implement it immediately."

Survey responses. All LWNS students are given a survey of questions at the end of each module they complete. "What did you like best about this module?" is one of the questions. This question was added to the survey on December 16, 2013. The interviews for this study started on July 21, 2014. All the responses to that question between those dates were reviewed for current ALM successes.

The first idea that entered the researcher's mind while scrolling through the 7,329 rows of remarks was the surprise of how many non-responses were present. Every question in every AI interview received a response. In fact, sometimes the interviewees had to remind the interviewer to go back to a question if the interviewee had asked for more time to think about it. It appears the connection between the inquirer and the responder is not as strong in a survey as it is in an interview. In addition to, "No," "None," "Nothing," and null, there were answers such as, "All," "Everything," "Learning to network," and "Troubleshooting." Although the latter are more positive, since they were not specific to ALM, they were not useful to the study.

The next discovery in the responses was how many comments were about the students liking the hands-on training best. Although hands-on is important to ALM, the LWNS has been training students with hands on the equipment for a quarter of a century. Unless something specific was in the response that suggested the presence of ALM, these comments were not included in the ALM implementation results. However, due to the fact that there were more than twice the survey responses associated with hands-on training than with ALM elements, these results cannot be overlooked. Comments such as the following were documented as a by-product of the research. "I really liked working on the actual equipment because it really helps me learn and understand more." "All the

time on all of the equipment as a whole is the best way to learn." "What I liked best about this module is getting to call the other shelters."

The references to excellent instructors also had to be documented since there were as many comments about instructors as there were about ALM altogether. Responses that indicated a presence of ALM even though the word, "instructor" was used were included in the study, but the praise for any instructor is priceless. Remarks such as the following were also included as supplementary results. "The time we got to spend with our instructors allowed us to finally see how the whole system works together. The instructors are by far the best learning tool here." "Mr. Neal taught us the "why" along with the "what." "The instruction was very good and the instructors did literally everything they possibly could to help students pass."

A third of the comments with the presence of an ALM element had to do with technology tools (TDI) such as Packet Tracer®, simulations, and videos. "The NNS [simulations] lab was the best part of this course. It allows hands-on training." "The videos for setting up the TR-T were great. These videos tend to grab my attention and enable me to focus on the task at hand." "I liked all of the practice we got with Packet Tracer® and the simulators." "Once you understand how to configure routers, switches, and the workstations, it's very fun putting it together and watch your pings be successful in the Packet Tracer® simulator."

Other ALM elements were present in the survey responses too. "The best part of this module was working in teams," (TC, Learning teams). "We were able to explore the equipment and learn at our own pace," (SSL, Self-driven). "I liked all the information that was available on the web pages of LWN. This is a great resource" (SP, Learning

resources easily accessible). "Learning process was interactive and kept interesting" (F, Interaction). "The fact that our computerized shelter seemed real" (RR, Realistic). "That it was more electronically interactive" (DLS, Computer-enabled).

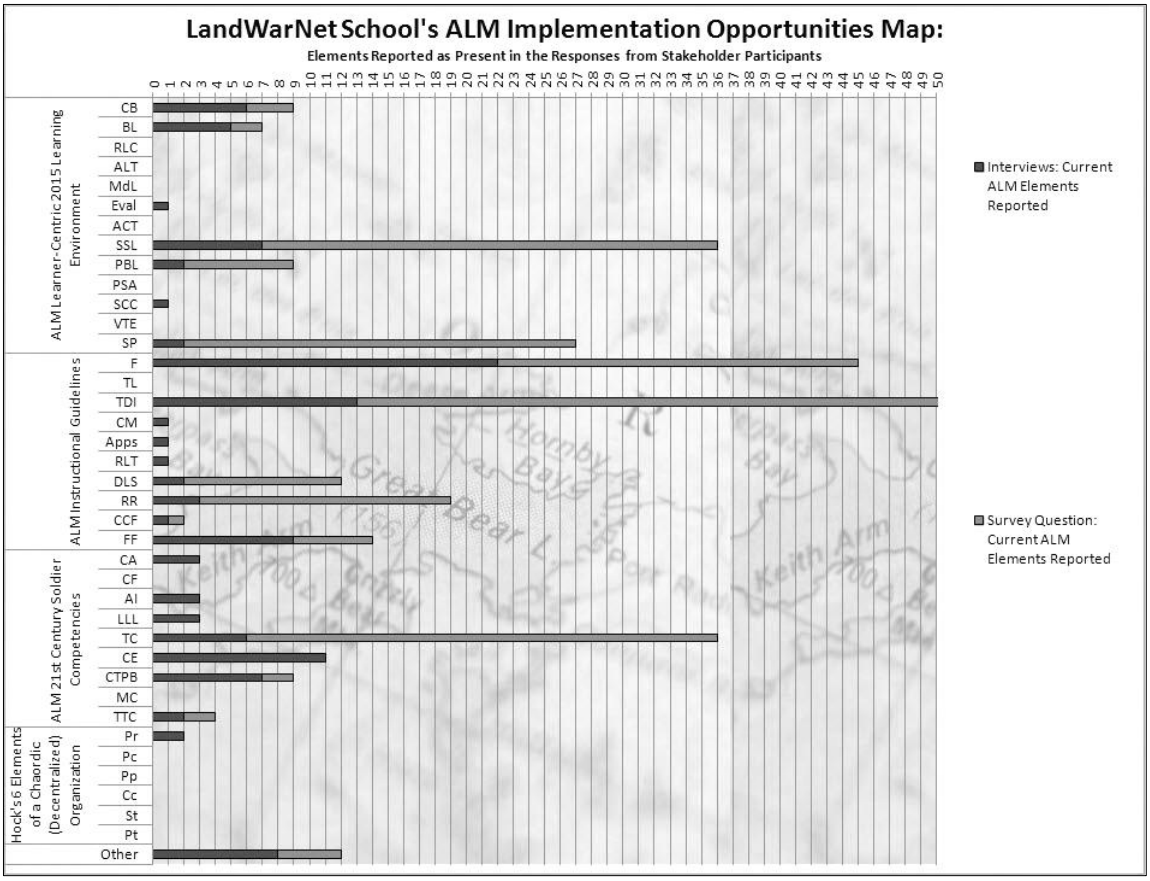


Figure 6. Opportunities Map of All Current ALM Successes from Surveys and Interviews

Following the interview responses, the survey responses seem less enthusiastic, but it is less exciting to respond in writing to an administrative survey even though the survey takers were assured their comments would be taken into consideration. With that in mind, the responses from those who did submit their ideas seemed to carry a little more meaning. Additionally, of the 25 elements present in the interview feedback for current ALM successes, 15 were also found in the survey responses. Five elements in the interviews not confirmed through survey responses were only mentioned once each.

Aspired ALM Achievements

Diversity of ideas. The aspirations of the first group were distributed almost evenly among all the categories including the other and the chaordic sections. Since they were asked to dream big, they did not leave any category out. Mike Coleman, the LWNS Instructor Development Coordinator, said in the future the LWNS would see, "more and more student and less and less instructor" (AI, Self-driven). He expects the structure for this new creativity will come from, "the contract ('bread and butter'), the policies, as well as the ALM document" (St, ALM document).

Participant 004 wished for, "redundancy or mirrored content for uninterrupted training" (SP, Learning resources easily accessible). This interviewee predicted because the LWNS, "Training development leaders hired new talent (new personnel)…there will be different perspectives" (Pp, Diversity of ideas).

The LWNS Training Development Supervisor, Tabitha Waldrop, envisions a "complete transformation of the learning environment. The network delivers a contextual gaming environment such as an avatar with all of the attributes (PT statistics, MOS, region of deployment)—sense of competition" (CF, Contextual gaming environment). According to these interviewees, the future for the LWNS will be a diversity of ideas, people, perspectives, and learning resources according to the contract.

Smart students, facilitators, games, and strategies. Although everyone in this group made references to the 21st Century Soldier Competencies in the current ALM successes, none of them mentioned the competencies when talking about the future. However, Angel Cruz, the LWNS SLS Training Section Manager, envisioned

"previously unseen levels of knowledge by students and facilitators" (FF, Higher levels of knowledge).

"The university concept," in the future, "is extended throughout the Signal Center" (TL, University concept). Also, according to Al Makowsky, the LWNS Training Operations Manager, "The LWNS will have THAT game that does all THAT training!!" (TDI, Training games). Participant 005 pictured something similar to THAT game and said, "The student will hold, wear, feel the experience as if it were real" (RR, Realistic).

Although integral to ALM, but not in the categories of elements within the scope of this study, Dwight McGinnis, a LWNS facilitator, said in the future there will be, "proactive communications between the military and GD [contractors] to plan," such as the enduring team is described (Other, Goals). These interviewees envisioned a smart gaming environment for smart students and smart facilitators as a result of proactive planning for a winning strategy.

Support from technology. All but one of the participants in this group also mentioned the 21st Century Soldier Competencies with the current ALM successes, but none indicated the competencies in their aspirations. On another line of thought, Sam Boulware, the LWNS Training Manager of the WIN-T Switching section, said in the future at the LWNS, "facilitator support will be available to help as technology changes so quickly" (FF, Capable facilitator).

In addition to helping facilitators, Tom Clark predicted that the "manager has an avatar in his device too to communicate (automate) needs" (Apps, Automation). "There is a true R&D lab for prototyping and testing new multimedia ideas," according to J Gibbens, the LWNS Multimedia Design Lead who goes by the single letter name "J"

with no following period (RLT, R&D implementation for innovation). J also explained, "the right people are hired—not just bodies, but capable people dedicated to the purpose" (Pp, Right people). Tina Peyton, a LWNS facilitator, envisioned that "students will have plenty of time on equipment or through a virtual environment" (VTE, Realistic). According to these interviewees, technology is for helping facilitators, managers, developers, and students.

Dream teams. Russell Harris, a LWNS facilitator, remarked that "in the future, there will be more interactive simulations—also smart boards in the classroom…more critical tasks for 25Q10 [course]…more training personnel. Everyday business at the LWNS is full of creativity…We provide a comfortable environment for learning" (TDI, Relaxed learning environment). Laney Pulley, another LWNS facilitator, added about the future, "Structure and control comes from working together closely. We always help each other to support each other to meet the requirements of the mission" (TC, Team approach). "Get out of the classroom—true partnership with field units. Soldiers from the field creating or guiding the scenarios. Soldiers who have come back will inform the curriculum—less civilian involvement" (CCF, Team approach). This group talked about teaming with technology, with other facilitators, and with those in the field to meet the mission.

Realistic, relevant, performance-based. "One thing I would like to see is an actual modified equipment setup configured differently to meet alternate mission goals. Also," according to PFC Ian Gordon, a LWNS student, "constant access to instructors who are coming from the field to pick their brains about some of the challenges faced as far as setting up the equipment or resolving issues with transmitting data in different

environments to apply what they learned" (BL, Continual updates and daily application of lifelong learning).

A variation on this same theme came from PVT Dan Kircher, another LWNS student. "It would be awesome if everyone had their own virtual equipment and the simulations used other actions besides just mouse clicks like for pounding stakes into the ground and pulling the trigger on the drill to put the mast up. Also, make it competitive with fellow soldiers to make it more appealing to the soldiers" (VTE, Realistic).

Mike Maloney, a LWNS facilitator, predicted a, "validation—at the end…No scores for tests," because as he explained a mechanic doesn't get a grade for a car repair. "Performance-based outcomes. If communications are up, then the student passes" (Eval, Performance-based). Casey Wilson, the LWNS Manager, wanted to "add great videos—if you can watch in five minutes what it takes an instructor an hour and you get it…that's great!" (RLT, Recorded). Training is training when it is realistic, relevant, and it gets the job done according to these interviewees.

The details of ALM. "3D simulations to practice thinking under pressure like in combat because we are just learning and we don't really know what it's like" (RR, Thinking prompted). PVT Gabriel Amaya, a LWNS student, aspired realistic experiences and competition. "3D video games with different levels—lots of soldiers are into that—like, did you find the secret?" (TDI, Engaging). Debra Morton, a LWNS facilitator envisioned the, "military will prepare students for ALM and what is expected" (Other, ID/Facilitator ALM training). PVT Samuel Noh, another LWNS student, explained that it is important that, "every detail," in the LWNS content management portal, "has the explanation and the time to learn it" (SP, Enough time).

MAJ Barry Humphrey, DOT [Department of Training] Gaming & Simulations Chief, explained that the soldiers of the future need equipment, "that's going to support his training. Buildings that are able to support our training. Patience. It's not going to come overnight and it's not going to be quick and easy…We're doing this for the long haul" (Other, Appropriate tools). Participant 024 explained, "It is going to make it better whenever—our development mechanism—right now it's TDC [Training Development Capabilities]—whenever we either get a better handle on how to document it [ALM]…I would want to either have a better documenting system or to have TDC improved for documenting ALM better" (Other, ID/Facilitator ALM training). It is the details in each of these remarks that make the difference for the interviewee. It appears in the future, ALM has the details resolved.

Leadership for training of the future. Rebecca Swan-Byrd with LWNS IT imagined training on an abstract level, "Just think about the students in the classroom being able to create their own model of something—even thinking about creating it and creating it with a 3D printer and then training with it. It's going to go there…When I go in and I'm working on routers and creating a configuration and then testing it, they will be able to go, 'Hey, if we could do this…' and then do it in a small test environment…I think that you would come up with more people finding that they have those skills and capabilities" (VTE, Self-driven).

"A journey of a thousand miles begins with the first few steps," Dr. Jennifer Gray, Chief, Signal Development and Validation Branch, Training Development and Integration Division DOT [Department of Training] recounted, "and we've got some terrific leaders on the ground here…that are just as excited as I am about the direction

that we're moving in so I am encouraged that we are heading in the right direction, doing the right things, and have the right leadership, vision to move forward" (Pp, Leadership).

Celia Cruz, Instructional Systems Specialist, NCOES-TD, described the future. "I see the LWNS actually delivering what we deliver in person—the same thing—to a soldier that's out in the box. That training is good enough to where they can take the exam. I see the exam being virtual—for a TACSAT radio—the exam after the training…the soldier can say he's ready to take the exam and then there's that radio and he can operate it virtually just as if he was in a classroom with the real green boxes there. That's what I see down the road and it's getting there" (RLT, Resident and remote classes standard according to test).

"Being able to get everybody on the same sheet of music as far as the instructors and the developers," that is what Lakisha Green, Instructional Designer/Developer, DOT, imagined. "We have what we call the enduring teams where we come together as a group as a whole entity to develop a great product" (Other, Enduring team). Training on a concept level, training in the field, and leaders who meet to make it all happen is what this group envisioned.

Training and education. [First wish would be] "more training…that would be actually everyone—leadership, instructors, developers. We call that the triad team," explained Kimberly Burr, Chief Learning Innovation Officer, DOT, "but we didn't really include leadership in that triad team and that's actually what we're doing here in this office for the Signal Center" (Other, ID/Facilitator ALM training).

Also, in response to a question asking about three wishes to increase the effectiveness of ALM, Cynthia Beverly, an Instructional Systems Specialist, DOT,

requested, "Everybody, the whole change of command to come together like a kumbaya moment where we're all coming together. We want to have that common interest and we're all working with that same goal in mind versus constantly trying to piecemeal things along the way. If we can get it like that, it can be very successful! (Other, Common goal).

Dr. James Givens, a LWNS facilitator, answered, "Last, more performance-based training…in other words, hands-on and I would like to extend the time for them to learn because everybody learns at different learning styles/speeds. You have people come in who have never seen it before. Now it might take one week for a person who has worked with it, but a person who's never seen it before it's going to take maybe two weeks" (CB, Performance-based).

Participant 030 wished for "resources. Money, equipment, and what it takes to train…bottom-line—I think it's just resources. A better understanding on the outcomes as well—some more training. We have got know what the overall endgame is" (Other, ID/Facilitator ALM training).

"Why not utilize what we have?" asked Michael Berry, Instructional Systems Specialist, DOT. "With training developers you have one of the most important pieces to the puzzle and also the facilitator…I think both have to be more educated today than previously. With ALM, in order to think outside the box or to see the big picture, at a minimum an associate's degree or bachelor's degree is needed to develop or facilitate the curriculum…In order to have the university concept that TRADOC is talking about, why not establish those guidelines in the people that are developing the material. I think education is one of the things that they ought to bring into the requirements or TRADOC

ought to look into bringing in the requirements with the ALM process" (Other, TRADOC requirements). This group of interviewees expressed their wishes: more resources, more performance-based assessments, more ALM training, and more education.

Convergence and Confirmation

LeaderMeeter|Meter blog. The interview summaries and survey responses were posted to the LeaderMeeter|Meter blog. The survey takers were no longer at the LWNS, but each interviewee was invited by email to review the narrative and the chart of the comments where elements were noted as present. Interviewees were encouraged to comment affirmatively in accordance with the AI methodology on the elements noted in their summaries and in others. Although most interviewees confirmed the findings individually either in person or by email, most did not comment using the blog.

Five participants confirmed the results posted from their interview on the blog. Participant 004 wrote, "I confirm that the comments listed are as stated during my interview and enjoyed the discussion. Keep doing what you are doing." Another participant by email asked kindly that the acronym in the interview summary be corrected. One interviewee, Rebecca Swan-Byrd from the LWNS IT Department, used the blog to reflect on the interview experience and to add afterthoughts to the interview. She commented that she "enjoyed participating in the ALM research project," and that there is an, "excellent team moving aggressively forward to deliver the soldiers of today and tomorrow with the power to learn." Rebecca also pointed out that the next step is to, "determine if...they [soldiers] met the bar." She continued that as an IT professional she must, "pass industry certifications," and "recertify every 3 years" "to prove…competency

levels," and suggested that determining how soldiers will prove professional competence is the next hurdle.

Even though the blog did not involve the participants as hoped, it was still a valuable research instrument. All of the interview feedback and survey responses were categorized and summarized in different formats and converged on the blog. Through posting and filtering the interview summaries, the associated charts of elements and comments, and the individual elements and the survey responses by categories, the researcher was able to explore the data in a variety of perspectives all of which were insightful.

Final session. Like the blog, the final session did not have a high number of attendees, but the event was nonetheless very valuable to the study. From those that wanted to attend, but could not, the researcher learned there was a meeting and a training scheduled simultaneously. The session was prior to a long weekend too. This also may have contributed to the low attendance, but the ones who attended, participated.

Generally, the session was a review of the study and the preliminary results. After that the researcher asked the attendees how they would answer the overall research question, "How is a centralized training organization improved by the introduction of decentralization?" J Gibbens, LWNS Multimedia Designer Lead who goes by the one letter name "J" without a following period responded, "More autonomy—in my section—I have less people—everything I do is not so much set in stone and I get to—like I have a job title—and my job title before would have been that's all I do, nothing else. I'd be stuck in that job title. But now, like in my office—Stephen for instance who is running the camera isn't just a video guy. I mean he's a graphic designer and he's

animating, but the ability to branch out and do things and fill in gaps where they're needed and build your own personal skills makes you more valuable to the company and makes the products that come out more efficient and better for these guys [soldiers] here."

Floyd Henry, a LWNS Facilitator, continued the thought, "And on an actual instructor's standpoint, it makes it easier for us because now with the ALM, people coming from the field have been out there with the new equipment and bring it to us and then we modify how we teach it so we can't teach from a script, we've got to teach to reality."

J responded, "And be able to take it upon yourself to figure that out." Floyd agreed, "Exactly." J added, "And not have someone come tell you how it's got to be done." Again, Floyd agreed, "Exactly."

The researcher paraphrased, "So what I hear you saying is that if you are teaching—using an ALM style—you are going to have to incorporate some of the same competencies or elements that we're expecting the soldiers to use." Floyd concurred, "Yeah." J added, "All of 'em." Floyd agreed emphatically, "Absolutely." J continued, "It's not just some of them. It's all of them." Floyd reiterated, "All of them."

Another session attendee, Brian Tyre, a LWNS Multimedia Developer, interjected that the LWNS is improved by the introduction of decentralization by stating, "It's freedom." Rebecca Swan-Byrd, expounded, "It is freedom to learn in the way that is best for the individual and not predetermined…And from my standpoint, as an IT person, everything that the team of developers and the instructors and the people from the field pull together, it expands our horizons to enable them to deliver." Floyd agreed, "Yes!"

Rebecca concluded, “We have to constantly move and learn too so that we can keep moving to the future so we can support a training methodology that’s going to be beneficial.”

“So,” asked the researcher, “is there a consensus that the preliminary results reflect the ALM implementation at the LWNS?” Although J expressed concern that, “it’s still really confusing,” he explained, “I read quite a few of the interviews and there’s some good stuff in there. Some people have some really good ideas. So if you were asking me just from reading that stuff do I agree with it, yeah, I didn’t come across anything that I didn’t agree with.” The researcher restated, “I am asking if you agree that the statements and the associated elements are on target enough or within an acceptable range that you can come to a consensus.” There were nods and spoken affirmations, “Oh, I think so,” Yeah,” “Sure.” The researcher asked again, “Can you see the evidence of the ALM implementation here at the LWNS?” Again, nods and spoken affirmations were evident all around including J. The researcher confirmed, “Good…a consensus then.”

Chapter 4 has been a vicarious Appreciative Inquiry experience of the LandWarNet School ALM implementation (decentralization) described by the participants. The data analysis continues in Chapter 5. Chapter 4 presented the data in an interpretive manner by comparing participant quotes with the research questions in mind. Chapter 5 will review the data in an aggregative structure by calculating and analyzing for an idea of what is prevalent and what is not. However, both approaches are more qualitative than quantitative (Stake, 2010).

CHAPTER 5

DATA ANALYSIS

Chapter 5 is an organized inventory of the data collected to describe the results of this exploratory, qualitative case study employing the Appreciative Inquiry methodology. The chapter is divided into the following sections: (a) survey responses, (b) interview responses, (c) controls, (d) LeaderMeeter|Meter blog, (e) final session, (f) summary.

Survey Responses

Starting December 16, 2013, the LandWarNet School began asking some new questions in the end-of-module surveys to collect more information to provide the Government. The researcher chose to use the responses from the question, "What did you like best about this module?" since it was the one most in alignment with the Appreciative Inquiry framework. The LWNS collected 7,329 responses to this question by the last survey date (July 18, 2014) before the interviews began for this study (July 21, 2014).

Table 1. Survey Responses from LWNS Soldiers/Students by Course Enrolled

LWNS Soldier/Student Survey Responses by Course Enrolled	F
Total Survey Responses	7,329
Responses from LWNS Officer Courses	31
255N	23
255N Reserve Component (RC)	8
Responses from LWNS Non Commissioned Officer (NCO) Courses	1513
25C30	54
25L30	42
25N30	234
25N30 RC	42
25P30	27

LWNS Soldier/Student Survey Responses by Course Enrolled	F
25Q30	186
25Q30 RC	66
25S30	143
25SP40	37
25U30	183
25U40	101
25W40	302
25W40 RC	96
Responses from LWNS Soldiers/Students in Level 10 Courses	5730
25B10	792
25N10	2034
25N10 Self-Paced (SP)	98
25N10 Reserve Component (RC)	348
25NY2 (Former 25F transitioning to 25N)	134
25Q10	925
25Q10 SP	1121
25S10	278
Responses without Course Information in Data Set	55

Although the LWNS is still collecting surveys, the researcher decided to review the responses collected prior to the study's start since enrolled soldiers were able to participate in an interview from that point. The 7,329 responses were reviewed for any presence of ALM elements.

Table 2. Current ALM Elements Present in Survey Responses

Current ALM Elements Deemed Present in Survey Responses		F
ALM Learner-Centric 2015 Learning Environment		66
CB	Context-based, facilitated problem solving team exercises	3
BL	Blended Learning	2

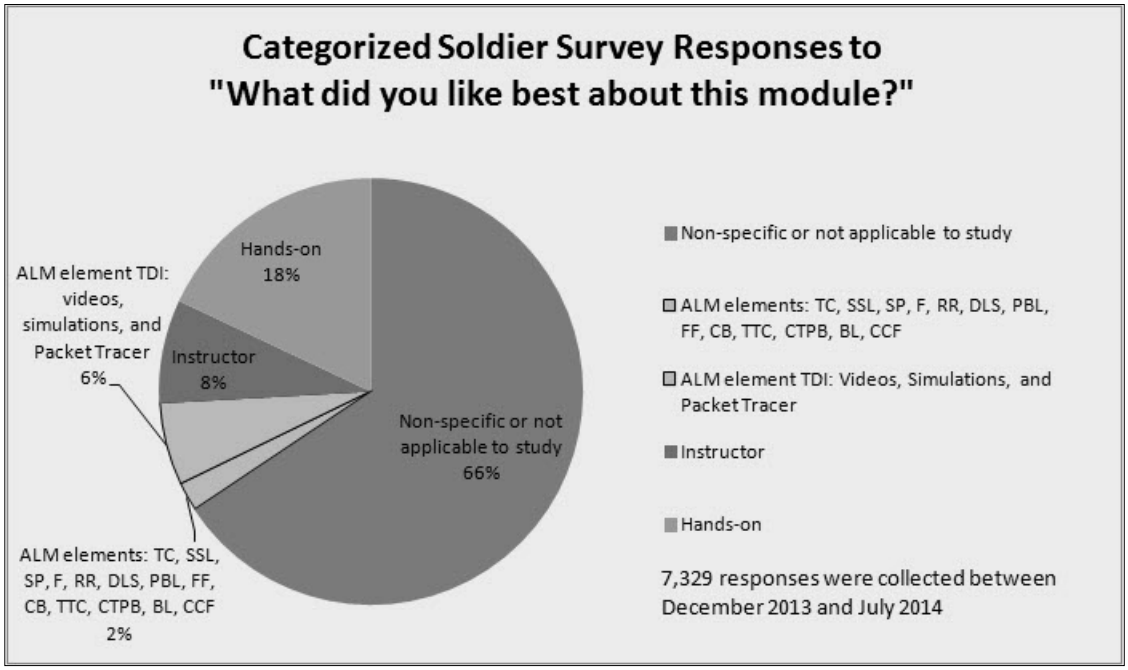
Current ALM Elements Deemed Present in Survey Responses		F
RLC	Regional Learning Centers (Satellite schools at unit locations)	0
ALT	Adaptive Learning, Intelligent Tutors	0
MdL	Mobile Learning dL Modules	0
Eval	Assessments, Evaluations (Rigor and Relevance)	0
ACT	Tracking and Feedback (Army Career Tracker)	0
SSL	Self-Structured learning	29
PBL	Peer-Based Learning (Digital Social Networks)	7
PSA	Performance Support Apps (Mobile Digital Devices)	0
SCC	Soldier Created Content (Wikis, Blogs, Apps, etc.)	0
VTE	Virtual Training Environments (e.g., ITCOIC-Training Brain)	0
SP	Single Portal to Digital Learning Resources	25
ALM 21st Century Soldier Competencies		34
CA	Character and accountability	0
CF	Comprehensive fitness	0
AI	Adaptability and initiative	0
LLL	Lifelong learner (includes digital literacy)	0
TC	Teamwork and collaboration	30
CE	Communication and engagement (oral, written, negotiation)	0
CTPB	Critical thinking and problem solving	2
MC	Cultural and joint, interagency, intergovernmental, and multinational competence	0
TTC	Tactical and technical competence (full spectrum capable)	2
ALM Instructional Guidelines		515
F	Collaborative problem solving events led by facilitators who engage learners to think and understand the relevance and context of what they learn	23
TL	Tailor learning to the individual learner's experience and competence level based on the results of a pretest and/or assessment	0
TDI	Reduce / eliminate instructor-led slide presentation lectures and	460

Current ALM Elements Deemed Present in Survey Responses		F
	use blended learning approach that incorporates virtual and constructive simulations, gaming technology, or other technology-delivered instruction	
CM	Use 21st Century Soldier Competencies as an integral part of all learning activity outcomes; establish metrics and standards for each competency by cohort and echelon	0
Apps	Examine all courses to identify learning content that can be transformed into performance support applications, develop applications, and introduce application use in the schoolhouse	0
RLT	Develop technology-delivered instruction incorporating adaptive learning and intelligent tutors with a goal of reducing learning time while maintaining effectiveness for resident and nonresident use	0
DLS	Integrate digital literacy skills appropriate at each career level and foster skills to enable and encourage a career-long learning mindset	10
RR	Use virtual and game-based training to add realism and operational relevance at all levels	16
CCF	Integrate joint, interagency, intergovernmental, and multinational, culture, and comprehensive fitness goals into all courses at the level and degree that fits the learning audience	1
FF	Establish a full spectrum frame of mind in all learners, while maintaining flexibility to adapt learning content to meet operational demands	5
Other salient unexpected / recurring elements or ideas		4
HO	Hands-on	1320
Instr	Instructor	577
n/a	Null, “No”, “All”, unrelated to study, non-specific, etc.	4813

Sixty-six percent or 4,813 were non-specific or not applicable responses such as,

"The TACLANE," "The gut truck," or "Nothing." Eighteen percent or 1320 indicated they liked the hands-on equipment portions of the course. Although having hands on the equipment is part of the ALM vision, the LWNS used this approach prior to the ALM implementation. In order to see the results from the ALM implementation, unless an ALM reference was included in a remark referring to hands-on activities, it was not noted as having the presence of an ALM element. Almost 8% or 577 of the responses stated that the instructor was the best part of the course. These comments had no reference to ALM or facilitation.

Figure 7. Survey Responses by Category



Another 8.5% or 619 had references to ALM elements. Three quarters of that 8% or 460 referred to the ALM element, reduce lecture, use more technology (TDI) or more specifically LWNS videos, simulations, and the use of the Cisco Packet Tracer®. The rest, or 159, referred to teamwork and collaboration (TC) 30, self-structured learning

(SSL) 29, single portal (SP) 25, facilitation (F) 23, game-based training for realism and relevance (RR) 16, digital literacy skills (DLS) 10, peer-based learning (PBL) 7, flexibility to adapt learning content to operational demands (FF) 5, tactical and technical competence (TTC) 2, critical thinking and problem solving (CTPB) 2, and blended learning (BL) 2. There were four other remarks referring to ALM concepts in the TRADOC document, but not the specific elements within the scope of this study.

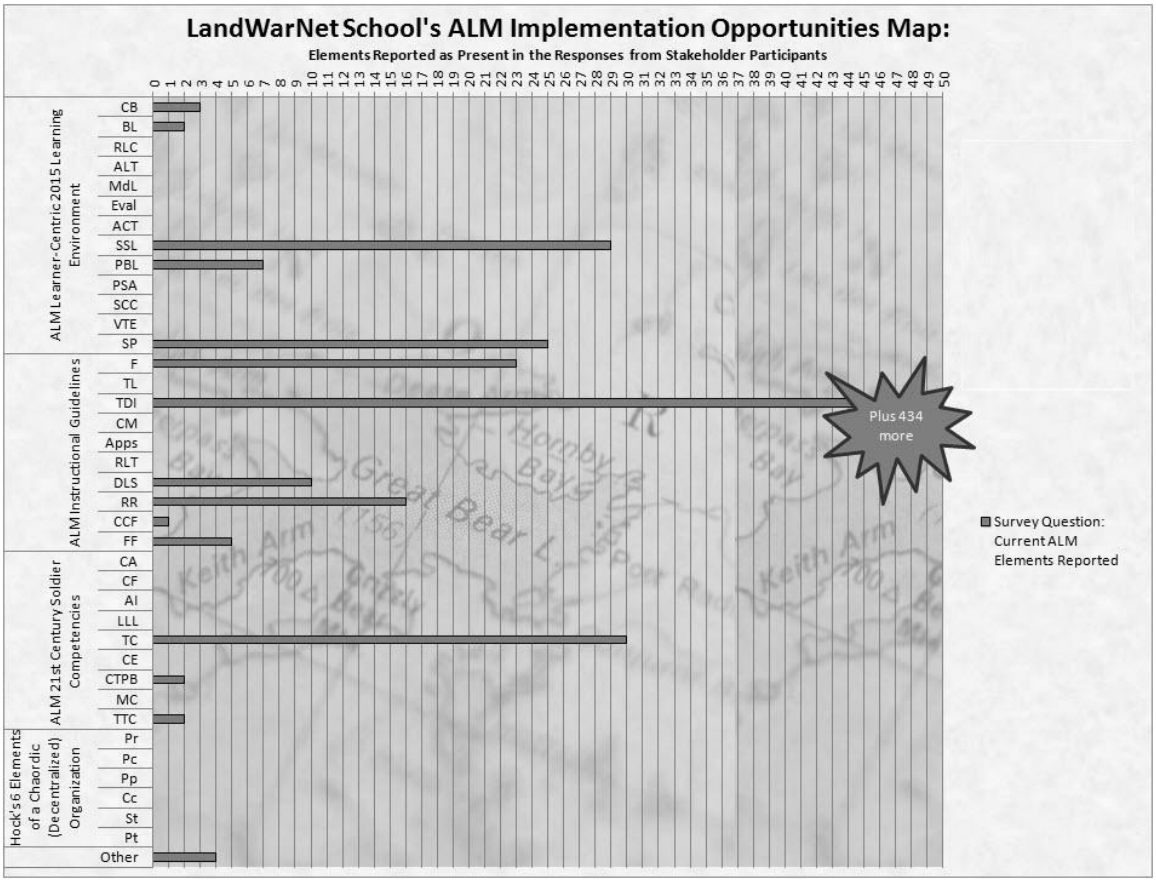


Figure 8. Opportunities Map of Survey Responses Only

There was no noted presence of the following ALM elements in the survey responses: Regional Learning Centers (RLC), adaptive learning tutors (ALT), mobile distance learning (MdL), assessment (Eval), tracking and feedback (ACT), mobile digital devices (PSA), soldier-created content (SCC), virtual training environments (VTE), tailor learning (TL), use of competencies with metrics (CM), apps as job aids (Apps), reduced

learning time (RLT), character and accountability (CA), comprehensive fitness (CF), adaptability and initiative (AI), lifelong learning (LLL), communication and engagement (CE), and multicultural competence (MC). No chaordic elements were noted as present in the survey responses and controls noted in survey responses will be described later in this chapter.

Interview Responses

Thirty-two LWNS stakeholders consented to be interviewed. Participants were asked six questions generated according to the first two phases of the Appreciative Inquiry 4D model (Whitney & Trosten-Bloom, 2010). The first three questions asked about ALM successes in the present or recent history and the last three asked about aspired ALM achievements.

1. When ALM and its expectations were first presented, many experienced reservations – even anxiety. Tell me about the moment when you turned the corner and began to feel excitement and purpose about the process.
2. Describe for me a peak moment in your experience with ALM – a time when you felt deeply engaged with the ALM principles and the program was making a powerful difference for the participants. What were all the conditions that enabled that positive experience?
3. ALM is a radical departure from the way soldiers were formerly trained. Tell me a story about how ALM invigorates the people involved and enables the outcomes / competencies expected?
4. If you had a magic wand, and could have any three wishes granted to increase the effectiveness of the LWNS ALM concepts, what would those three wishes be?

5. Envision the LWNS in 2015…the praise for the innovative ALM creativity is now so common, it is rare when extolling remarks are not heard. What is it that the LWNS is doing with the practice of ALM so creatively that people are talking about it? Who is behind the innovative ALM creativity? How is the innovative ALM creativity sustained?
6. Again, envision the LWNS in 2015…the last few years have been a struggle for some other organizations, but the LWNS is very successful. Describe the structure and controls put in place to ensure consistency. Who designed the structure and controls? How were they established? How do these balance and amplify the infusion of creativity and innovation of the ALM vision?

Table 3. Interviewed Participants and Job Title

Interviewed Participants and Job Title	F
LandWarNet School Employees	17
LWNS Managers and a Supervisor	6
LandWarNet School Manager	1
Senior Leader Section (SLS) Manager	1
Training Operations Manager	1
WIN-T Switching Manager	1
WIN-T Transmissions Manager	1
Training Development Supervisor	1
LWNS Instructor Development Coordinator	1
LWNS Instructional Designer	1
LWNS IT Personnel	1
LWNS Multimedia Designer	1
LWNS Instructors/Facilitators	7
Signal Captains Career Course SCCC (for Officers)	1

Interviewed Participants and Job Title	F
Non-Commissioned Officer (NCO) Course	2
Nodal Network Systems Operator/Maintainer Course (25N10)	2
Multichannel Transmission Systems Operator/Maintainer Course (25Q10)	2
LandWarNet School Customers	11
Signal Officials	3
Chief, Signal Development & Validation Branch, TD & Integration Div, DOT	1
Chief Learning Innovations Officer	1
DOT Gaming & Simulations Chief	1
Government Instructional Systems Specialists	4
255N Warrant Officer Advanced Course (WOAC)	1
Non-Commissioned Officer (NCOES-TD)	1
Nodal Network Systems Operator/Maintainer Course (25N30)	1
Microwave and Satellite Systems Operator/Maintainer (25P30, 25S30)	1
US Army Soldiers/LWNS Students (currently enrolled)	4
Nodal Network Systems Operator/Maintainer Course (25N10)	3
Multichannel Transmission Systems Operator/Maintainer Course (25Q10)	1
Participants who requested confidentiality	4

Fifty-three percent or 17 of 32 participants were LWNS employees. Less than 35% or 6 of the LWNS employees were in management or supervisory positions and all training and curriculum sections were represented including the manager over training operations and the manager over the LWNS.

Within the Training Development division of the Training Operations section, on LWNS instructional designer and one multimedia designer participated. From the Training Support side of Training Operations, the Instructor Development Coordinator consented to participate.

Seven or 41% of the 17 LWNS employees were instructors/facilitators. Three were from the Senior Leader Section (SLS), two were from the WIN-T Switching section, and two were from the WIN-T Transmission section. Every facilitator section was represented. One LWNS employee from the Information Technology (IT) department participated. The Maintenance and the Training Network departments were not represented.

Four or 36% of the LWNS customers were currently enrolled soldiers. Three were enrolled in a WIN-T Switching section course and one was enrolled in a Transmission section course. No soldiers enrolled in an SLS course participated. Another four (or 36%) of the LWNS customers were Government Instructional Systems Specialists and they represented only the SLS courses. No Government Instructional Systems Specialists participated from the Transmissions or Switching sections courses. Three or 36% of the LWNS customers were Signal Officials—the Department of Training Chief of the Signal Branch of the Training Development & Integration Division, the DOT Chief Learning Innovations Officer, and the DOT Gaming & Simulations Chief. Four, a little over 1%, of the participants requested confidentiality and are not included in the previous job descriptions.

Using constant comparison (Marshall & Rossman, 2011), the interview responses of current and aspired ALM successes from each of the 32 participants were reviewed for

the presence of elements from TRADOC PAM 525-8-2 (Dempsey, 2011a) and Hock's (1999) chaordic elements of a decentralized organization as well as consistency controls.

Table 4. Current and Aspired ALM and Chaordic Elements in Interviews

Current and Aspired ALM and Chaordic Elements in Interviews			
Elements		Current*	Aspired
ALM Learner-Centric 2015 Learning Environment		24	36
CB	Context-based, facilitated problem solving team exercises	6	3
BL	Blended Learning	5	3
RLC	Regional Learning Centers (Satellite schools at unit locations)	0	1
ALT	Adaptive Learning, Intelligent Tutors	0	2
MdL	Mobile Learning dL Modules	0	3
Eval	Assessments, Evaluations (Rigor and Relevance)	1	2
ACT	Tracking and Feedback (Army Career Tracker)	0	0
SSL	Self-Structured learning	7	4
PBL	Peer-Based Learning (Digital Social Networks)	2	2
PSA	Performance Support Apps (Mobile Digital Devices)	0	0
SCC	Soldier Created Content (Wikis, Blogs, Apps, etc.)	1	3
VTE	Virtual Training Environments (e.g., ITCOIC-Training Brain)	0	8
SP	Single Portal to Digital Learning Resources	2	5
ALM 21st Century Soldier Competencies		35	12
CA	Character and accountability	3	1
CF	Comprehensive fitness	0	2
AI	Adaptability and initiative	3	1
LLL	Lifelong learner (includes digital literacy)	3	4
TC	Teamwork and collaboration	6	3
CE	Communication and engagement (oral, written, negotiation)	11	0

Current and Aspired ALM and Chaordic Elements in Interviews			
Elements		Current*	Aspired
CTPB	Critical thinking and problem solving	7	1
MC	Cultural and joint, interagency, intergovernmental, and multinational competence	0	0
TTC	Tactical and technical competence (full spectrum capable)	2	0
ALM Instructional Guidelines		53	57
F	Collaborative problem solving events led by facilitators who engage learners to think and understand the relevance and context of what they learn	22	2
TL	Tailor learning to the individual learner's experience and competence level based on the results of a pretest and/or assessment	0	5
TDI	Reduce / eliminate instructor-led slide presentation lectures and use blended learning approach that incorporates virtual and constructive simulations, gaming technology, or other technology-delivered instruction	13	11
CM	Use 21st Century Soldier Competencies as an integral part of all learning activity outcomes; establish metrics and standards for each competency by cohort and echelon	1	0
Apps	Examine all courses to identify learning content that can be transformed into performance support applications, develop applications, and introduce application use in the schoolhouse	1	3
RLT	Develop technology-delivered instruction incorporating adaptive learning and intelligent tutors with a goal of reducing learning time while maintaining effectiveness for resident and nonresident use	1	9

Current and Aspired ALM and Chaordic Elements in Interviews			
Elements		Current*	Aspired
DLS	Integrate digital literacy skills appropriate at each career level and foster skills to enable and encourage a career-long learning mindset	2	3
RR	Use virtual and game-based training to add realism and operational relevance at all levels	3	12
CCF	Integrate joint, interagency, intergovernmental, and multinational, culture, and comprehensive fitness goals into all courses at the level and degree that fits the learning audience	1	6
FF	Establish a full spectrum frame of mind in all learners, while maintaining flexibility to adapt learning content to meet operational demands	9	6
Hocks's Chaordic Elements		2	16
Pr	Purpose: Clear statement of intent that binds organization	2	0
Pc	Principles: Precepts (highly ethical) against all is judged	0	2
Pp	People: Trustees of realizing purpose by the principles	0	10
Cc	Concept: Visualization of relations toward purpose	0	1
St	Structure: A charter, a contract of rights and obligations	0	2
Pt	Practice: Decisions and acts aligned with all for purpose	0	1
Other		8	18

*Note: Current results include survey responses and interview feedback from the current ALM successes (Interview questions 1, 2, and 3. Aspired results are derived from the interview feedback from questions 4, 5, and 6 only.

Results of current ALM elements. Although TDI (reduce lectures and increase the use of technology) was by far the most prevalent current ALM element noted as present in the survey responses, F (facilitation) was the most noted current ALM element in the interview feedback. TDI was the second most prevalent, but it was not a close second. Facilitation was referred to almost twice as much as TDI. The current ALM elements CE (communication and engagement) and FF (flexibility to adapt learning content to operational demands) were third and fourth in prevalence respectively. The next five current ALM elements were clustered within three instances of each other: CB (context-based lessons), BL (blended learning), SSL (self-structured learning, TC (teaming and collaboration), and CTPB (critical thinking and problem solving). Similarly in presence to the cluster of five were the comments marked as Other. These comments were noted because they either were mentioned in or aligned with the ALM document, but were outside the specified ALM elements of this study or they included current ALM elements, but were outside the context of the LWNS. RR (game-based training for realism and relevance), CA (character and accountability), AI (adaptability and initiative), and LLL (lifelong learning) were noted in three interviews each. PBL (peer-based learning), SP (single portal), DLS (digital literacy skills), and TTC (tactical and technical competence) were deemed present in two interviews each and Eval (assessments), SCC (soldier-created content), CM (use of competencies with metrics), Apps (apps as job aids), RLT (reduce learning time), and CCF (integrate agencies, culture, and fitness) were each only noted once. CM, however, was only noted in current ALM successes. It was not deemed present in the surveys or in aspired ALM successes. RLC (Regional Learning Centers), ALT (adaptive learning tutors), MdL (mobile distance

learning), ACT (tracking and feedback), PSA (mobile digital devices), VTE (virtual training environments), TL (tailor learning), CF (comprehensive fitness), and MC (multicultural competence) were not found to be present in the interview feedback from current ALM successes. Twenty-three of the 32 ALM elements or 72% were found to be present in current ALM successes. Purpose was the only chaordic element deemed present in current ALM successes and it was noted in two interviews.

Results of aspired ALM elements. The element most prevalent in the feedback to the questions asking about ALM aspirations was Other. There were 18 interviewees that responded with references to implementing the enduring teams, TRADOC requirements for ALM, more ALM training for instructional designers, more leadership involvement, cross-rank interaction, the best technology tools, security, and other topics. All of which are pertinent to ALM, but not within the scope of this study.

Another difference between remarks about current ALM successes and aspired ALM achievements is that while facilitation was the most prevalent current ALM element, it is almost at the opposite position in aspired ALM elements with only two instances noted. RR (game-based training for realism and relevance) is the most documented aspired ALM element followed closely by TDI (reduce lectures and increase the use of technology), RLT (reduce learning time), and VTE (virtual training environments).

FF (flexibility to adapt learning content to operational demands) and CCF (integrate agencies, culture, and fitness) were deemed present in six aspirations. TL (tailor learning) and SP (single portal) were each documented in five aspirations. SSL (self-structured learning) and LLL (lifelong learning) were noted in four aspired ALM

successes each. There were several aspired ALM elements noted three times—DLS (digital literacy skills), TC (teamwork and collaboration), Apps (apps as job aids), SCC (soldier-created content), CB (context-based lessons), BL (blended learning), and MdL (mobile distance learning). CF (comprehensive fitness), Eval (assessments), and PBL (peer-based learning) were only noted a couple of times each and CA (character and accountability), AI (adaptability and initiative), and CTPB (critical thinking and problem solving) were only noted in one aspiration each.

Overall, the ALM elements were all found present in the aspired ALM successes with the exception of CM (use of competencies with metrics) while there were several

Figure 9. Opportunities Map from Aspired ALM Achievements Only

ALM elements not noted in the current survey and interview ALM achievements. ACT

(tracking and feedback), PSA (mobile digital devices), and MC (multicultural competence) were not found to be present in the feedback at all. Twenty-six of the 32 ALM elements or 81% were found to be present in aspired ALM achievements.

All the chaordic elements were deemed present in at least one aspired ALM success except Purpose. There were ten instances of the People element marked. Principles and Structure were reported twice each and Concepts and Practice once each.

Controls

The researcher noted any concept, practice, policy, or rule that may support, encourage, or counterbalance creativity for consistency with the introduction of decentralization (ALM elements). This idea was derived from the definition by Brafman and Beckstrom (2006) of the “best competitive position” or "sweet spot." Controls were noted if an ALM element was deemed present in participant feedback.

Table 5. Controls in Current and Aspired ALM Elements from All Data

Controls in Current and Aspired ALM Elements from All Data				
Code	ALM Element	*	Control	F
ALM Learner-Centric 2015 Learning Environment				
CB	Context-based, facilitated team exercises problem solving	S	Appropriate tools	1
			Capable facilitator	1
			Engaging	1
			Realistic	1
		C	Demonstration	1
			Interaction	1
			Less lecture (Ppt), more technology	1
			Performance-based	1

Controls in Current and Aspired ALM Elements from All Data				
Code	ALM Element	*	Control	F
			Realistic	1
			Thinking prompted	1
		A	Cross-training/ collaboration of Curriculum and Simulations personnel	1
			Networking skills are in demand	1
			Performance-based	1
BL	Blended Learning	S	Multiple strategies	2
		C	Capable facilitator	1
			Demonstration	1
			Enough time	1
			Less lecture (Ppt), more technology	2
			Performance-based	1
		A	Continual updates and daily application of lifelong learning	1
			Multiple strategies	1
			Realistic	1
RLC	Regional Learning Centers (Satellite schools at unit locations)	S	-	0
		C	-	0
		A	Partnered with RLCs	1
			Realistic	1
			Videos, CBTs (recorded)	1
ALT	Adaptive Learning, Intelligent Tutors	S	-	0
		C	-	0
		A	Continual updates and daily application of lifelong learning	1
			Self-driven	1

Controls in Current and Aspired ALM Elements from All Data

Code	ALM Element	*	Control	F
MdL	Mobile Learning dL Modules	S	-	0
		C	-	0
		A	Resources	1
			Standard devices	1
			Technology	1
Eval	Assessments, Evaluations (Rigor and Relevance)	S	-	0
		C	Evaluation	1
		A	Bureaucracy	1
			Performance-based	1
ACT	Tracking and Feedback (Army Career Tracker)	S	-	0
		C	-	0
		A	-	0
SSL	Self-Structured learning	S	Capable facilitator	2
			Computer-enabled	1
			Self-driven	29
		C	Capable facilitator	1
			Engaging	1
			Self-driven	5
			Students lead	1
		A	Individualized	1
			Reduced complexity of content	1
			Self-driven	3
			Students lead	1
PBL	Peer-Based Learning (Digital Social Networks)	S	Peer-learning	6
		C	Capable facilitator	1
			Peer-learning	1

Controls in Current and Aspired ALM Elements from All Data				
Code	ALM Element	*	Control	F
			Self-driven	1
		A	Engaging	1
			Students lead	1
PSA	Performance Support	S	-	0
	Apps (Mobile Digital	C	-	0
	Devices)	A	-	0
SCC	Soldier Created Content	S	-	0
	(Wikis, Blogs, Apps,	C	Engaging	1
	etc.)	A	Engaging	1
			Soldier-created	1
			Students lead	1
VTE	Virtual Training	S	-	0
	Environments (e.g.,	C	-	0
	ITCOIC-Training Brain)	A	ALM document	1
			Capable facilitator	1
			Engaging	1
			More time on-task (less waiting)	1
			Performance-based	1
			R&D and implementation for innovation	2
			Realistic	2
			Training games	1
			Virtual	1
SP	Single Portal to Digital	S	Learning resources easily accessible	25
	Learning Resources	C	Multiple strategies	2
		A	Enough time	1
			Learning resources easily accessible	4
			Learning resources have depth	1

Controls in Current and Aspired ALM Elements from All Data

Code	ALM Element	*	Control	F
ALM 21st Century Soldier Competencies				
CA	Character and accountability	S	-	0
		C	Self-driven	3
		A	Self-driven	1
CF	Comprehensive fitness	S	-	0
		C	-	0
		A	Contextual gaming environment	1
			Thinking prompted	1
AI	Adaptability and initiative	S	-	0
		C	Capable facilitator	1
			Interaction	1
			Self-driven	3
		A	Self-driven	1
LLL	Lifelong learner (includes digital literacy)	S	-	0
		C	Continual updates and daily application of lifelong learning	1
			Long term access for lifelong learning	1
			Self-driven	1
		A	ALM/Fully Developed	1
			Continual updates and daily application of lifelong learning	1
			Contract	1
			Long term access for lifelong learning	1
			Performance-based	1
			Relevance	1
TC	Teamwork and	S	Capable facilitator	4

Controls in Current and Aspired ALM Elements from All Data				
Code	ALM Element	*	Control	F
	collaboration		Learning teams	26
			Peer-learning	1
			Realistic	1
		C	Capable facilitator	1
			Interaction	2
			Self-driven	2
			Students lead	1
			Thinking prompted	1
		A	Enduring team	1
			Industry collaboration	1
			Restructure to MOS teams	1
			Team approach	1
CE	Communication and	S	-	0
	engagement (oral,	C	Capable facilitator	2
	written, negotiation)		Discussion	1
			Engaging	3
			Feedback	1
			Interaction	3
			Self-driven	2
			Thinking prompted	1
		A	-	0
CTPB	Critical thinking and	S	Thinking prompted	2
	problem solving	C	Cross-training soldiers	1
			Outcome-based	2
			Self-driven	1
			Technology	1
			Thinking prompted	3

Controls in Current and Aspired ALM Elements from All Data				
Code	ALM Element	*	Control	F
		A	Thinking prompted	1
MC	Cultural and joint, interagency, intergovernmental, and multinational competence	S	-	0
		C	-	0
		A	-	0
TTC	Tactical and technical competence (full spectrum capable)	S	Capable facilitator	2
			Self-driven	1
		C	Capable facilitator	1
			Peer-learning	1
			Realistic	1
			Virtual	1
		A	-	0
ALM Instructional Guidelines				
F	Collaborative problem solving events led by facilitators who engage learners to think and understand the relevance and context of what they learn	S	ALM document	1
			Capable facilitator	16
			Concrete experience	3
			Engaging	1
			Interaction	5
			Less lecture (Ppt), more technology	1
			Relaxed learning environment	1
		C	Capable facilitator	11
			Common goal	1
			Continual updates and daily application of lifelong learning	1
			Cross-rank/MOS interaction	1

Controls in Current and Aspired ALM Elements from All Data

Code	ALM Element	*	Control	F
			Diversity of ideas	1
			Engaging	2
			ID/Facilitator ALM training	1
			Individualized	1
			Interaction	3
			Leader support	1
			Thinking prompted	1
		A	Continual updates and daily application of lifelong learning	1
			Relaxed learning environment	1
TL	Tailor learning to the individual learner's experience and competence level based on the results of a pretest and/or assessment	S	-	0
		C	-	0
		A	Continual updates and daily application of lifelong learning	1
			Individualized	2
			Reduced complexity of content	1
			Signal Center university concept	1
TDI	Reduce / eliminate instructor-led slide presentation lectures and use blended learning approach that incorporates virtual and constructive simulations, gaming technology, or other technology-delivered instruction	S	Capable facilitator	18
			Concrete experience	1
			Engaging	3
			Enough time	4
			Individualized	1
			Interaction	1
			Less lecture (Ppt), more technology	459
			Multiple strategies	1
			Peer-learning	2
			Practice	17
			Realistic	8

Controls in Current and Aspired ALM Elements from All Data				
Code	ALM Element	*	Control	F
			Relaxed learning environment	2
			Self-driven	4
		C	Capable facilitator	1
			Data analysis	1
			Engaging	1
			Interaction	1
			Learning resources easily accessible	1
			Less lecture (Ppt), more technology	4
			Performance-based	1
			Self-driven	1
			Videos, CBTs (recorded)	2
			Virtual	1
		A	Engaging	1
			Enough time	1
			ID/Facilitator ALM training	1
			Industry collaboration	1
			Leader Support	1
			Learning resources easily accessible	1
			Less lecture (Ppt), more technology	1
			Multiple strategies	1
			R&D and implementation for innovation	1
			Realistic	2
			Relaxed learning environment	1
			Self-driven	1
			Training games	1
			Virtual	1
CM	Use 21st Century Soldier	S	-	0

Controls in Current and Aspired ALM Elements from All Data				
Code	ALM Element	*	Control	F
	Competencies as an integral part of all learning activity outcomes; establish metrics and standards for each competency by cohort and echelon	C	Self-driven	1
		A	-	0
Apps	Examine all courses to identify learning content that can be transformed into performance support applications, develop applications, and introduce application use in the schoolhouse	S	-	0
		C	Realistic	1
		A	ALM/Fully developed	1
			Automation	1
			Content delivery applications	1
			Realistic	1
RLT	Develop technology-delivered instruction incorporating adaptive learning and intelligent tutors with a goal of reducing learning time while maintaining effectiveness for resident and nonresident use	S	-	0
		C	Technology	1
		A	Continual updates and daily application of lifelong learning	1
			Development time	1
			Industry collaboration	1
			Learning resources easily accessible	1
			Organizational information	1
			R&D and implementation for innovation	2
			Resident and remote classes standard according to test	1

Controls in Current and Aspired ALM Elements from All Data

Code	ALM Element	*	Control	F
			Technology	1
			Videos, CBTs (recorded)	1
DLS	Integrate digital literacy skills appropriate at each career level and foster skills to enable and encourage a career-long learning mindset	S	Computer-enabled	10
		C	BYOD	1
			Technology	1
		A	Continual updates and daily application of lifelong learning	1
			Cross-rank/MOS Interaction	1
			Opord (Operation Order)	1
			Self-driven	1
RR	Use virtual and game-based training to add realism and operational relevance at all levels	S	Engaging	1
			Practice	1
			Realistic	16
		C	Listening	1
			Realistic	2
			Virtual	2
		A	Bandwidth	1
			Contextual gaming environment	1
			Engaging	1
			Learning resources easily accessible	1
			Realistic	7
			Resident and remote classes standard according to test	1
			Thinking prompted	1
			Virtual	3

Controls in Current and Aspired ALM Elements from All Data

Code	ALM Element	*	Control	F
CCF	Integrate joint, interagency, intergovernmental, and multinational, culture, and comprehensive fitness goals into all courses at the level and degree that fits the learning audience	S	Realistic	1
		C	Engaging	1
		A	ALM/Fully Developed	1
			Cross-rank/MOS Interaction	1
			Enduring team	1
			Network capable of gaming	1
			Real field/world experience	1
			Team approach	1
			Technology	1
			Upper echelons, management, policies, regulations, standards	1
FF	Establish a full spectrum frame of mind in all learners, while maintaining flexibility to adapt learning content to meet operational demands	S	Capable facilitator	5
			Individualized	5
			Peer-learning	1
		C	ALM/Fully developed	1
			Capable facilitator	4
			Discussion	2
			Engaging	1
			Real field/world experiences	1
		A	Capable facilitator	1
			Continual updates and daily application of lifelong learning	2
			Higher levels of knowledge by students and facilitators	1
			Proactive communications	1
			Team approach	1

*Note: S = Current ALM element in Survey, C = Current ALM element in interview, A = Aspired ALM element in interview

There were 73 controls deemed present in all of the participant feedback. Even though there were many more survey responses (7,329) than interviews (32) only 19 controls were noted in the survey responses. Thirty-five of the controls were deemed present in the interview feedback from current ALM successes and 55 from aspired ALM successes. When the controls deemed present in the surveys and the controls from the interview feedback of current ALM successes were compiled, there was a total of 42 separate controls between both noted for consistency.

Using less lecture (PowerPoint) and more technology in lessons was the control most prevalent. It was the control noted for two-thirds of the survey remarks from the soldiers previously enrolled and it was noted primarily in association with the ALM element of TDI (reduce lectures and increase the use of technology). In addition to the category of controls where the survey taker stated the instructor was the best part of the module (8%), the second most prevalent control noted from the survey question was having a capable facilitator. These are separate results. Unless the survey taker included language that referred to ALM or facilitation, the remark was placed in the category about the instructor. Having a capable facilitator was found present mostly with the ALM element, F (facilitation), but also with TDI (reduce lectures and increase the use of technology). The elements FF (flexibility to adapt learning content to operational demands) and TC (teamwork and collaboration) were also associated with the control, capable facilitator, but to a lesser degree. There were 34 survey responses that were marked with the control, "self-driven". Most were found with the element SSL (self-structured learning). Making certain the lesson content is realistic was noted in 27 survey responses. Although most instances were associated with the element, RR (game-based

training for realism and relevance), the control was also found several times in the element, TDI (reduce lectures and increase the use of technology). Learning in teams was a control deemed present in 26 survey responses and found only with the element TC (teamwork and collaboration). Almost equal in prevalence to the controls, realistic and learning team, is the control that the learning resources are easily accessible (25). The control, learning resources are easily accessible, was found mostly in association with the element, SP (single portal). Incorporating a way to practice the content was a control noted in 18 survey responses and primarily with the element TDI (reduce lectures and increase the use of technology). Eleven remarks were associated with the control of making sure the content is computer-enabled and another eleven with making certain that the students were able to learn from their peers. The control, computer-enabled, was found mostly with the element DLS (digital literacy skills) and the control, peer-learning, was found primarily with the element PBL (peer-based learning). The previously described and the remaining controls present in survey responses are listed in the following table.

Table 6. Controls in Survey Responses in Declining Prevalence

Controls in Survey Responses in Declining Prevalence	
Control	F
Less lecture (Ppt), more technology	460
Capable facilitator	48
Self-driven	34
Realistic	27
Learning teams	26
Learning resources easily accessible	25
Practice	18

Controls in Survey Responses in Declining Prevalence	
Control	F
Computer-enabled	11
Peer-learning	11
Engaging	6
Individualized	6
Interaction	6
Concrete experience	4
Enough time	4
Multiple strategies	3
Relaxed learning environment	3
Thinking prompted	2
ALM document	1
Appropriate tools	1

The most prevalent control deemed present in the interview feedback from current ALM successes was having a capable facilitator and it was found predominantly in the F (facilitation) element, but also in FF (flexibility to adapt learning content to operational demands). The control, less lecture (Ppt), more technology, is fifth on this list behind self-driven (20), interaction (11), and engaging (10). SSL (self-structured learning) was mostly found with the control, self-driven. F (facilitation) followed by CE (communication and engagement) were the elements predominantly associated with the control, interaction. The element TDI (reduce lectures and increase the use of technology) was found to be more prevalent with the control, engaging and less lecture (Ppt), more technology. Controls present in the interview feedback of current ALM achievements that were not in the survey responses are virtual (4), discussion (3), performance-based (3), technology (2), continual updates and daily application of

lifelong learning (2), demonstration (2), outcome-based (2), students lead (2), videos, CBTs are recorded (2), and several only noted once each. Learning resources easily accessible was noted only once in the interview feedback for current ALM successes, but 25 times in the survey responses. The controls, individualized and enough time were only noted once in the interview remarks, but a few more times each in the survey responses. The previously described and the remaining controls present in interview responses from current ALM successes are listed in the following table.

Table 7. Controls in Interviews of Current ALM Successes in Declining Prevalence

Controls in Interviews of Current ALM Successes in Declining Prevalence	
Control	F
Capable facilitator	24
Self-driven	20
Interaction	11
Engaging	10
Less lecture (Ppt), more technology	7
Thinking prompted	7
Realistic	5
Virtual	4
Discussion	3
Performance-based	3
Technology	3
Peer-learning	2
Multiple strategies	2
Continual updates and daily application of lifelong learning	2
Demonstration	2
Outcome-based	2
Students lead	2
Videos, CBTs are recorded	2

Controls in Interviews of Current ALM Successes in Declining Prevalence	
Control	F
Learning resources easily accessible	1
Individualized	1
Enough time	1
ALM/Fully developed	1
BYOD	1
Common goal	1
Cross-rank/MOS Interaction	1
Cross-training soldiers	1
Data analysis	1
Diversity of ideas	1
Evaluation	1
Feedback	1
ID/Facilitator ALM training	1
Leader support	1
Listening	1
Long term access for lifelong learning	1
Real field/world experience	1

Table 8. Top 5 Controls in Current ALM Successes (Surveys and Interviews)

Top 5 Controls in Current ALM Successes (Surveys and Interviews)	
Control	F
Less lecture (Ppt), more technology	467
Capable facilitator	72
Self-driven	54
Realistic	32
Learning resources easily accessible	26

There are more controls noted in the aspired ALM achievements list than in each of the other lists and they each have fewer instances. The control, realistic, is the most prevalent, but it only has 14 appearances. The control, realistic, in aspirations is mostly associated with the element, RR (game-based training for realism and relevance). Continual updates and daily application of lifelong learning is next in prevalence with 9 occurrences each in a different element with the exception of 2 in FF (flexibility to adapt learning content to operational demands). The most extreme difference between the list of compiled survey and interview controls from current ALM successes and the list from the aspired ALM achievements is that having a capable facilitator went from being next to the most common in supporting consistency currently to only being noted twice in the list of controls found in aspired ALM achievements found in the elements, FF (flexibility to adapt learning content to operational demands) and VTE (virtual training environments). The controls of learning resources are easily accessible, self-driven, and realistic are in the top five positions for both current and aspired ALM successes. The control, learning resources are easily accessible, was found predominantly in the ALM elements of SP (single portal) and TDI (reduce lectures and increase the use of technology). The control, self-driven, was found in the ALM elements SSL (self-structured learning) and TDI (reduce lectures and increase the use of technology). The control, realistic, was found present in RR (game-based training for realism and relevance) and TDI (reduce lectures and increase the use of technology) primarily.

Table 9. Controls in Interviews of Aspired ALM Successes in Declining Prevalence

Controls in Interviews of Aspired ALM Successes in Declining Prevalence	
Control	F
Realistic	14
Continual updates and daily application of lifelong learning	9
Self-driven	8
Learning resources easily accessible	7
Engaging	5
Virtual	5
R&D and implementation for innovation	5
Performance-based	4
Thinking prompted	3
Individualized	3
Technology	3
Students lead	3
ALM/Fully developed	3
Industry collaboration	3
Team approach	3
Capable facilitator	2
Multiple strategies	2
Enough time	2
Relaxed learning environment	2
Videos, CBTs are recorded	2
Cross-rank/MOS Interaction	2
Contextual gaming environment	2
Enduring team	2
Reduced complexity of content	2
Resident and remote classes standard according to test	2
Training games	2
Less lecture (Ppt), more technology	1

Controls in Interviews of Aspired ALM Successes in Declining Prevalence	
Control	F
ID/Facilitator ALM training	1
Leader support	1
Long term access for lifelong learning	1
Real field/world experience	1
ALM document	1
Automation	1
Bandwidth	1
Bureaucracy	1
Content delivery applications	1
Contract	1
Cross-training/collaboration of IDers and Sims personnel	1
Development time	1
Higher levels of knowledge by students and facilitators	1
Learning resources have depth	1
More time on-task (less waiting)	1
Network capable of gaming	1
Networking skills are in demand	1
Operation Order (Opord)	1
Organizational information	1
Partnered with RLCs	1
Proactive communications	1
Relevance	1
Resources	1
Restructure to MOS teams	1
Signal Center university concept	1
Soldier-created	1
Standard devices	1
Upper echelons, management, policies, regulations, standards	1

Table 10. Top 5 Controls in Current and Aspired ALM Successes

Top 5 Controls in Current and Aspired ALM Successes in Declining Prevalence	
Control	F
Less lecture (Ppt), more technology	468
Capable facilitator	74
Self-driven	62
Realistic	46
Learning resources easily accessible	33

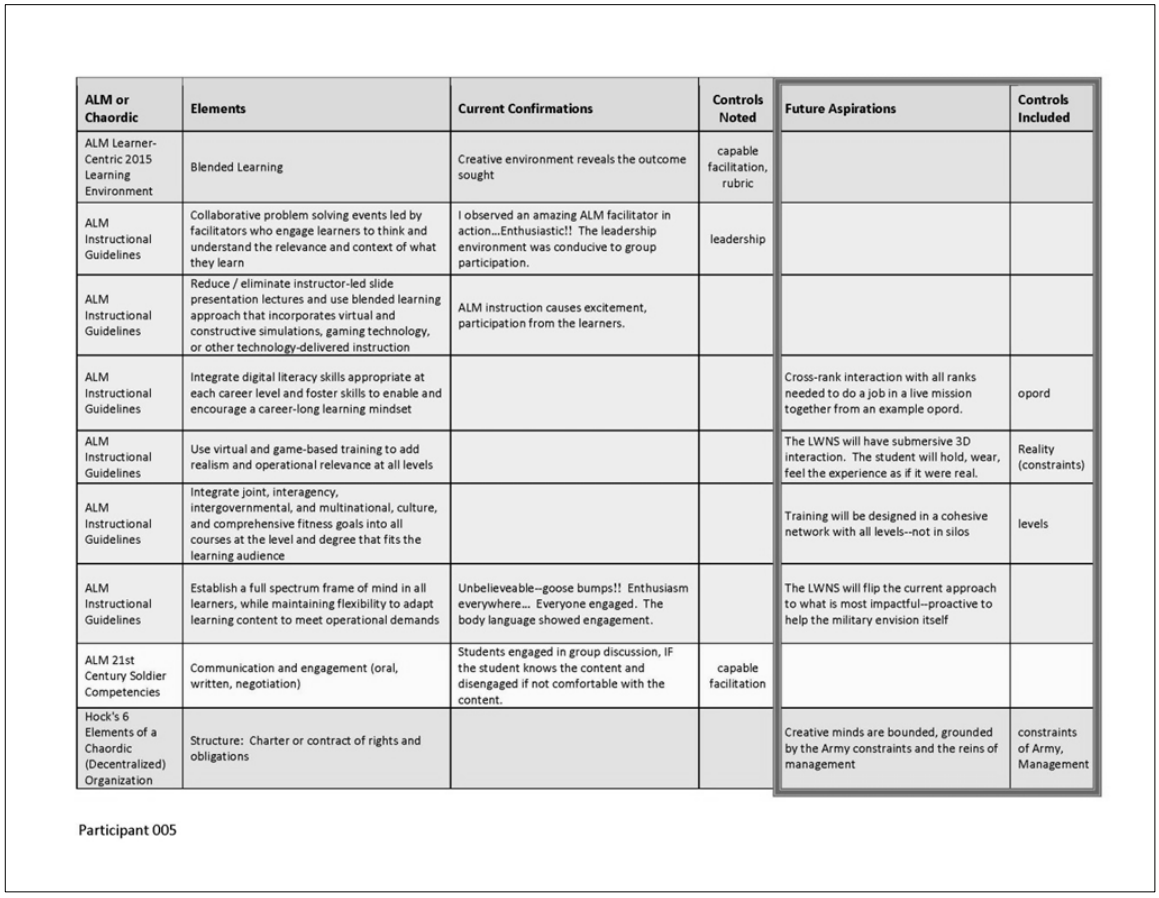
LeaderMeeter|Meter Blog

Figure 10. LeaderMeeter|Meter Blog Summary, Chart Link, and Filter Options

Each participant was invited to review and affirm the summary of his or her interview and the summaries from other participants with the exception of the survey participants. No contact information for the survey participants was available.

On the LeaderMeeter|Meter web page, the links on the right when clicked filtered the posts according to the category selected. The interview and survey comments could be filtered by an ALM element, by a chaordic element, by interview summaries, and other categories.

At the bottom of each interview summary, there was a link that opened a table of the elements associated with the interview remarks from which the interview summary was composed. The first two columns showed the category and the description of the ALM or chaordic elements present in the interview. The next two columns displayed the



ALM or Chaordic	Elements	Current Confirmations	Controls Noted	Future Aspirations	Controls Included
ALM Learner-Centric 2015 Learning Environment	Blended Learning	Creative environment reveals the outcome sought	capable facilitation, rubric		
ALM Instructional Guidelines	Collaborative problem solving events led by facilitators who engage learners to think and understand the relevance and context of what they learn	I observed an amazing ALM facilitator in action...Enthusiastic!! The leadership environment was conducive to group participation.	leadership		
ALM Instructional Guidelines	Reduce / eliminate instructor-led slide presentation lectures and use blended learning approach that incorporates virtual and constructive simulations, gaming technology, or other technology-delivered instruction	ALM instruction causes excitement, participation from the learners.			
ALM Instructional Guidelines	Integrate digital literacy skills appropriate at each career level and foster skills to enable and encourage a career-long learning mindset			Cross-rank interaction with all ranks needed to do a job in a live mission together from an example opord.	opord
ALM Instructional Guidelines	Use virtual and game-based training to add realism and operational relevance at all levels			The LWNS will have submersive 3D interaction. The student will hold, wear, feel the experience as if it were real.	Reality (constraints)
ALM Instructional Guidelines	Integrate joint, interagency, intergovernmental, and multinational, culture, and comprehensive fitness goals into all courses at the level and degree that fits the learning audience			Training will be designed in a cohesive network with all levels--not in silos	levels
ALM Instructional Guidelines	Establish a full spectrum frame of mind in all learners, while maintaining flexibility to adapt learning content to meet operational demands	Unbelieveable--goose bumps!! Enthusiasm everywhere... Everyone engaged. The body language showed engagement.		The LWNS will flip the current approach to what is most impactful--proactive to help the military envision itself	
ALM 21st Century Soldier Competencies	Communication and engagement (oral, written, negotiation)	Students engaged in group discussion, IF the student knows the content and disengaged if not comfortable with the content.	capable facilitation		
Hock's 6 Elements of a Chaordic (Decentralized) Organization	Structure: Charter or contract of rights and obligations			Creative minds are bounded, grounded by the Army constraints and the reins of management	constraints of Army, Management

Participant 005

Figure 11. Example Chart of Comments and Elements Associated

comments and controls where the elements were identified as present. The last two columns contained the comments and controls where aspired elements were noted.

There were 281 posts made by the researcher and 11 responding comments made by participants; however, many other participants verbalized confirmation through a visit in the hall or via email. These were not noted because the researcher assumed the participants would comment on the blog as well. These conversations were not documented.

Final Session Affirmation

On August 28, 2014 from 3:15 pm to 4:00 pm, all stakeholders were invited by email from the researcher to a final session. Although each interviewee was asked to confirm the elements and any controls noted by the researcher when the interview summary was posted to the blog, this session was designed to allow stakeholders to ask any unanswered questions and to confirm collectively that they agreed with the elements and controls noted. By the end of the session, ten stakeholders were present. Seven were participants, but three were not. Although some expressed consternation over not understanding how to interpret the opportunities map, all were in agreement with the elements and controls noted and the concerns were heard by the researcher and were addressed in the next section of the dissertation.

Figure 12. Photos from Final Session of Researcher and Some Attendees
(Note: Permission was granted to include this image in the document.)

Summary

This chapter described the participants and the results from the survey responses and the interview feedback. The researcher explained which ALM and chaordic elements were deemed present in the current ALM successes and the aspired ALM achievements followed by an account of the controls noted.

In sum, 7,329 survey responses to the question, "What did you like best about this module?" were collected. The responses were submitted by previously enrolled soldiers between December 16, 2013 and July 18, 2014. Thirty-two interviews with 3 Army officials, 4 Government customers, 4 currently enrolled soldiers, 17 LWNS employees, and 4 participants who requested confidentiality.

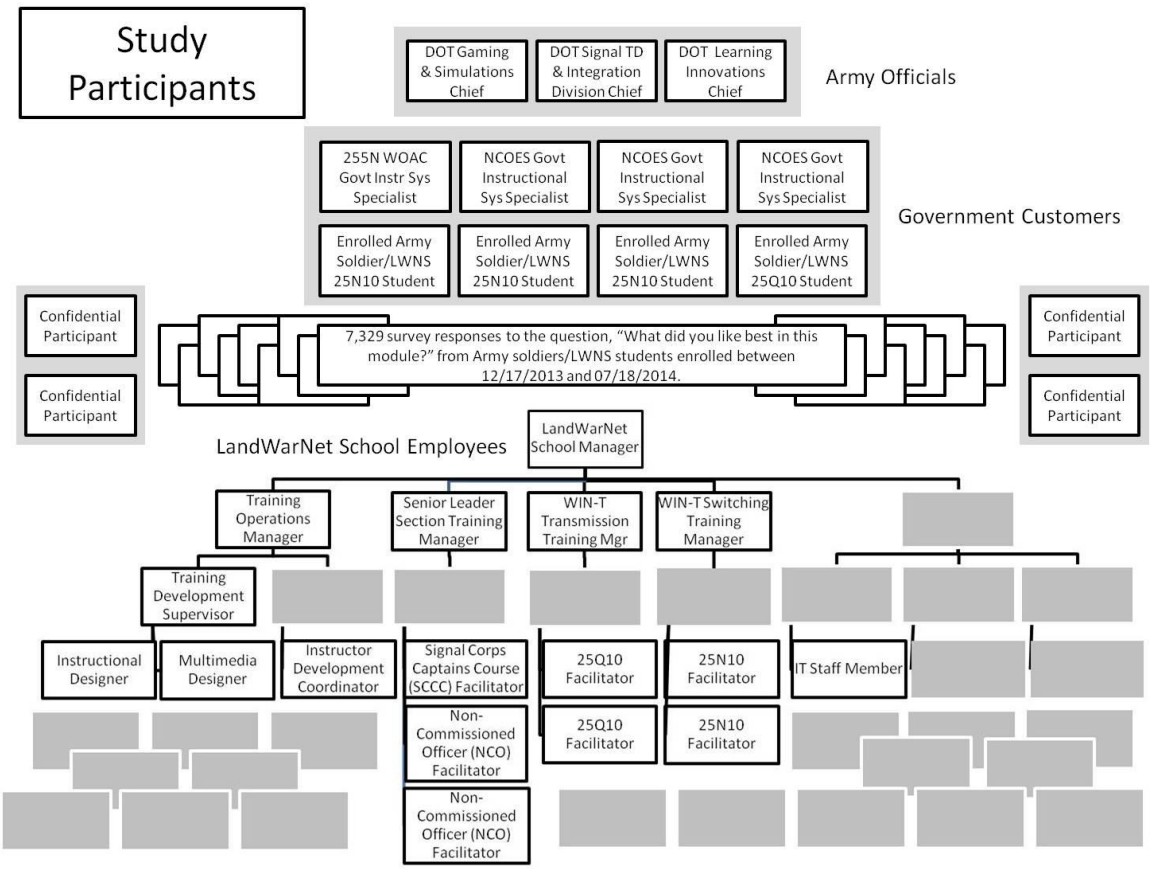


Figure 13. Diagram Summarizing Study Participants

The survey responses and the interviews were reviewed for the presence of ALM elements, possible consistency controls, and chaordic elements. The opportunities map graphically depicts the instances of ALM and chaordic elements reported as present from interview responses first with a dark gray. The instances of ALM and chaordic elements reported in current ALM successes in the survey feedback are conveyed with the medium gray color at the end of each bar. The instances of ALM and chaordic elements reported in aspired ALM successes through interview feedback are shown with a light color in each bar. The number indicates how many interviews or survey responses in which an element was found present, but the number 1 or the number 2 does not represent one participant. Even though an interviewee or survey response may mention one element

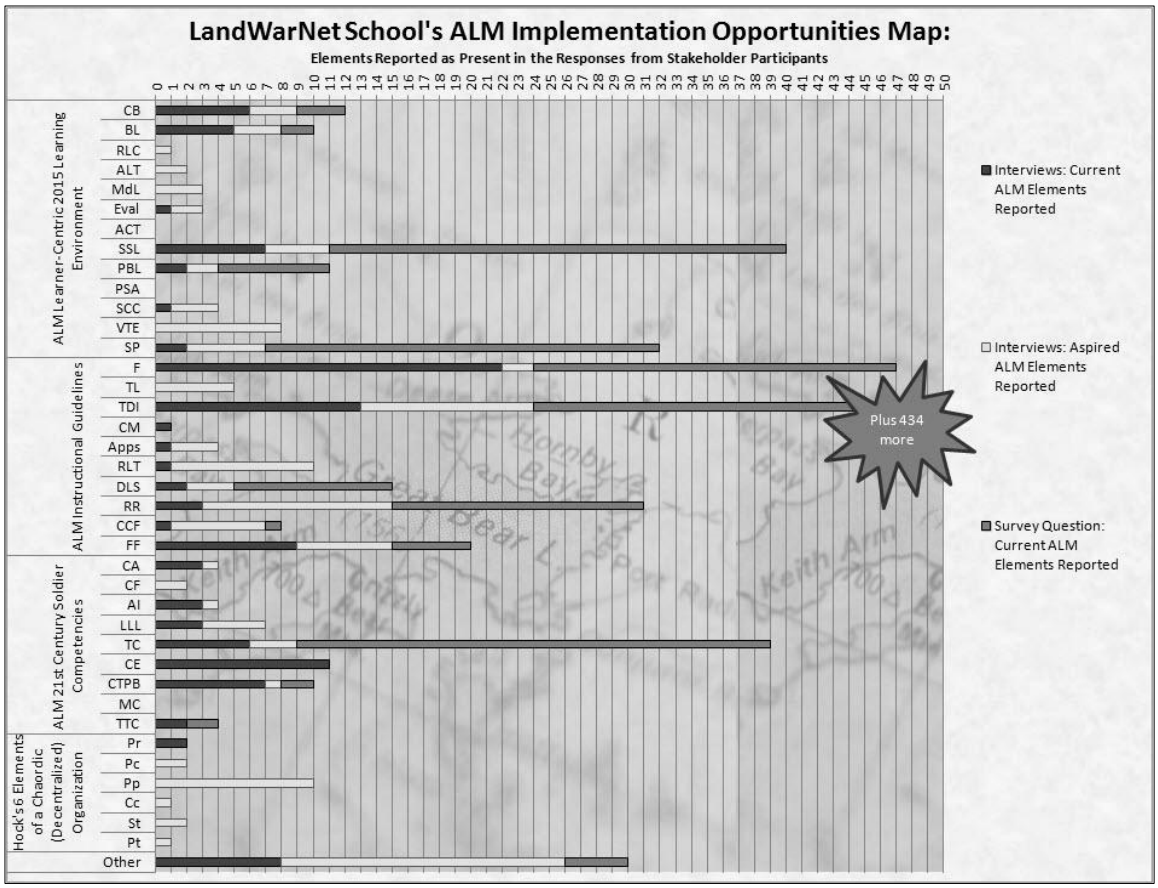


Figure 14. Opportunities Map Including Current and Aspired Results

repeatedly, it is only marked as being present once in one interview or survey response. One interview or survey response may have multiple ALM elements present.

Of the 32 ALM elements, 23 or 72% were deemed to be present in current ALM successes. Twenty-six of the 32 or 81% were found to be present in aspired ALM achievements. Within the 3 categories of ALM elements, there were 7 of the 13 Learner-Centric Environment elements reported to be present in current ALM successes and 11 in aspired successes. There were 9 of 10 Instructional Guidelines deemed to be present in both current and aspired successes. Seven of the nine 21st Century Soldier Competencies were present in current ALM successes and 6 in aspired ALM achievements. The 30 comments marked as Other (12 in current and 18 in aspired successes) were noted

because their topics either were mentioned in or aligned with the ALM document, but were outside the specified ALM elements of this study or they included current ALM elements, but were outside the context of the LWNS.

Every chaordic element was found to be present in either current or aspired ALM successes. The first element, purpose, was the only one deemed present in current ALM successes. The other five elements were found in aspired ALM successes, but only with one or two instances each. The exception was the chaordic element, people, which was noted 10 times in aspired ALM achievements.

There were 73 potential consistency controls noted in the survey and interview responses. The controls of learning resources are easily accessible, self-driven, and realistic are each in the top five positions for both current and aspired ALM successes. The ALM elements SP (single portal) and TDI (reduce lectures and increase the use of technology) were most prevalent with the control, learning resources are easily accessible. The ALM elements SSL (self-structured learning), TDI (reduce lectures and increase the use of technology), CA (character and accountability), and AI (adaptability and initiative) were common with the control, self-driven. The 21st century competencies were not associated with the controls, realistic or learning content easily accessible, but were prevalent with the control, self-driven. The ALM elements RR (game-based training for realism and relevance), TDI (reduce lectures and increase the use of technology), and CB (context-based lessons) are most associated with the control, realistic. TDI (reduce lectures and increase the use of technology) was the element associated with all three of the most common controls.

Having a capable facilitator went from being next to the most common in

supporting consistency currently to only being noted twice in the list of controls found in aspired ALM achievements. This is graphically depicted below in the word clouds. The size of each word is based the number of instances the word is repeated. The larger the word, the more times it was present.

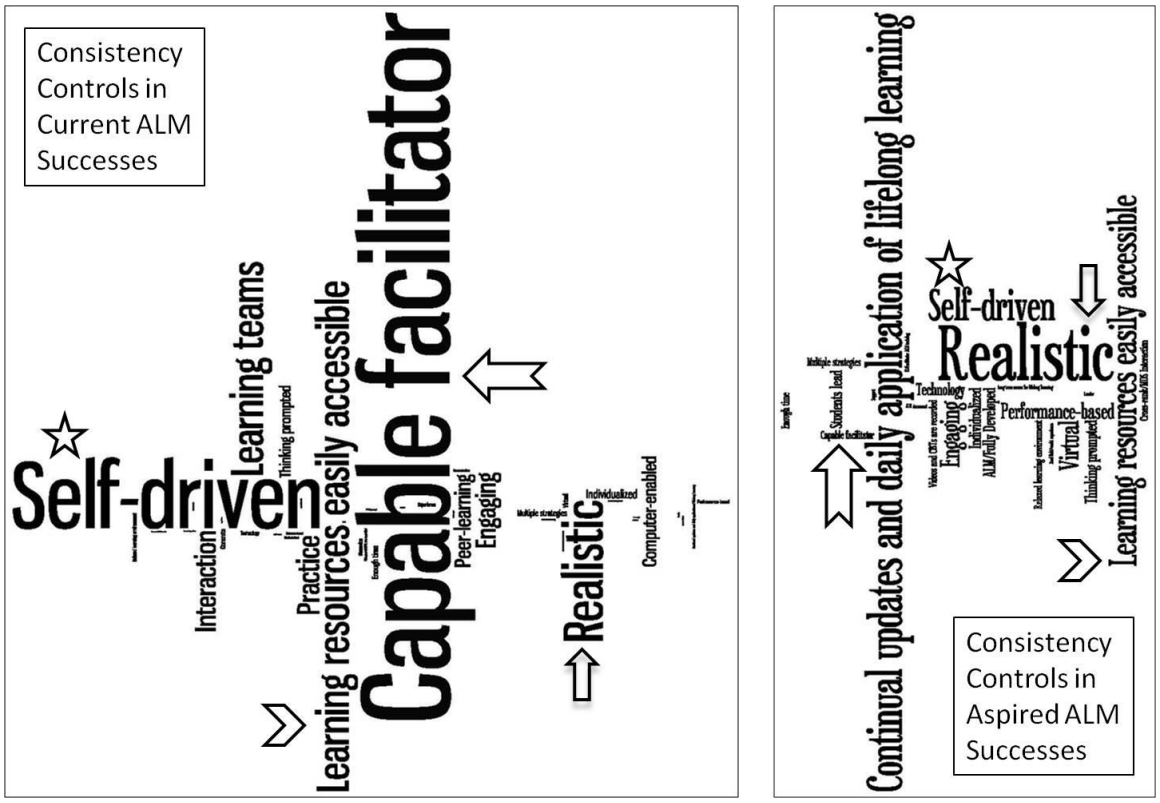


Figure 15. Consistency Controls Summarized in Word Clouds

In the next chapter, these results will be further discussed and conclusions will be established. The researcher will suggest recommendations based on the conclusions.

CHAPTER 6

CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

Chapter 6 begins with a brief summative review of this exploratory, qualitative case study employing the Appreciative Inquiry methodology. The chapter is divided into the following sections: (a) summary, (b) conclusions, (c) discussion, and (d) recommendations.

Summary

Change is the only constant and how an entity responds to change determines its future (Maxwell, 2010). To investigate and implement organizational change, a framework known as Appreciative Inquiry (AI) based on social constructivism and affirmed in positive image theory was developed. In 1997, the American Society for Training and Development (ASTD) recognized GTE for the best organization change program in the country citing AI as the back-bone (Cooperrider & Whitney, 1999). The next year, the LandWarNet School (LWNS) owned by the training contractor, GTE, and located on the Army base, Fort Gordon, moved to Brant Hall to enable traditional, centralized equipment training. General Dynamics purchased the Government Divisions of GTE in 1999 and the LWNS was a part of that purchase. Currently the LWNS is contracted by the U.S. Army to train Signal Soldiers tactical communications systems ("LandWarNet School," n.d.).

On a global level, the world is in a constant state of flux. The War on Terror initiated, September 11, 2001, continues against non-traditional forces and tactics (Melillo, 2006). Additionally, the world has still not recovered economically from the 2008 financial crises (McCoy, 2013). Hock (1999, 2005), the founding CEO of VISA,

the first global credit card business, reasons that centralized organizations are failing because they are based on concepts from the Industrial Revolution. Hock proposes future organizations will be based on shared purpose and will be a balance of chaos and order, or chaordic, in nature. In the meantime, advances in technology are accelerating at such an exponential rate planning or preparing for even the immediate future is difficult (Kurzweil, 2005).

These global environmental shifts compelled evolution in the Army Training Doctrine or TRADOC. The Army's competitive advantage depends on its ability to learn and adapt faster than its decentralized adversaries. Brafman and Beckstrom (2006) explained that the only way to counter decentralized opposing forces is to become more decentralized. The new Army Learning Model (ALM) introduces decentralization in a learner-centric learning environment for the 21st Century Soldier where lectures are replaced with facilitation. Rather than PowerPoint presentations, soldiers are engaged in a plethora of simulations, Computer-Based Training (CBT), and gamified resources encouraging self-motivated participation.

LWNS is adapting its training methods to the customer's expectations; however, there is no current example of decentralized military training as it is envisioned in TRADOC PAM 525-8-2, the new Army Learning Model (ALM). The Army itself is trying to transform decades of centralized infrastructure and culture to renovate current lesson plan templates, approval processes, and evaluation procedures for innovative curricula.

Both the customer (U.S. Army) and the training contractor (LWNS) are centralized organizations trying to incorporate decentralizing strategies to meet the ALM

goals. Performing traditional change strategies typically validated in scenarios where the organizations were seeking centralized change, may be inadequate. Finding the gaps or deficits between the product/service and the evaluation of that product/service while the contracted producer and the customer entities are both transforming may be equally challenging.

Purpose of the study. The purpose of this exploratory, qualitative case study was to describe the current status of the LWNS's ALM implementation in relation to TRADOC PAM 525-8-2 toward the ongoing goal of improving a centralized training organization by introducing decentralization to find the envisioned "sweet spot" or best competitive position (Brafman & Beckstrom, 2006) using the Appreciative Inquiry (AI) framework as the methodology. The "sweet spot," defined by Brafman and Beckstrom (2006), is "the point along the centralized-decentralized continuum that yields the best competitive position" (p. 189). The "sweet spot" is also defined as "enough decentralization for creativity, but sufficient structure and controls to ensure consistency" (p. 191). Any presence of Hock's (1999) chaordic elements of a decentralized organization were noted and considered also as a presence of decentralization.

The following overall research question along with the support questions below guided this study: "How is a centralized training organization improved by introducing decentralization?"

1. What current and aspired ALM (decentralizing) elements from the TRADOC PAM 525-8-2 appear to be present in LWNS stakeholder interview and survey responses?

2. Of the current and aspired ALM (decentralizing) elements from the TRADOC PAM 525-8-2 that are noted as present in the participant feedback, what consistency controls or structures seem to be apparent?

3. What presence in the interview and survey responses is there of Dee Hock's six elements (1999) of a chaordic (decentralized) organization? (Purpose, Principles, People, Concept, Structure, Practice)

Literature review. The system concept on which contemporary organizational thought is based developed from three points of view: (a) the goal-oriented machine model, (b) the survivalist organic model, and (c) the interdependent open model. Although Weber's ideas were predominately within the realm of the machine model, he provided the roots to the open model through his social systems contributions.

Most centralized organizations resemble Weber's model of bureaucracy. In other words, each position has a specialization, employees have a detached professionalism, there is an organizational chart, the policies and procedures are documented, and the expectation is that employees will move up the hierarchy (Hoy & Miskel, 2008).

Generally, the top benefits to having a centralized structure are economy and efficiency ("New Guidance," 2012). Centralization is perfect for a configuration that Mintzberg described as a machine bureaucracy (Mintzberg, 1979). The organization is so precise and formalized that it operates like a well-oiled machine. This type of function is especially useful when success is essential as in warfare. Both the Army and the LandWarNet School are centralized organizations.

Although early systems theorists viewed organizations as closed, now most acknowledge outside influences or open systems. External elements that influence

organizational change include political factors, economic factors, social factors, and technological factors such as the extended War on Terror, the reduction of resources due to the global 2008 financial crises, the worldwide importance of the Internet, and the exponential advances of technology for our military as well as the adversaries (Murray, Poole, & Jones, 2006).

Decentralization for IBM, VISA, eBay, General Electric, and Amazon has shown that it can improve the competitive edge. Organizational expert, Peter Senge, proffered that VISA under Hock's influence was the largest business organization in the world and was decentralized (Hock, 2005). Hock described that VISA formed as a chaordic organization based on six non-linear and interconnected elements: Purpose, Principles, People, Concepts, Structure, and Practice (Hock, 1999). Also, integral to decentralization, as well as ALM, is learning to learn through the use of technologies (Coop, 2013).

Leadership has always been central to Army training, but with the new Army Learning Model, decentralization empowers lower echelons with greater authority and responsibility as illustrated in *The Strategic Corporal* by General Charles Krulak (1999). The new Army Learning Model changes are founded in educational research using tutorial technology and small collaborative groups to increase comprehension (Bloom, 1984), making lessons self-directed (Knowles, 1988), and engaging through gamification and authentic scenarios (Maslow, 1970). Learning is experience-oriented and adaptive to support the Operational Army (Kolb, 1984).

With the Army Learning Model directive, for the Army and the LandWarNet School, these changes are integral to business and ultimately battlefield success so these

innovations are essential. The thrust to infuse ALM at the LWNS has been advancing for two years. At this point, it is time to reinvigorate the process and push toward Kotter's *Step 8: Incorporating Changes into the Culture* ("The 8-Step," n.d.) ALM will need to be embraced by most of the organization in order for the change to become long term.

Appreciative Inquiry is a methodology for positive change (Corbett & Fikkert, 2012). The Naval Postgraduate School hosts the Center for Positive Change based on Appreciative Inquiry. Their mission is to create a positive change leadership network to support innovations. Brafman and Beckstrom (2006) stated AI is also an avenue for decentralizing an organization. Appreciative Inquiry is powerful enough to transform the culture and positively affirmative so that the change is not resented or just accepted, but desired (Whitney & Trosten-Bloom, 2010).

Methodology. Thirty-two Face-to-face Appreciative Inquiry (AI) interviews were conducted to solicit success-based narratives in reference to the current ALM implementation and aspired ALM achievements from all willing LWNS stakeholders (employees, soldiers, Government customers, and Army officials). Only positive questions were asked and only affirmative responses were recorded according to the decentralized AI methodology based on social constructionism which posits social reality is built through conversations (Whitney & Trosten-Bloom, 2010). Confidentiality was provided only for those who specifically requested it. Also, 7,329 responses to the end of module survey question, "What did you like best in this module?" previously collected from LWNS students along with the interview responses were reviewed with constant comparison for the 32 ALM elements in the TRADOC PAM 525-8-2, controls as described in the definition of "sweet spot" by Brafman and Beckstrom (2006), as well as

Hock's six chaordic elements (1999). All data collected was posted to the LeaderMeeter|Meter blog for review by participants. One summative, facilitated group meeting was held for stakeholder confirmation. The results used to describe the status of the LWNS's ALM implementation explain how a centralized training organization (LWNS) was improved by the introduction of decentralization (ALM) toward the on-going goal of the best competitive position or "sweet spot" defined by Brafman and Beckstrom (2006) as "Enough decentralization for creativity, but sufficient structure and controls to ensure consistency" (p. 189, 191).

Findings. All LandWarNet School stakeholders (LWNS employees, Government customers / Instructional Designers, Army officials, and soldiers/students) were invited to participate starting July 21, 2014. Four participants requested confidentiality while 28 waived confidentiality. Thirty-two participants were interviewed. Seventeen LWNS employees from a variety of levels and departments including managers, supervisors, facilitators, an instructional designer, a multimedia designer, and an IT staff member consented to participate. Three Army officials, 4 Government instructional designers, and four currently enrolled soldiers were interviewed. Responses to the survey question, "What did you like best about this module?" were collected and reviewed for ALM successes. The surveys were administered to every LWNS student previously enrolled between the dates December 16, 2013 and July 18, 2014.

All but three, of the 32 ALM elements, were reported as present or aspired. More learner-centric learning environment elements were aspired than present. There were three common controls for consistency noted within the top five of both present and

aspired ALM elements—content needs to be self-driven, easily accessible, and realistic. Of the six chaordic elements, one was noted as currently present and five were aspired.

Conclusions

In reflection of the findings, several conclusions can be drawn. There were 7,329 survey responses and 32 interviews reviewed from representatives of each stakeholder category and from all four levels of the LWNS personnel hierarchy. The results are noteworthy even though this is an exploratory study because the participating group is diverse in multiple ways. Many different perspectives were documented.

Almost 88% of consenting participants chose to have their identity published with their comments. In fact, two more participants originally requested confidentiality, but following the interview requested to waive confidentiality. Appreciative Inquiry empowers participants to communicate with confidence.

There were 460 instances of the element, reduce lectures and increase the use of technology (TDI), and another 13 instances from the interview feedback about current ALM successes. There were 22 instances of facilitation (F) closely related to the reduce lectures part of TDI also in interview feedback about current ALM successes. Additionally, another 11 instances of TDI were in the interview feedback about aspired ALM achievements which is second only to game-based training for realism and relevance (RR) in elements that are in aspirations. Additionally, there were three common controls for consistency noted within the top five of both present and aspired ALM elements—content needs to be self-driven, easily accessible, and realistic. The ALM element, reduce lectures and increase the use of technology (TDI), is associated with all three controls. The ALM element, reduce lectures and increase the use of

technology (TDI), is the LWNS's top ALM implementation success currently supported by the three controls of content needs to be self-driven, easily accessible, and realistic. TDI is a promising success for the future second only by one instance to game-based training for realism and relevance (RR).

The chaordic elements were mapped to demonstrate graphically which were deemed present and which were not reported. Of the six chaordic elements, one was noted as currently present and five were aspired. Some decentralization has been introduced, but there is more aspired than present.

Discussion

The participants were described and diagrammed according to ALM job function. Of the 32 interviews and the 7,329 surveys, each category of LWNS stakeholder was represented (LWNS personnel, Government instructional designers, Army officials, currently enrolled soldiers, and previously enrolled soldiers). All four LWNS levels (school manager, section managers, division supervisor, department employees) of personnel were interviewed. Four participants requested confidentiality while 28 waived confidentiality. The results are better than they might have been because the participant group is very diverse. AI interviews that are "full-voice and involve all of the organization's stakeholders," are best (Whitney & Trosten-Bloom, 2010, p. 154). AI "creates an opportunity for people to be heard" (Whitney & Trosten-Bloom, 2010, p. 19). Although it was just as easy to request confidentiality as to waive it, almost 88% chose to have their identity published with their comments. In fact, two more participants originally requested confidentiality, but after the interview requested to waive confidentiality. Appreciative Inquiry empowers participants to step out of the shadow of

confidentiality with the focus on successes and positive feedback enabling confident communication as is modeled by leaders.

What current and aspired ALM (decentralizing) elements from the TRADOC Pamphlet 525-8-2 appear to be present in LWNS stakeholder interview and survey responses? The ALM elements were mapped to demonstrate graphically which ALM elements were deemed present, which seem aspired, and which were not reported. All but three of the 32 ALM elements were reported as present or aspired. ACT or Tracking and Feedback (Army Career Tracker) and Performance Support Apps for mobile digital devices (PSA) in the Learner-Centric Learning Environment category were not noted. Cultural and joint, interagency, intergovernmental, and multinational competence (MC) of the 21st Century Soldier Competencies category was not noted. All three of the elements missing require planning time, coordination, and resources to develop, but identification of what needs attention is just as important as documenting what has been accomplished.

The ALM element, reduce lectures and increase the use of technology (TDI), was by far the most reported element in surveys. Facilitation (F) in the ALM Instructional Guidelines category was noted most prevalent in interview feedback about current ALM successes and second in survey responses. This is not surprising since the LWNS made sure that every instructor and developer had a weeklong facilitation workshop. However, what is surprising is that even though the most prevalent ALM element in interview feedback about current ALM successes is facilitation (F), there are only two instances of facilitation (F) in aspired ALM achievements. It appears that the aspirations are dedicated to virtual experiences and the facilitator is either assumed or unneeded due to

technology advancements. Either is a significant difference and should be given more investigation.

Probably related to the prevalence of the facilitation element in current ALM successes and the facilitation workshop, the instructional guideline to reduce PowerPoint presentations and increase the use of technology (TDI) along with the 21st Century Soldier Competency of communication and engagement (CE) are the second and third most common elements in interview feedback about current ALM successes. The survey responses do not show a presence of communication and engagement (CE) probably because of the perspective of the survey taker. It is not logical for the survey taker to indicate his or her communication and engagement (CE) was what was best about a module. After that, full-spectrum frame of mind (FF), problem solving (CTPB), context-based learning (CB), self-structured learning (SSL), blended learning (BL), and teamwork and collaboration (TC) fall in at about the same prevalence. Again, they all seem related or connected to each other. Problem solving (CTPB) is part of context-based learning (CB) and the full-spectrum frame of mind (FF) is akin with teamwork and collaboration (TC). Self-structured learning (SSL) is part of blended learning (BL). Lifelong learning (LLL) was as prevalent as adaptability and initiative (AI) with character and accountability (CA). It seems the elements support, or are in relation to, each other.

Self-structured learning (SSL) and teamwork and collaboration (TC) are much more prevalent in the Soldiers' survey responses than in the interviews. This is also true for having a single portal (SP) for resources and digital literacy skills (DSL). These elements are closely related to what the soldiers actually do and the survey was one

specific question—"what did you like best about this module?" The survey results show that realistic virtual training (RR) is present now while the interview results show that realistic virtual training (RR) is aspired. The LWNS is recognized for its multimedia creations such as: videos, virtual labs, and 3D CBTs. The survey responses confirm this overwhelmingly; however, the survey takers were only asked what they liked best now. These seemingly contradictory results have more to do with the difference in the way the data was collected than in any difference in ALM implementation successes. Seven out of 13 learner-centric learning environment elements were present while 11 of 13 were aspired because Virtual Training Environments (VTE), Mobile Learning dL Modules (MdL), Adaptive Learning, Intelligent Tutors (ALT), and Regional Learning Centers (Satellite schools at unit locations) (RLC) are all not functionally in place yet.

Other Salient Responses. The instances of elements marked as 'Other' were noted because they either were mentioned in or aligned with the ALM document, but were outside the specified ALM elements of this study or they included ALM elements, but were outside the context of the LWNS. There were 18 instances of the 'Other' element in aspirations. These included desires by the Government instructional designers for more ALM training, dreams for robust enduring teams, requests for changes to the Training and Development Capabilities (TDC) database to fit ALM requirements, and more.

Of the current and aspired ALM (decentralizing) elements from the TRADOC Pamphlet 525-8-2 that are noted as present in the participant feedback, what consistency controls or structures seem to be apparent? Potential consistency controls were listed and considered. There were three common controls for consistency

noted within the top five of both present and aspired ALM elements—content needs to be self-driven, easily accessible, and realistic. The ALM element, reduce lectures and increase the use of technology (TDI), is associated with all three controls and TDI is by far the most prevalent in surveys. TDI is second only to facilitation (F) in the interview feedback. Numbers aside, these consistency controls are simply integral to decentralization, andragogy, and student engagement.

What presence in the interview and survey responses is there of Dee Hock's six elements (1999) of a chaordic (decentralized) organization? The chaordic elements were mapped to demonstrate graphically which were deemed present and which were not reported. Of the six chaordic elements, one was noted as currently present and five were aspired. The opportunities map shows that in a couple of interviews, the chaordic element of purpose was noted as present now. Principles (Pc), People (Pp), Concepts (Cc), Structure (St), and Practice (Pt) were all noted in aspirations. The LWNS, like the customer it serves, is a highly centralized organization so it is not surprising that only one of the chaordic elements was noted currently. The reverse is true about the chaordic elements in the aspirations. All except Purpose (Pr) were found to be desired for the future. It appears more decentralization is sought, but a purpose (ALM actualization) is established.

How is a centralized training organization (LWNS) improved by introducing decentralization (ALM)? Since the Appreciative Inquiry interview and survey questions solicited only success stories, it is assumed that the reported implementation of ALM elements (decentralization) improved the LWNS (centralized organization). All but three ALM elements were noted as present. The majority of those were noted as

present currently and most elements are in feedback about aspired ALM achievements as well. The study results revealed a broad implementation. Although there were many more instances of the elements, reduce PowerPoint presentations and increase the use of technology (TDI) and facilitation (F), most of the other elements were present and/or aspired.

The three controls found in the top five most prevalent controls from survey results and interview feedback are targeted goals and strengths of the LWNS—learning content is easily accessible, self-driven, and realistic. Since the goal was just to introduce decentralization rather than to become decentralized, the presence of the first chaordic element in current ALM successes and the rest in aspired ALM achievements confirms this effort is trending successfully.

The positive approach of Appreciative Inquiry seemed to attract participation. AI affirmed the participant's ALM successes while giving them the confidence to voice their ideas without the need for confidentiality. This methodology coupled with an explicit list of ALM elements allowed the process to be positive and yet specifically productive. The opportunities map graphically presents the elements present currently and aspired with a concept of which elements are more present as well as which are absent.

Table 11. Synopsis of the Major Findings and Conclusions

Synopsis of the Major Findings and Conclusions	
Findings	Conclusions
Participants	
1. Of the interviewed participants, 53% were LWNS employees. 2. Less than 35% of the LWNS employees that participated were in	The sample, from the stakeholders (LWNS employees, enrolled soldiers, Army Officials, Government customers), was diverse, balanced, and comprehensive.

Synopsis of the Major Findings and Conclusions	
Findings	Conclusions
management or supervisory positions. 3. All LWNS training and curriculum sections were represented in the sample. 4. The survey responses were from every LWNS student (7,329) collected for a consistent period of over six months previous to the interviews.	
Two participants who requested confidentiality initially, waived after their interviews, but only four participants requested confidentiality overall.	The participants were not only comfortable sharing ALM successes, but most (88%) wanted to have their name present with their remarks. The Appreciative Inquiry approach encouraged confident communication.
ALM Elements	
1. Twenty-three of the 32 ALM elements within the study's scope or 72% were found to be present currently in the LWNS ALM implementation. 2. Twenty-six of the 32 ALM elements within the study's scope or 81% were found to be present in aspirations for the LWNS ALM implementation. 3. All but three elements were either reported as present currently or aspired.	The LWNS's ALM implementation reflected an almost complete coverage of the elements within the scope of the study and showed an inclination for including more elements in the future. Some of the missing elements require collaboration with other agencies and may need more time to be established; however, all absent elements need to be added to implementation agendas for discussion.
1. The ALM element, TDI (reduce lectures and increase the use of technology), specifically the use of	The ALM elements, TDI and F, are LWNS's top ALM implementation successes and are closely related. To reduce

Synopsis of the Major Findings and Conclusions	
Findings	Conclusions
LWNS videos, simulations, and the use of Cisco Packet Tracer® was most present in survey responses. 2. Although F (facilitation) was most present from interview responses and twice as prevalent as TDI, TDI was still the second most prevalent ALM element.	lectures means to increase facilitation as well as technology if instructors are still included in the training. Since most training prior to ALM was presentation and lecture-based, this modification was probably most apparent. Additionally, every facilitator and curriculum developer attended a week-long facilitation workshop and the LWNS has developed hundreds of short videos and CBTs since the ALM implementation began.
There were only two instances of Facilitation (F) noted in the aspirations.	Participants assumed since facilitation was predominant now, it would be in the future so there was not need to mention it further or they believe there will be minimal need for facilitation in the future. Since this is an extreme difference, it needs more investigation.
The most common element in aspirations was the outlier category of *Other*.	The aspirations included many ALM concepts that were more administrative in nature than the elements included in the study. For instance, there were dreams for more resources, for more collaboration (enduring teams), more training for developers and facilitators, more guidance, and tools (TDC) that accommodate ALM.

Synopsis of the Major Findings and Conclusions	
Findings	Conclusions
Controls	
1. The top controls found present in current ALM successes from all surveys and interviews are as follows: 1) Less lecture (Ppt), more technology, 2) Capable facilitator, 3) Self-driven, 4) Realistic, 5) Learning resources easily accessible. 2. The top controls found present in aspired ALM achievements from interviews are as follows: 1) Realistic, 2) Continual updates and daily application of lifelong learning, 3) Self-driven, 4) Learning resources easily accessible, 5) Engaging.	There are three common controls or structures present for consistency in both current and aspired successful ALM lessons: learning resources that are easily accessible, realistic, and self-driven. Missing from the top five in the aspired list is the consistency control of capable facilitator. In fact, in aspirations, capable facilitator is closer to the bottom than the top. Perhaps participants assumed capable facilitators would be present since they previously have been.
Chaordic Elements	
1. The first and the foundational chaordic element of purpose was the only one of the six noted in current ALM successes. 2. Four of the remaining five chaordic elements were present in aspired ALM achievements, but with only one or two instances each. 3. The chaordic element, people, was noted 10 times in aspirations.	The LWNS was only seeking to introduce decentralization and the absence of the majority of the chaordic elements affirms this effort. Additionally, the presence of rest of the chaordic elements in aspirations suggests more decentralization is desired and that people will be key in the on-going process.

Recommendations

This exploratory, qualitative case study was executed to gain initial insight to the following question, "How is a centralized training organization (LWNS) improved by introducing decentralization (ALM)?" The first two stages (Discovery and Dream) of the 4D Appreciative Inquiry methodology were used to collect responses about current ALM successes and aspired ALM achievements. The preliminary results were shared in the LeaderMeeter|Meter blog and confirmed in a final group session, while the final results were presented and discussed in this document.

Recommendations for practice. The results of this study will be shared with the LandWarNet School stakeholders. The opportunities map graphically represents the ALM successes and the ALM aspired achievements reported to the researcher. As interesting as it is to see the results of this inquiry, the research will fall short of its tremendous potential if the momentum stops here. It is highly recommended an ALM champion support the completion of the next two stages (Design and Destiny) of the 4D Appreciative Inquiry project toward the on-going goal of actualizing ALM and finding the "sweet spot." Even if the AI project is not completed, it is recommended that the ALM elements found present be celebrated, the aspired elements be pursued with fervor, and that all the elements be purposely and positively discussed toward progress. "Effective leaders look for ways to use the successes of today to empower their people for the challenges of tomorrow" (Maxwell, 2010, p. 209).

According to TRADOC PAM 525-8-2, metrics and standards for each competency by cohort and echelon need to be established (CM). Only one present instance of the ALM element (CM) was recorded. The ALM elements, CM and

communication and engagement (CE), were neither in any aspired ALM achievements. More discussions need to be seeded on how to successfully accomplish these elements in the future. According to constructivism and Appreciative Inquiry, what the LWNS stakeholders talk about is what will be pursued. Additionally, there are three elements where no current or aspired instances were deemed present. Tracking and feedback or Army Career Tracker (ACT), Performance Support Apps (PSA), and multicultural competence (MC) also need to be seeded in discussions on how to successfully accomplish these elements within and beyond the LandWarNet School.

Another point for sincere consideration and conversation is the concept of consistency controls. As the LWNS advances in the ALM implementation, the top common controls noted in the study—learning content is easily accessible, self-driven, and realistic—need to be incorporated as well as the others found present in the study and any others that might potentially support consistency with the innovation.

One concern the researcher has is the difference between the prevalence of the element, facilitation (F) and the control, Capable Facilitator, in current ALM successes and their almost absence in the aspirations. This discrepancy needs stakeholder discussion and consideration. Perhaps the aspirations assume capable facilitation will be present; however, the concern is that the aspirations are not planning for this factor. It does not seem prudent to believe that a significant source of consistency now will be needed negligibly in the very near future. The researcher suspects that the facilitator (F) element and the capable facilitator consistency control were not present in aspirations because the participants overlooked the support from the capable facilitator the way humans overlook the contributions of family members or friends. It is easy to believe the

significant contributions currently noted will always be present. Also, the feedback was about aspired ALM achievements and not about what only would be present in the future. It may be the participants assumed everything present now will be present in the future and only mentioned what was not present now or of what more was needed.

Recommendations for further study. As a researcher, the choice to apply the Appreciative Inquiry approach could not have been more confirmed. The data was gathered. The process was positive for the participants and for the stakeholders who did not participate. The results were informative, reinforced confident suspicions, and revealed some areas where more efforts were needed. Although absent elements were identified along with the achievements, these were not considered negative marks, but opportunities for improvement. AI enabled a positive as well as a productive assessment into the LandWarNet School ALM implementation. I highly recommend Appreciative Inquiry continue to be integral to LWNS innovations and as part of ALM implementations in all organizations. Change will continue to be on-going for all organizations and with AI it can be invigorating instead of intimidating.

Although there was excellent interview participation (32 interviewees from all categories of stakeholders and LWNS employee levels), the employee obligations, contractual regulations, and IRB requirements prevented participants interviewing participants and inhibited the time for group interactions that support Appreciative Inquiry. The LeaderMeeter|Meter blog and the final session were not as effectual as they might have been in a less constrained situation. Although the research was supported wholeheartedly, there were three sets of rules and guidelines to abide by—corporate, government, and IRB. Perhaps incorporating specific requests in the permission process

for more group time and direct email to encourage participation with the blog and the final session would have helped.

The descriptions of the ALM elements helped to focus this study. The controls, as defined by Brafman and Beckstrom (2006) were not so clear which made the controls research and results vaguer. Qualitative research and AI need freedom, but also specifics to be as effective as possible.

While this study provided some initial and interesting information, more research is needed to determine what in ALM supports successful outcomes and what needs further refinement. For example, a presence of an ALM element while appropriate for exploratory research needs to be more measurable. Empirical, rather than just exploratory data, is needed. Only three categories of the ALM document were explored in this study. Expanding the research to include the variety of aspects in TRADOC Pamphlet 525-8-2 including the enduring team and the proper preparation for curriculum developers and facilitators as was noted in the feedback from the Government Instructional Designers and documented in the *Other* section of the collected data would be beneficial.

Although centralization has been studied for centuries, this is not so with decentralization. More research is required to learn how decentralization may help struggling organizations. Similarly, the chaordic elements were proposed by a decentralization expert, yet an empirical foundation is needed.

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APPENDIX A

PERMISSION TO PERFORM THE STUDY AT LANDWARNET SCHOOL

GENERAL DYNAMICS
C4 Systems

06/06/2014

Human Subjects - Institutional Review Board
Georgia Southern University
P.O. Box 8005
Statesboro, GA 30461

To Whom It May Concern:
Lisa J. Stamper has requested permission to collect research data from consenting LandWarNet School (LWNS) stakeholders through a project entitled, **The LandWarNet School, the Army Learning Model, and Appreciative Inquiry: How is a Centralized Organization Improved by Introducing Decentralization?**. This stakeholder group includes all LWNS employees, the LWNS government contacts (civilian personnel), soldiers (who are at the LWNS during the data collection phase of the study and have experienced ALM strategies at the LWNS), and Army officials involved with the ALM implementation at the LWNS. Additionally, the responses to the end-of-module survey question, *"What did you like best in this module?"* from the soldiers who have graduated from LWNS ALM-integrated courses will be collected too. All the responses will be posted and discussed on the LeaderMeeter|Meter (WordPress) blog on the eUniversity or closed network at the LWNS. I have been informed of the purposes of the study and the nature of the research procedures. I have also been given an opportunity to ask questions of the researcher.

As a representative of the LandWarNet School, I am authorized to grant permission to have Mrs. Stamper recruit research participants from the stakeholders associated with our training organization according to the following. An invitation email will be sent to all LWNS employees with a link to the customized sogosurvey.com web page. Soldiers will not be emailed. An HTML "sign" will be posted during the 30 days of data collection on the landing page of all ALM-integrated courses in the content management system, POINTS, with a QR code for use with a phone or tablet to the same sogosurvey.com site. The sogosurvey.com site will collect consent and contact information from both the employees and the soldiers for interviews to be scheduled with those who choose to participate by Mrs. Stamper. She has agreed to the following restrictions: Contact with customers (e.g., government instructional designer counterparts), soldiers, and Army officials must be arranged through the appropriate level of supervisor or manager. It is understood that remarks from those who waive confidentiality will be public and that the names and job titles will be published with the responses from the stakeholders. The remarks of those who request confidentiality will still be published, but without the associated identity (no names, job titles, etc.). The names associated with the survey responses will not be published. The results of the study will be provided to the LWNS as well.

If you have any questions, please contact me at (706) [redacted] or alan.makowsky@gdc4s.com.

Sincerely,

Alan Makowsky
LandWarNet School Training Operations Manager

P.O. Box [redacted]
[redacted]
Fort Gordon, GA 30905
Tel 706 [redacted]
Fax 706 [redacted]

General Dynamics Private Information

APPENDIX B

EMAIL / INVITATION TO PARTICIPATE IN STUDY

To LWNS employees:

Lisa J. Stamper

Subject: Invitation to share your ALM implementation successes!

Dear LandWarNet School Stakeholder:
With permission from General Dynamics, the LandWarNet School, the US Army at Fort Gordon through the 15th Signal Brigade Commander, Colonel Stephen A. Elle, the Fort Gordon Garrison Commander, Colonel Samuel G. Anderson, and the Fort Gordon Command Major General LaWarren V. Patterson I am contacting you with the following invitation.

My name is Lisa J. Stamper and I work at the LandWarNet School. I am also a doctoral candidate at Georgia Southern University. I am writing to invite you to share your expert insight.

Beginning July 21st, the study I am conducting will describe how a centralized organization (LWNS) is improved by introducing decentralization (ALM) toward the best competitive position in order to sustain innovation. Since you are integral to the ALM transformation, this research will be more relevant with your valuable insight. The interview questions will ask you about your successful, professional experiences with the LWNS in reference to ALM. In a focused effort to learn as much as possible about the successes toward sustaining the innovation, I will only ask positive questions and I will only record feedback that is affirmative according to a specific methodology called Appreciative Inquiry.

Please forward this message to your personal email and with your PC, phone, or tablet, click the following link to review, and submit the online consent form along with your contact and job title information to arrange an interview.

Click here to open the informed consent form, type the following URL in a browser http://www.sogosurvey[redacted] or scan the following QR code.

Your participation is completely voluntary and it will not affect your job in any way. However, your feedback will directly impact the way the LWNS sees the success of the ALM implementation at the LWNS and will likely influence how TRADOC views the ALM implementation at the LWNS. The documentation of our successes may enable continued future innovation and other military training organizations will benefit from our model. Your affirmative input will add to the Organizational Design body of knowledge of how the introduction of decentralization may improve even the most centralized of organizations toward the goal of finding the best competitive position. This information is significant at a time when so many seemingly stable, centralized organizations around the world are failing or struggling.

Although General Dynamics and the U.S. Army at Fort Gordon has given permission for this study to occur and the research data is being collected from consenting LWNS stakeholders, the study is not affiliated with General Dynamics, the LWNS, Fort Gordon, or the US Army. This research is being performed by Lisa Stamper as a partial requirement for an Ed.D. degree from Georgia Southern University.

Lastly, be aware that Soldiers and customers will be invited to participate too. Soldiers will be invited through HTML ads in POINTS. If individuals ask you about the study, tell them they are welcome to participate if they want, but they don't have to if they don't want to. I am seeking voluntary input only.

Thank you for your consideration and I hope you will submit your online consent form today.

Sincerely,

Lisa J. Stamper
Georgia Southern University Doctoral Candidate
[redacted]@georgiasouthern.edu
[redacted] mobile

Contractor, GDC4S
QA and Instructional Design
Certified Professional Technical Communicator (CPTC)
General Dynamics C4 Systems
LandWarNet School
[redacted]

1

To Government Customers:

Stamper, Lisa

From: Makowsky, Alan
Sent: Thursday, July 24, 2014 3:59 PM
To: [redacted]

Subject: Invitation to share your ALM implementation successes!

I'm contacting you to ask for your assistance for one of our employees here at General Dynamics. Her name is Lisa Stamper and she is working on her doctoral degree through Georgia Southern University.

Lisa has chosen a project that involves collecting and analyzing data about the Army Learning Model (ALM) and the LandWarNet School (LWNS). The data collection involves one-on-one interviews with people who are stakeholders in the LWNS and can provide feedback on the school and the ALM.

Because we at the LWNS work with you, we consider you to be a stakeholder in the School. As such Lisa would like to get your input to her research project.

I am personally excited about this project because it will not only help Lisa achieve her doctoral degree, the information she collects and the analysis of that information will be available to us all as we assess the impact of the ALM on our training. Once Lisa is finished with her analysis, we anticipate including this as well as other data into a document to provide feedback on the lessons learned and best practices we have discovered in trying to implement the ALM into our training.

Although we hope you choose to participate, participation is purely voluntary. Lisa has all the necessary permissions from General Dynamics and the government to pursue her data collection.

Below is the formal invite and instructions on how to participate in this study.

If you have any questions, please feel free to contact me.

Thanks for your support,

Al Makowsky
Contractor, General Dynamics C4 Systems
Training Operations Manager
LandWarNet School
Ft Gordon, GA
Work: 706[redacted]
Cell: 706-[redacted]
Fax: 706-[redacted]

To Army Officials:

Stamper, Lisa

From: Clark, Thomas
Sent: Monday, August 25, 2014 9:07 AM
To: [redacted]
Subject: FW: Invitation to share your ALM implementation successes!

Sirs,

Lisa is finishing up her research project. As three of the most important stakeholders I wanted to send you the same email we sent to the other stakeholders. The survey takes 30 minutes and Lisa could come to you if you are interested in taking it. I took it, Lisa is awesome.

This is a cut and paste of the email we sent to other stakeholders.

I'm contacting you to ask for your assistance for one of our employees here at General Dynamics. Her name is Lisa Stamper and she is working on her doctoral degree through Georgia Southern University.

Lisa has chosen a project that involves collecting and analyzing data about the Army Learning Model (ALM) and the LandWarNet School (LWNS). The data collection involves one-on-one interviews with people who are stakeholders in the LWNS and can provide feedback on the school and the ALM.

Because we at the LWNS work with you, we consider you to be a stakeholder in the School. As such Lisa would like to get your input to her research project.

I am personally excited about this project because it will not only help Lisa achieve her doctoral degree, the information she collects and the analysis of that information will be available to us all as we assess the impact of the ALM on our training. Once Lisa is finished with her analysis, we anticipate including this as well as other data into a document to provide feedback on the lessons learned and best practices we have discovered in trying to implement the ALM into our training.

Although we hope you choose to participate, participation is purely voluntary. Lisa has all the necessary permissions from General Dynamics and the government to pursue her data collection.

Below is the formal invite and instructions on how to participate in this study.

If you have any questions, please feel free to contact me.

Thanks for your support,

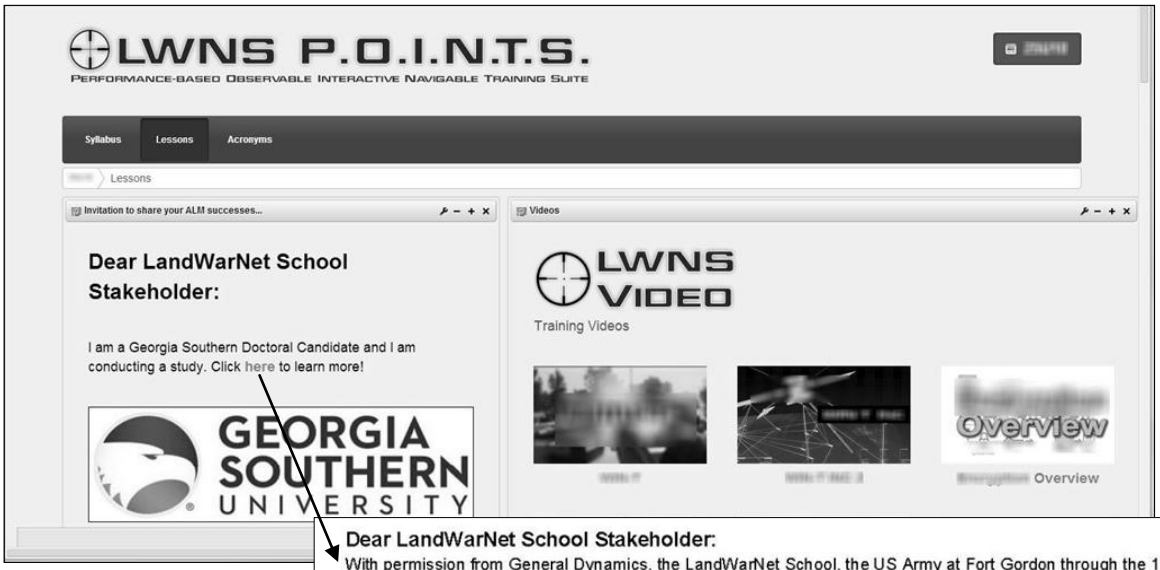
V/R
Tom

Thomas "Tom" Clark
Contractor
WIN-T Transmission and User Access Training Manager
GENERAL DYNAMICS
C4 Systems
LandWarNet School

1

APPENDIX C

HTML POSTER / INVITATION TO PARTICIPATE IN STUDY



Dear LandWarNet School Stakeholder:

With permission from General Dynamics, the LandWarNet School, the US Army at Fort Gordon through the 15th Signal Brigade Commander, Colonel Stephen A. Elle, the Fort Gordon Garrison Commander, Colonel Samuel G. Anderson, and the Fort Gordon Command Major General LaWarren V. Patterson I am contacting you with the following invitation.

My name is Lisa J. Stamper and I work at the LandWarNet School. I am also a doctoral candidate at Georgia Southern University. I am writing to invite you to share your expert insight.

Beginning July 21st, the study I am conducting will describe how a centralized organization (LWNS) is improved by introducing decentralization (ALM) toward the best competitive position in order to sustain innovation. Since you are integral to the ALM transformation, this research will be more relevant with your valuable insight. The interview questions will ask you about your successful, professional experiences with the LWNS in reference to ALM. In a focused effort to learn as much as possible about the successes toward sustaining the innovation, I will only ask positive questions and I will only record feedback that is affirmative according to a specific methodology called Appreciative Inquiry.

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Use your phone or tablet to scan the following QR code or type the following URL in a browser http://www.sogosurvey.com[redacted]. The page that opens will allow you to review and submit the online consent form along with your contact and course information.

Your participation is completely voluntary and it will not affect your job in any way. However, your feedback will directly impact the way the LWNS sees the success of the ALM implementation at the LWNS and will likely influence how TRADOC views the ALM implementation at the LWNS. The documentation of our successes may enable continued future innovation and other military training organizations will benefit from our model. Your affirmative input will add to the Organizational Design body of knowledge of how the introduction of decentralization may improve even the most centralized of organizations toward the goal of finding the best competitive position. This information is significant at a time when so many seemingly stable, centralized organizations around the world are failing or struggling.

Although General Dynamics and the U.S. Army at Fort Gordon has given permission for this study to occur and the research data is being collected from consenting LWNS stakeholders, the study is not affiliated with General Dynamics, the LWNS, Fort Gordon, or the US Army. This research is being performed by Lisa Stamper as a partial requirement for an Ed.D. degree from Georgia Southern University.

Thank you for your consideration and I hope you will submit your online consent form today.

Sincerely,

Lisa J. Stamper
Georgia Southern University Doctoral Candidate
[redacted]@georgiasouthern.edu
[redacted] mobile

APPENDIX D

ONLINE CONSENT FORM

Print Blank Survey

Print My Response

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Georgia Southern University Informed Consent Form
Department of Educational Leadership, Technology, and Human Development
College of Education

Dear LandWarNet School Stakeholder:

Thank you for considering participation in this exploratory, qualitative case study—The LandWarNet School, the Army Learning Model, and Appreciative Inquiry: How is a Centralized Organization Improved by the Introduction of Decentralization?

Who is Behind the Research and Why?

The research is being conducted by me, Lisa J. Stamper, a LWNS employee and doctoral candidate in the College of Education at Georgia Southern University. Although I work for the LWNS, General Dynamics is not affiliated with this research except in giving permission for the study to occur. I am conducting this research in order to meet the dissertation requirements for an Ed.D. degree in Higher Education Administration. The results will also be shared with the LandWarNet School since they have allowed the research to be performed and the outcomes will be relevant to the LWNS. The findings will be published.

What is the Purpose of the Research?

The purpose of this research is to describe the current status of the LandWarNet School's Army Learning Model implementation. The study will compare the results of Appreciative Inquiry interviews, a survey question, blog feedback, and a group session's affirmations from participating LWNS stakeholders with TRADOC PAM 525-8-2 (Dempsey, 2011) and Hock's six chaordic elements of decentralization (1999). The stakeholder group includes all LWNS employees, the LWNS government contacts, Soldiers who have experienced ALM strategies at the LWNS, and Army officials involved with the ALM implementation at the LWNS. Additionally, the responses to the end-of-module survey question, "What did you like best in this module?" from the Soldiers who have graduated from LWNS ALM-integrated courses will be collected too. The findings will provide insight toward the goal of improving a centralized organization (LWNS) through introducing decentralization (ALM) by helping to identify the present position toward the best competitive position or, what Brafman and Beckstrom (2006) call, the "sweet spot."

What Should I Expect if I Participate?

If you decide to participate, I will schedule an appointment with you for an individual, face-to-face, 30 to 45 minute interview at a mutually convenient time and location.

I will take notes and/or use an audio recorder. If a recording is made, it will be used to complete the interview documentation and it may be used in multimedia reports or presentations.

The Appreciative Inquiry (AI) method will be employed. It is a decentralized approach since it seeks comprehensive input from all levels rather than those just in management or supervisory positions (Whitney & Trosten-Bloom, 2010). Only affirmative questions will be asked about your strengths and success with the ALM implementation and only positive responses will be recorded because according to the theory behind AI, humans pursue and construct what they ask about or study. The success of sustained ALM innovation is desired so current ALM successes will be investigated.

If after the interview has occurred there is a need to follow up for clarification, the researcher may contact you via email or phone to resolve any questions. After the interview is completed, your ALM success story or stories along with your name and your former LWNS position will be shared and

discussed in a variety of ways (LeaderMeeter|Meter WordPress blog, presentations, routine meetings as art, charts, and media clips, etc.).

After all interviews are complete, the asynchronous discussions will be summarized and there will be one 30 to 45 minute, facilitated, stakeholder group meeting in person and/or online (via Adobe Connect, Skype, and/or conference call to participating remote employees) to validate the interpretation of the interview data.

What Risks are Involved?

Although only affirmative questions will be asked and only positive feedback will be recorded, there is always some risk in sharing your stories. Be aware that your name and job title will be associated with your responses unless you request confidentiality. Some LWNS stakeholders may disagree with your feedback and/or your words may be interpreted differently than the meaning you intended which could result in uncomfortable or unforeseen situations or consequences, but this is unlikely since the questions are asking about your strengths and successes. Also, misunderstandings, and the consequences thereof, are a risk experienced in everyday life. When providing your responses, the topics should provide little risk for the disclosure of any proprietary or secret information, but, as always, be mindful anyway to protect General Dynamics, the LWNS, the US Army, and our country. Please know that although the risks are minimal, you are not waiving any rights that you may have against the University for physical or emotional injury resulting from negligence of the University or the investigator.

What are the Benefits of this Research?

Your participation will describe how instruction can be learner-centric, it will document the successes you have experienced with ALM, and it will help demonstrate the current status of a centralized organization introducing decentralization toward the goal of finding the best competitive position. This study will add to the Organizational Design body of knowledge of how the introduction of decentralization may improve even the most centralized of organizations toward the goal of finding the best competitive position. This information is significant at a time when so many seemingly stable, centralized organizations around the world are failing or struggling.

How Much Time will Participation Require?

The initial interview will take 30 to 45 minutes of your time. Your contributions to the asynchronous discussions in the LeaderMeeter/Meter site can be as little or as much of your time as you would like to share. The group session will be another 30 to 45 minutes for a total minimum of no less than an hour plus the time you contribute in the asynchronous discussions.

What About Confidentiality?

Since the interview and the group sessions will only ask affirmative questions about your strengths and successes with the ALM implementation and will only record positive responses, the information collected will not be kept confidential unless you request confidentiality. Your positive stories along with your name and job title will likely be used in discussions and reports, posted online and/or in public places, printed, and published. If you decide to participate, know that everything you say will be public knowledge unless you request confidentiality.

What if I have Questions?

Participants have the right to ask questions and to have those questions answered. If you have questions about this study, please contact the researcher, Lisa J. Stamper, or the researcher's faculty advisor whose contact information is located at the end of this form. For questions concerning your rights as a research participant, contact Georgia Southern University Office of Research Services and Sponsored Programs at (912) 478-0843.

Will I be Paid for Participating?

Unfortunately, you will not be paid for your involvement. If you ask for, or agree to, an interview at a location beyond walking distance, then any costs incurred will not be covered. If you participate in the asynchronous discussions, the costs associated with the Internet access including a PC or mobile phone, software, and IP service will not be reimbursed. This study is only funded by the researcher.

Do I Have to Participate?

Please know that participation is voluntary. It is completely up to you whether you participate or not. If you sign up to participate, you don't have to answer any questions you don't want to and if you decide you don't want to participate at all, you may stop at any time. You can tell me in person, send an email, leave a written message on my desk in room [redacted] or leave a voicemail message on my mobile phone.

What Happens if I Don't Participate?

There is no penalty for deciding not to participate. The research is not a requirement or even associated with your job or your grade if you are a student. You may decide at any time you don't want to participate further and may withdraw without any concerns or obligations.

How Do I Sign Up?

You must be 18 years of age or older to consent to participate. If you consent to participate in this research study and to the terms above, please indicate below. This project has been reviewed and approved by the GSU Institutional Review Board under tracking number H15001.

Title of Project: The LandWarNet School, the Army Learning Model, and Appreciative Inquiry: How is a Centralized Organization Improved by Introducing Decentralization?

Principal Investigator: Lisa J. Stamper, [redacted]eorgiasouthern.edu, [redacted]

Faculty Advisor: Dr. Devon Jensen, [redacted] Statesboro, GA 30460, [redacted]

Since the interview, the LeaderMeeter|Meter blog, and the group session will only ask affirmative questions and will only seek positive responses, the information collected will NOT be kept confidential unless you request confidentiality. Your positive comments along with your name and position will likely be used in discussions, posted online and in public places, printed, and published. Please indicate below your consent with full knowledge of the nature and the purpose of the procedures. You may print a copy of this consent form and it will be provided for you to keep. Also, I will gladly provide a copy of the results to you when the study is complete if you would like one.
Please respond to the following:

- ○ I give my consent to participate in this research study and the terms above. I waive confidentiality and understand my identity (name, picture, job title, etc.) will likely be present with any positive contributions I express in the interview, LeaderMeeter|Meter blog, and in the group session when the results are discussed, posted online or in public places, and printed or published. Lastly, I understand by selecting this option and clicking Submit on the last page of this process, I am signing consent to participate and waiving confidentiality. Please contact me for an interview using the information I will provide in the next sections.
- ○ I give my consent to participate in this research study and the terms above, but I specifically request confidentiality so that any positive contributions I express in the interview and the LeaderMeeter|Meter blog not reveal my identity (name, picture, job title, etc.) when discussed, posted online or in public places, and printed or published. Since the final session is in a group setting, contributions I choose to make in the final group meeting, I understand, will not be confidential. Lastly, I understand by selecting this option and clicking Submit on the last page of this process, I am signing consent to participate and requesting confidentiality. Please contact me for an interview using the information I will provide in the next sections.
- ○ I would rather not participate at this time. If I change my mind, I will contact Lisa Stamper at (706) [redacted]eorgiasouthern.edu.

Next >>

Clear answers on page

7/19/2014 Online Survey Tool - Pilot Prospectus--Response to Interview Invitation

25%

5/18/2014 Online Survey Tool - Prospectus--Response to Interview Invitation

Print Blank Survey
Print My Response

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Georgia Southern University Informed Consent Form
Department of Educational Leadership, Technology, and Human Development
College of Education

Please share your contact information:

Mr., Mrs., Rank, etc.

First Name

Middle Name or Initial

Last Name

Cell Phone Number

Personal Email Address

If you are a Soldier, please enter the MOS title and class number of the course you are in currently

If you are a Soldier, what is the last date you will be at the LWNS? (to schedule interviews)

What is your position at the LWNS or in reference to the LWNS?

- LWNS Customer (e.g., Govt Instructional Designer)
- LWNS Facilities Personnel
- LWNS Instructional Designer / Developer
- LWNS Instructor
- LWNS IT Personnel
- LWNS Manager
- LWNS Multimedia Personnel
- LWNS NIT Personnel
- LWNS Simulations Personnel
- LWNS Supervisor
- LWNS Training Network Personnel
- LWNS Training Support Personnel
- Soldier / LWNS Student
- US Army Official
- Other (please specify)

<< Back Next >>

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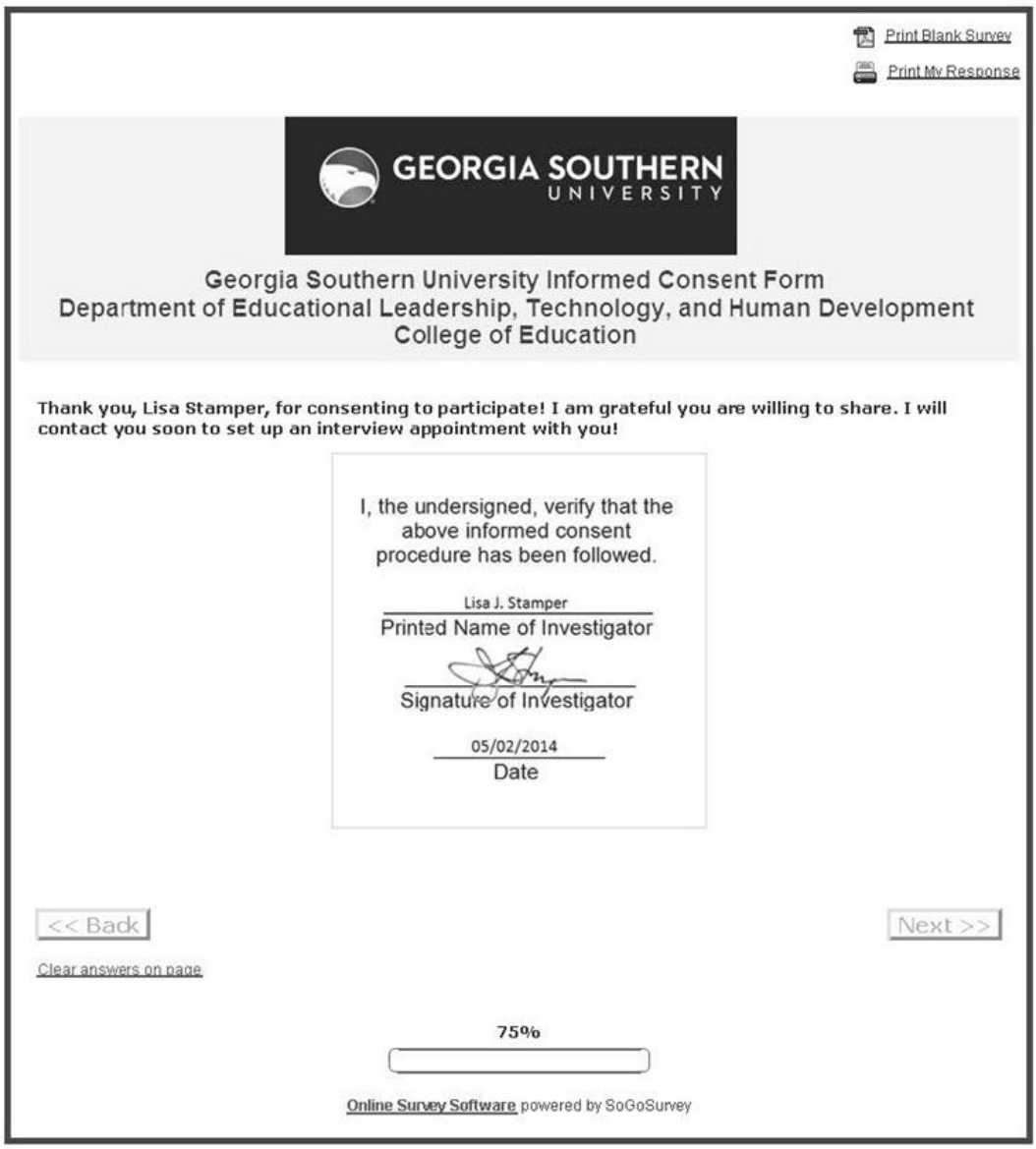
50%

Online Survey Software powered by SoGoSurvey

http://www.sogosurvey.com [redacted] 1/1



5/18/2014 Online Survey Tool - Prospectus--Response to Interview Invitation

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Print My Response

GEORGIA SOUTHERN UNIVERSITY

Georgia Southern University Informed Consent Form
Department of Educational Leadership, Technology, and Human Development
College of Education

Thank you, Lisa Stamper, for consenting to participate! I am grateful you are willing to share. I will contact you soon to set up an interview appointment with you!

I, the undersigned, verify that the above informed consent procedure has been followed.

Lisa J. Stamper
Printed Name of Investigator

Signature of Investigator

05/02/2014
Date

<< Back Next >>

Clear answers on page

75%

Online Survey Software powered by SoGoSurvey

Print Blank Survey

Print My Response

GEORGIA SOUTHERN UNIVERSITY

Georgia Southern University Informed Consent Form
Department of Educational Leadership, Technology, and Human Development
College of Education

Your input is very valuable. Thank you for your thoughtful consideration. If you have any questions, contact me at [redacted]@georgiasouthern.edu or [redacted].

Sincerely,
Lisa J. Stamper
Doctoral Candidate
Georgia Southern University

References

Brafman, O., & Beckstrom, R. A. (2006). The starfish and the spider: The unstoppable power of leaderless organizations. New York, NY: Penguin Group

Dempsey, M. E. (2011, June). The U.S. Army learning concept for 2015 (TRADOC Pam 525-8-2). Department of the Army Training and Doctrine Command. Fort Monroe, VA. Retrieved from http://www.tradoc.army.mil/tpubs/pams/tp525-8-2.pdf

Hock, D. (1999). Birth of the Chaordic Age. San Francisco, CA: Berrett-Koehler Publishers, Inc.

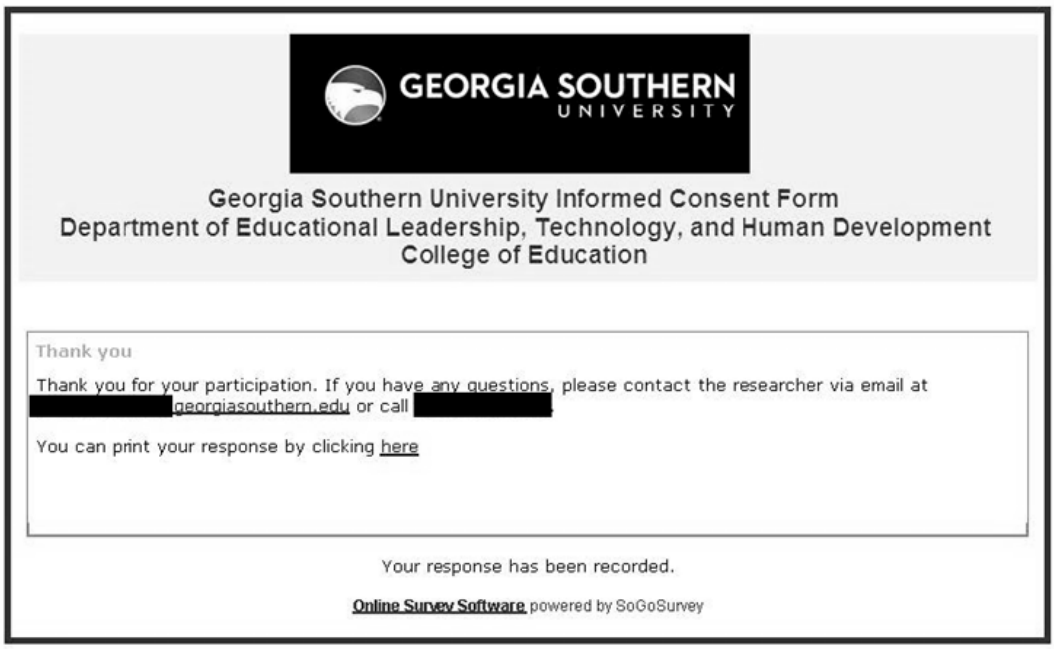
Whitney, D., & Trosten-Bloom, A. (2010). The power of appreciative inquiry: A practical guide to positive change (2nd ed.). San Francisco, CA: Berret-Koehler Publishers, Inc.

<< Back Submit

Clear answers on page

100%

Online Survey Software powered by SoGoSurvey



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Georgia Southern University Informed Consent Form
Department of Educational Leadership, Technology, and Human Development
College of Education

Thank you

Thank you for your participation. If you have any questions, please contact the researcher via email at [redacted]georgiasouthern.edu or call [redacted].

You can print your response by clicking here

Your response has been recorded.

Online Survey Software powered by SoGoSurvey

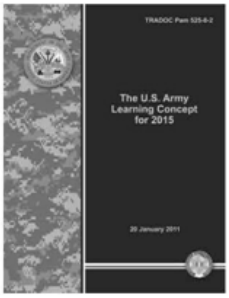
APPENDIX E

INTERVIEW GUIDE

Appreciative Inquiry Interview Guide
How is a Centralized Organization (LWNS) Improved by Introducing Decentralization (ALM)?

Interviewee: _____ Date: _____

Thank you for consenting to participate in this interview. My name is Lisa Stamper and I am the researcher for this case study that will describe how decentralization of the customer experience can improve a centralized organization.



Since the ALC for 2015 (TRADOC Pam 525-8-2) was published the summer of 2011, the centralized organization of LWNS has been introducing decentralization[1] or ALM strategies. In order to understand the current competitive position and to sustain the exemplary innovative efforts as well as to provide a model for those just starting an ALM implementation, the purpose of this project is to use the Appreciative Inquiry[2] method to collect ALM implementation successes.

Many times in interviews, the questions are about how things don't work well or what needs improvement. In the Appreciative Inquiry interview, I will ask only affirmative questions and seek only positive responses about strengths and successes because Appreciative Inquiry is based on research theory that indicates humans create environments and/or pursue the topics they discuss or study. The LWNS will not spend time and energy on problems, but rather on achievements since that is what this study seeks to identify and sustain.

Stories and quotes from the interviews will be initially shared via a blog on the eUniversity website, in routine meetings, and various other avenues. Later the responses will be discussed in a large group session and finally some will be printed in one or more publications. Although the Appreciative Inquiry interview is a positive process, you may request confidentiality. Your comments will likely be posted or published with your name and job title unless you request confidentiality. AI functions at its best when others know whose success is described and when the stories come from all levels within the organization.

This conference will take approximately 30 to 45 minutes. I will take notes and I (will / will not) use a digital recorder. Do you have any questions before we begin?

[1] According to BusinessDictionary.com, decentralization occurs when leadership or the accountability or responsibility for results is no longer is driven from a central and/or higher entity. "Decentralized execution under mission command is the norm." (TRADOC Pam 525-8-2, p. 12). ALM directs that lessons not be presented from an instructor as in a lecture, but facilitated. The ALM competencies place the responsibility for learning on the student. Instruction needs to be available remotely and at the time of need. These ALM requirements describe decentralization.

[2] Appreciative Inquiry is an organization development (OD) process and approach to change management that grows out of social constructionist thought. The interview process is deliberately focused on the strengths and successes rather than the issues or problems in order to direct the creative energy toward what is desired (Cooperrider, Whitney, & Stavros, 2008).

Appreciative Inquiry Interview Guide
How is a Centralized Organization (LWNS) Improved by Introducing Decentralization (ALM)?

Interviewee: _____ Date: _____

1. When ALM and its expectations were first presented, many experienced reservations – even anxiety. Tell me about the moment when you turned the corner and began to feel excitement and purpose about the process.

2. Describe for me a peak moment in your experience with ALM – a time when you felt deeply engaged with the ALM principles and the program was making a powerful difference for the participants. What were all the conditions that enabled that positive experience? Consider the following: the learner-centric learning environment, the ALM instructional guidelines, the 21st Century Soldier Competencies, the curriculum, technology, facilitation, structure, and controls, etc.?

3. ALM is a radical departure from the way soldiers were formerly trained. Tell me a story about how ALM invigorates the people involved and enables the outcomes / competencies expected? Consider the following: the learner-centric learning environment, the ALM instructional guidelines, the 21st Century Soldier Competencies, the curriculum, technology, facilitation, structure, and controls, etc.?

Appreciative Inquiry Interview Guide
How is a Centralized Organization (LWNS) Improved by Introducing Decentralization (ALM)?

Interviewee: _____ Date: _____

4. **We are going to transition now from what is to what is desired next.** If you had a magic wand, and could have any three wishes granted to increase the effectiveness of the LWNS ALM concepts, what would those three wishes be?

5. Envision the LWNS in 2015...the praise for the innovative ALM creativity is now so common, it is rare when extolling remarks are not heard. What is it that the LWNS is doing with the practice of ALM so creatively that people are talking about it? Who is behind the innovative ALM creativity? How is the innovative ALM creativity sustained?

6. Again, envision the LWNS in 2015...the last few years have been a struggle for some other organizations, but the LWNS is very successful. Describe the structure and controls put in place to ensure consistency. Who designed the structure and controls? How were they established? How do these balance and amplify the infusion of creativity and innovation of the ALM vision?

Thank you for your responses! I can't wait to share them. I want to make sure you understand that your name, position, and your image will be posted with your responses on the LeadMeeter|Meter blog as well as in reports and presentations unless you requested confidentiality. I will email you with the link when your feedback is posted. Please review, discuss, and confirm the extrapolations from the interviews on the blog so the results will be as accurate as possible when summed. I look forward to meeting with you again online and at the group session. Comments you choose to contribute in the final group session are not part of a confidentiality request.

Page 3 of 3

Appreciative Inquiry Interview Guide
How is a Centralized Organization (LWNS) Improved by Introducing Decentralization (ALM)?

Interviewee: Angel Cruz Date: 7/24/2014 1-1:45p

1. When ALM and its expectations were first presented, many experienced reservations – even anxiety. Tell me about the moment when you turned the corner and began to feel excitement and purpose about the process.

I don't like to form opinions until I'm educated — Attended Flanny's briefing — good concept. Soldiers are smarter these days. X Box generation — I think it is a good concept. It's going be a challenge to implement.

2. Describe for me a peak moment in your experience with ALM – a time when you felt deeply engaged with the ALM principles and the program was making a powerful difference for the participants. What were all the conditions that enabled that positive experience? Consider the following: the learner-centric learning environment, the ALM instructional guidelines, the 21st Century Soldier Competencies, the curriculum, technology, facilitation, structure, and controls, etc.?

Capstone – put students in environment, planning, discuss, AAR After Action Review, A good learning environment. ~~In~~ Students leading the situations. ~~Not~~ The instructor. Instead of presentation

3. ALM is a radical departure from the way soldiers were formerly trained. Tell me a story about how ALM invigorates the people involved and enables the outcomes / competencies expected? Consider the following: the learner-centric learning environment, the ALM instructional guidelines, the 21st Century Soldier Competencies, the curriculum, technology, facilitation, structure, and controls, etc.?

The major one ~~is~~ That they think on their own. Before thinking was not required – Interactions common skills improve. Sharing ideas, analyzing.

Appreciative Inquiry Interview Guide
How is a Centralized Organization (LWNS) Improved by Introducing Decentralization (ALM)?

Interviewee: Angel Cruz Date: 7/24/2014 1-1:45p

4. **We are going to transition now from what is to what is desired next.** If you had a magic wand, and could have any three wishes granted to increase the effectiveness of the LWNS ALM concepts, what would those three wishes be?

(1) technology - stretch it. Continue ~~to~~ improving our technology
(2) More virtual training environment - Saves on cost + gaming integral
(3) Remove distractions from student. No parades, boo ditties

5. Envision the LWNS in 2015...the praise for the innovative ALM creativity is now so common, it is rare when extolling remarks are not heard. What is it that the LWNS is doing with the practice of ALM so creatively that people are talking about it? Who is behind the innovative ALM creativity? How is the innovative ALM creativity sustained?

Industry is presenting seminars to bring Soldiers up to speed. Experts in various fields.
~~Level of~~ A previously unseen level of knowledge by students - instructors.

6. Again, envision the LWNS in 2015...the last few years have been a struggle for some other organizations, but the LWNS is very successful. Describe the structure and controls put in place to ensure consistency. Who designed the structure and controls? How were they established? How do these balance and amplify the infusion of creativity and innovation of the ALM vision?

Educated - wise - well rated dedicated
Smart people - Support and encouragement from management - funding - all the ideas won't happen without $ - with funding → innovation.

Thank you for your responses! I can't wait to share them. I want to make sure you understand that your name, position, and your image will be posted with your responses on the LeadMeeter|Meter blog as well as in reports and presentations unless you requested confidentiality. I will email you with the link when your feedback is posted. Please review, discuss, and confirm the extrapolations from the interviews on the blog so the results will be as accurate as possible when summed. I look forward to meeting with you again online and at the group session. Comments you choose to contribute in the final group session are not part of a confidentiality request.

Page 3 of 3

APPENDIX F

INTERVIEW SUMMARY SHEET

Appreciative Inquiry Interview Summary Form
How is a Centralized Organization (LWNS) Improved by Introducing Decentralization (ALM)?
Responses and Associated ALM Learning Environment Characteristics, Instructional Guidelines, 21st Century Soldier Competencies, and Chaordic Elements

Code	Learner-Centric 2015 Learning Environment
CB	Context –based, facilitated problem solving team exercises
BL	Blended Learning
RLC	Regional Learning Centers (Satellite schools at unit locations)
ALT	Adaptive Learning, Intelligent Tutors
MdL	Mobile Learning dL Modules
Eval	Assessments, Evaluations (Rigor and Relevance)
ACT	Tracking and Feedback (Army Career Tracker)
SSL	Self-Structured Learning
PBL	Peer-Based Learning (Digital Social Networks)
PSA	Performance Support Apps (Mobile Digital Devices)
SCC	Soldier Created Content (Wikis, Blogs, Apps, etc.)
VTE	Virtual Training Environments (e.g., ITCOIC-Training Brain)
SP	Single Portal to Digital Learning Resources

Code	21st Century Soldier Competencies
CA	Character and accountability
CF	Comprehensive fitness
AI	Adaptability and initiative
LLL	Lifelong learner (includes digital literacy)
TC	Teamwork and collaboration
CE	Communication and engagement (oral, written, negotiation)
CTPB	Critical thinking and problem solving
MC	Cultural and joint, interagency, intergovernmental, and multinational competence
TTC	Tactical and technical competence (full spectrum capable)

Hock's Chaordic Elements		
Pr	Purpose	Clear simple statement of intent that binds org
Pc	Principles	Precepts (highly ethical) against all is judged
Pp	People	Trustees of realizing purpose by the principles
Cc	Concept	Visualization of relationships toward purpose
St	Structure	A charter, a contract of rights and obligations
Pt	Practice	Decisions and acts aligned with all to purpose

Code	ALM Instructional Guidelines
F	Collaborative problem solving events led by facilitators who engage learners to think and understand the relevance and context of what they learn
TL	Tailor learning to the individual learner's experience and competence level based on the results of a pretest and/or assessment
TDI	Reduce / eliminate instructor-led slide presentation lectures and use blended learning approach that incorporates virtual and constructive simulations, gaming technology, or other technology-delivered instruction
CM	Use 21st Century Soldier Competencies as an integral part of all learning activity outcomes; establish metrics and standards for each competency by cohort and echelon
Apps	Examine all courses to identify learning content that can be transformed into performance support applications, develop applications, and introduce application use in the schoolhouse
RLT	Develop technology-delivered instruction incorporating adaptive learning and intelligent tutors with a goal of reducing learning time while maintaining effectiveness for resident and nonresident use
DLS	Integrate digital literacy skills appropriate at each career level and foster skills to enable and encourage a career-long learning mindset
RR	Use virtual and game-based training to add realism and operational relevance at all levels
CCF	Integrate joint, interagency, intergovernmental, and multinational, culture, and comprehensive fitness goals into all courses at the level and degree that fits the learning audience
FF	Establish a full spectrum frame of mind in all learners, while maintaining flexibility to adapt learning content to meet operational demands

A circled code indicates the ALM or chaordic element described is in a dream or vision for the future. A circled code means the element is **not** in place now.

Page 1 of 3

Appreciative Inquiry Interview Summary Form
How is a Centralized Organization (LWNS) Improved by Introducing Decentralization (ALM)?
Responses and Associated ALM Learning Environment Characteristics, Instructional Guidelines, 21st Century Soldier Competencies, and Chaordic Elements

Interviewee: _____ Confidential? Date: _____

As the interviewer, describe one story or quote from this interview that stands out to you and why?		
List the code(s) from the first page and how each ALM or Chaordic element is evidenced in the story or quote.		
Code	How do you see the ALM or chaordic element in the story or quote?	Describe any control or measure present in the element.

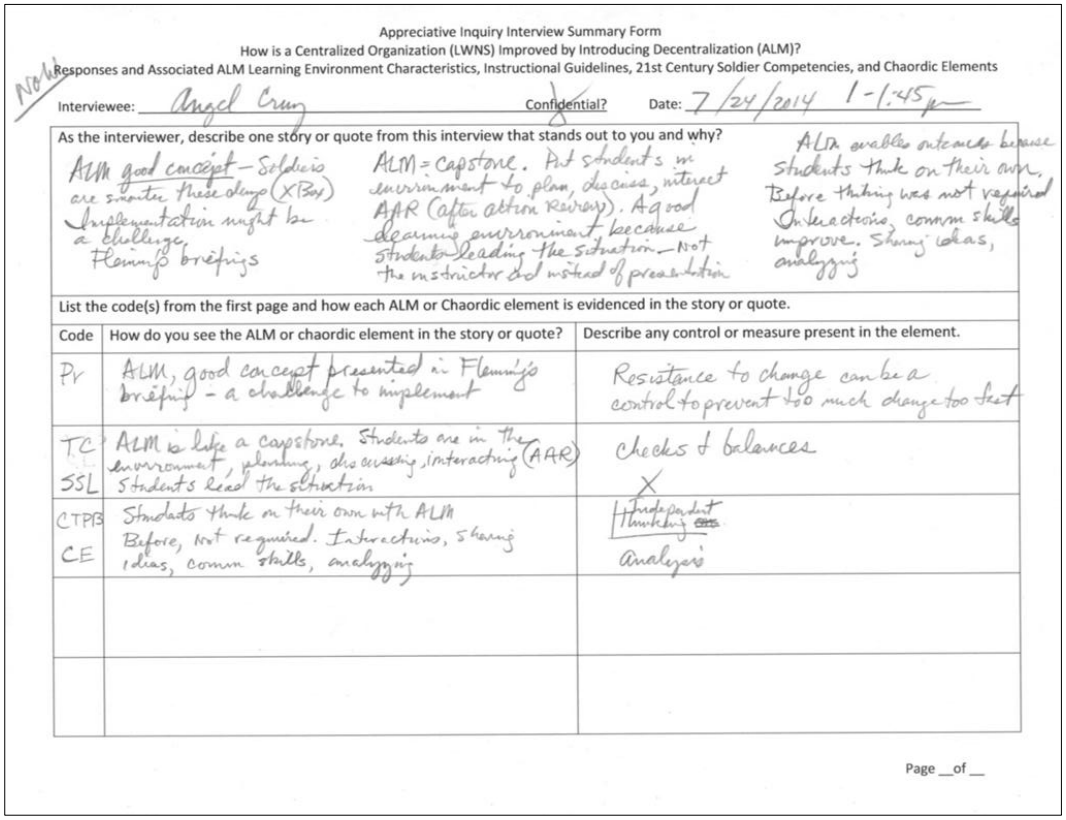
Page 2 of 3

Appreciative Inquiry Interview Summary Form
How is a Centralized Organization (LWNS) Improved by Introducing Decentralization (ALM)?
Responses and Associated ALM Learning Environment Characteristics, Instructional Guidelines, 21st Century Soldier Competencies, and Chaordic Elements

Interviewee: _____ Confidential? Date: _____

As the interviewer, describe one story or quote from this interview that stands out to you and why?		
List the code(s) from the first page and how each ALM or Chaordic element is evidenced in the story or quote.		
Code	How do you see the ALM or chaordic element in the story or quote?	Describe any control or measure present in the element.

Page 3 of 3



Appreciative Inquiry Interview Summary Form
How is a Centralized Organization (LWNS) Improved by Introducing Decentralization (ALM)?
Responses and Associated ALM Learning Environment Characteristics, Instructional Guidelines, 21st Century Soldier Competencies, and Chaordic Elements

Interviewee: Angel Cruz Confidential? Date: 7/24/2014 1-1:45p

As the interviewer, describe one story or quote from this interview that stands out to you and why?

ALM good concept – Soldiers are smarter these days (XBox) Implementation might be a challenge Planning briefings

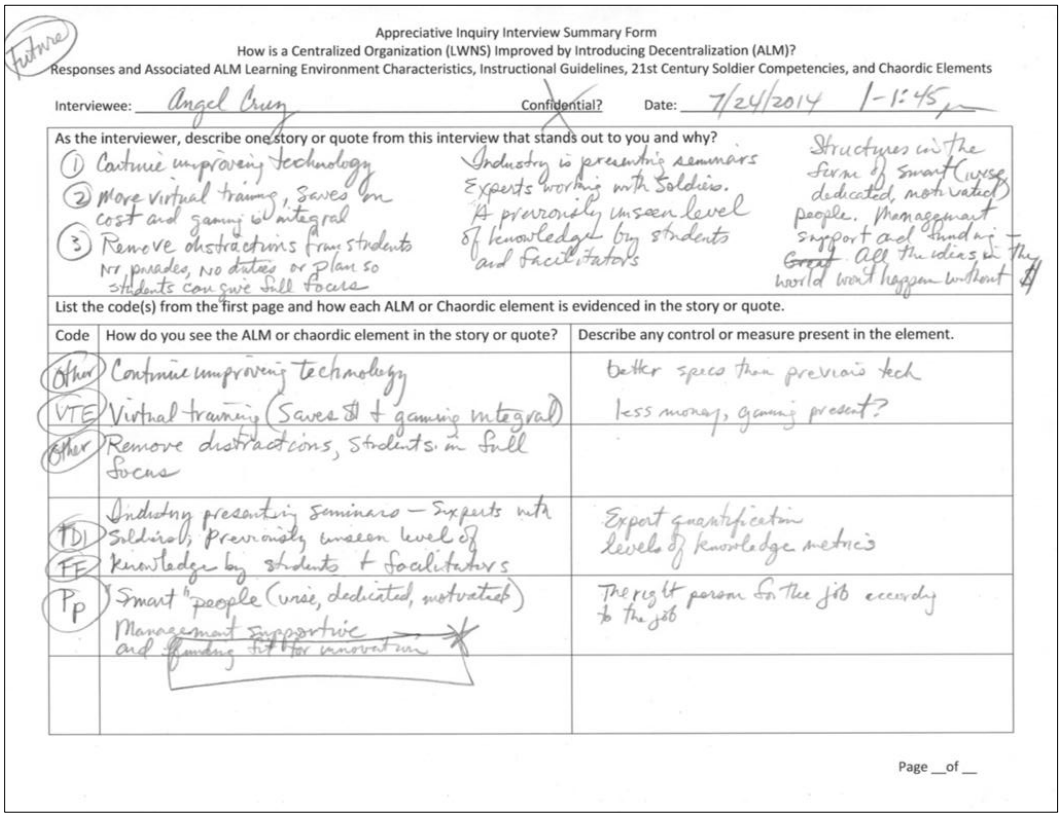
ALM = capstone. Put students in environment to plan, discuss, interact AAR (after action Review). A good learning environment because students leading the situation – Not the instructor did instead of presentation

ALM enables outcomes because students think on their own. Before thinking was not required Interactions, comm skills improve. Sharing ideas, analyzing

List the code(s) from the first page and how each ALM or Chaordic element is evidenced in the story or quote.

Code	How do you see the ALM or chaordic element in the story or quote?	Describe any control or measure present in the element.
Pr	ALM, good concept presented in Fleming's briefing – a challenge to implement	Resistance to change can be a control to prevent too much change too fast
TC SSL	ALM is like a capstone. Students are in the environment, planning, discussing, interacting (AAR) Students lead the situation	Checks & balances
CTPB CE	Students think on their own with ALM Before, not required. Interactions, sharing ideas, comm skills, analyzing	Independent thinking Analysis

Page __of __



Future

Appreciative Inquiry Interview Summary Form
How is a Centralized Organization (LWNS) Improved by Introducing Decentralization (ALM)?
Responses and Associated ALM Learning Environment Characteristics, Instructional Guidelines, 21st Century Soldier Competencies, and Chaordic Elements

Interviewee: Angel Cruz Confidential? Date: 7/24/2014 1-1:45p

As the interviewer, describe one story or quote from this interview that stands out to you and why?

1. Continue improving technology
2. More virtual training, saves on cost and gaming is integral
3. Remove distractions from students NT, grades, no duties or plans so students can give full focus

Industry is presenting seminars Experts working with Soldiers. A previously unseen level of knowledge by students and facilitators

Structures (in the form of smart (wise, dedicated, motivated) people. Management support and funding. All the ideas in the world won't happen without it

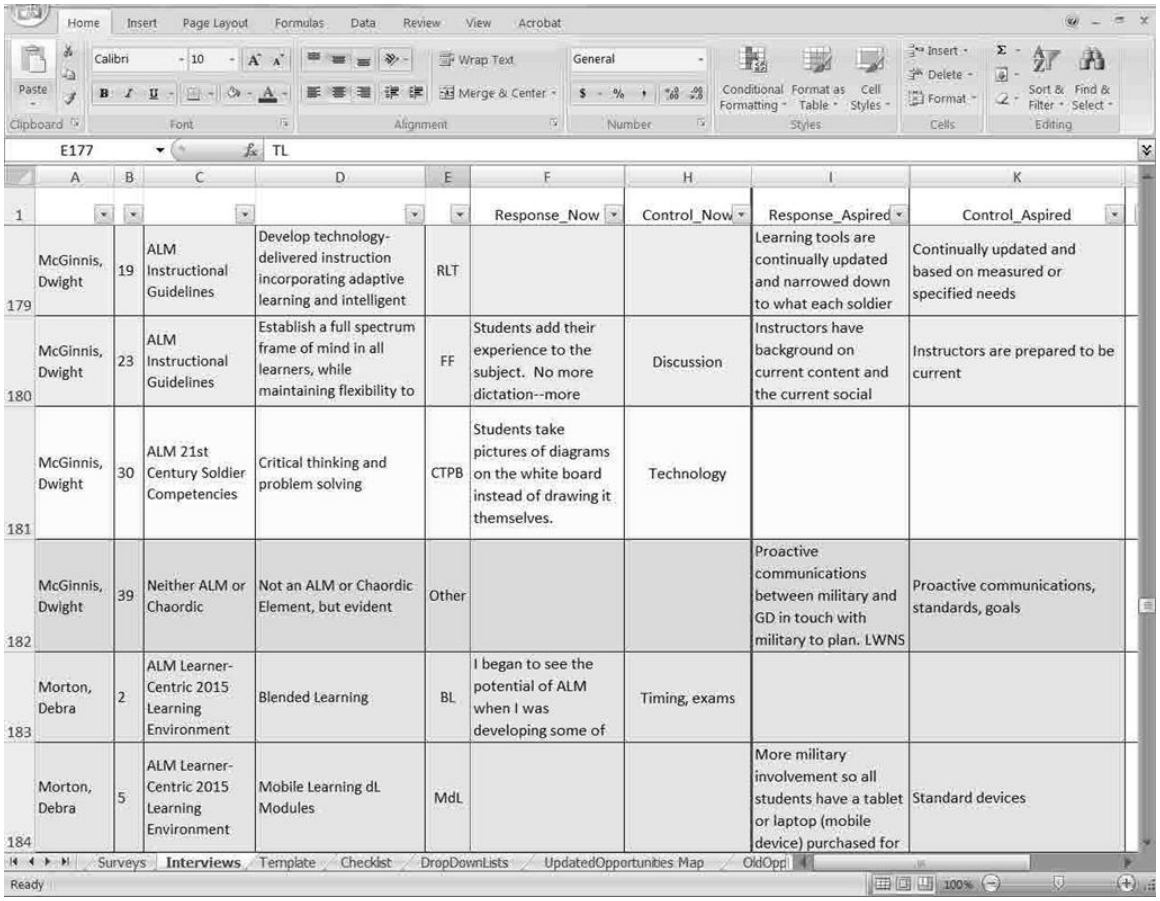
List the code(s) from the first page and how each ALM or Chaordic element is evidenced in the story or quote.

Code	How do you see the ALM or chaordic element in the story or quote?	Describe any control or measure present in the element.
Other	Continue improving technology	better specs than previous tech
VTE	Virtual training (Saves $ + gaming integral)	less money, gaming present?
Other	Remove distractions, students in full focus	
TDI FE	Industry presenting seminars – Experts with Soldiers, previously unseen level of knowledge by students + facilitators	Expert quantification levels of knowledge metrics
PP	Smart people (wise, dedicated, motivated) Management supportive and funding for innovation	The right person for the job according to the job

Page __of __

APPENDIX G

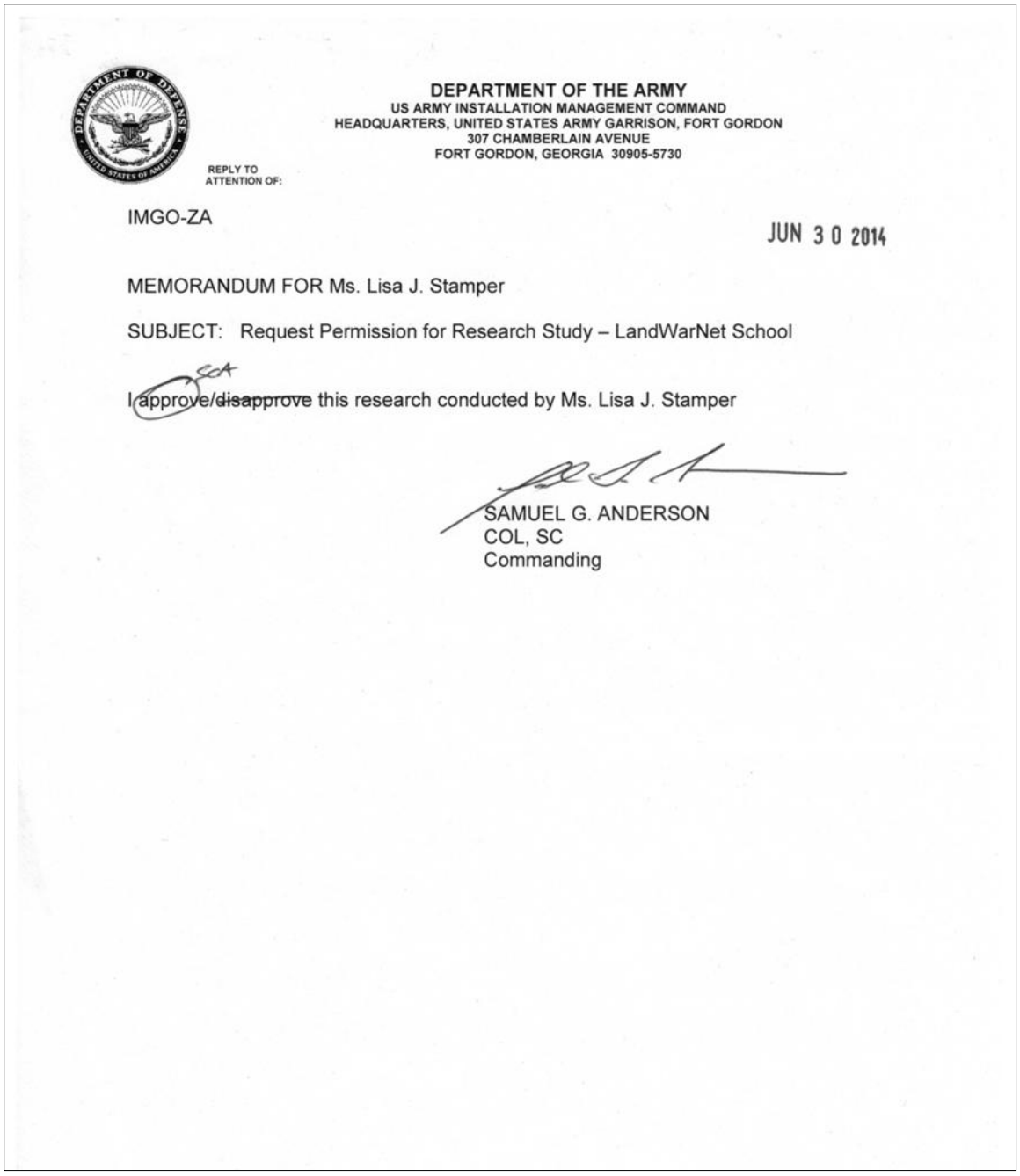
INTERVIEW ANALYSIS SPREADSHEET



	A	B	C	D	E	F	H	I	K
1						Response_Now	Control_Now	Response_Aspired	Control_Aspired
179	McGinnis, Dwight	19	ALM Instructional Guidelines	Develop technology-delivered instruction incorporating adaptive learning and intelligent	RLT			Learning tools are continually updated and narrowed down to what each soldier	Continually updated and based on measured or specified needs
180	McGinnis, Dwight	23	ALM Instructional Guidelines	Establish a full spectrum frame of mind in all learners, while maintaining flexibility to	FF	Students add their experience to the subject. No more dictation--more	Discussion	Instructors have background on current content and the current social	Instructors are prepared to be current
181	McGinnis, Dwight	30	ALM 21st Century Soldier Competencies	Critical thinking and problem solving	CTPB	Students take pictures of diagrams on the white board instead of drawing it themselves.	Technology		
182	McGinnis, Dwight	39	Neither ALM or Chaordic	Not an ALM or Chaordic Element, but evident	Other			Proactive communications between military and GD in touch with military to plan. LWNS	Proactive communications, standards, goals
183	Morton, Debra	2	ALM Learner-Centric 2015 Learning Environment	Blended Learning	BL	I began to see the potential of ALM when I was developing some of	Timing, exams		
184	Morton, Debra	5	ALM Learner-Centric 2015 Learning Environment	Mobile Learning dL Modules	MdL			More military involvement so all students have a tablet or laptop (mobile device) purchased for	Standard devices

APPENDIX H

PERMISSION TO PERFORM STUDY ON FT. GORDON



DEPARTMENT OF THE ARMY
US ARMY INSTALLATION MANAGEMENT COMMAND
HEADQUARTERS, UNITED STATES ARMY GARRISON, FORT GORDON
307 CHAMBERLAIN AVENUE
FORT GORDON, GEORGIA 30905-5730

REPLY TO ATTENTION OF:

IMGO-ZA

JUN 30 2014

MEMORANDUM FOR Ms. Lisa J. Stamper

SUBJECT: Request Permission for Research Study – LandWarNet School

I approve/~~disapprove~~ this research conducted by Ms. Lisa J. Stamper

SAMUEL G. ANDERSON
COL, SC
Commanding

APPENDIX I

APPROVAL BY GEORGIA SOUTHERN UNIVERSITY

Georgia Southern University
Office of Research Services & Sponsored Programs

Institutional Review Board (IRB)

Phone: 912-478-0843
Fax: 912-478-0719
IRB@GeorgiaSouthern.edu
Veazey Hall 2021
P.O. Box 8005
Statesboro, GA 30460

To: Lisa Stamper
Dr. Devon Jensen

CC: Charles E. Patterson
Vice President for Research and Dean of the Graduate College

From: Office of Research Services and Sponsored Programs
Administrative Support Office for Research Oversight Committees
(IACUC/IBC/IRB)

Initial Approval Date: 7/15/14

Expiration Date: 6/30/15

Subject: Status of Application for Approval to Utilize Human Subjects in Research – **Expedited Process**

After a review of your proposed research project numbered **H15001** and titled **"The LandWarNet School, the Army Learning Model, and Appreciative Inquiry: How is a Centralized Organization Improved by Introducing Decentralization?"** it appears that (1) the research subjects are at minimal risk, (2) appropriate safeguards are planned, and (3) the research activities involve only procedures which are allowable. You are authorized to enroll up to a maximum of **600** subjects.

Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notify you that the Institutional Review Board has approved your proposed research. **This exploratory, qualitative case study will evaluate the LandWarNet School's (LWNS) Army Learning Model implementation by comparing interviews, survey responses, blog interactions, and group sessions from participating LWNS stakeholders.**

If at the end of this approval period there have been no changes to the research protocol; you may request an extension of the approval period. Total project approval on this application may not exceed 36 months. If additional time is required, a new application may be submitted for continuing work. In the interim, please provide the IRB with any information concerning any significant adverse event, **whether or not it is believed to be related to the study**, within five working days of the event. In addition, if a change or modification of the approved methodology becomes necessary, you must notify the IRB Coordinator **prior** to initiating any such changes or modifications. At that time, an amended application for IRB approval may be submitted. Upon completion of your data collection, you are required to complete a *Research Study Termination* form to notify the IRB Coordinator, so your file may be closed.

Sincerely,

Eleanor Haynes
Compliance Officer

APPENDIX J

HARDCOPY CONSENT FORM IN WORD FORMAT

GEORGIA SOUTHERN UNIVERSITY

COLLEGE OF EDUCATION

DEPARTMENT OF LEADERSHIP, TECHNOLOGY, AND HUMAN DEVELOPMENT

Informed Consent Form

Dear LandWarNet School Stakeholder:
Thank you for considering participation in this qualitative case study—*The LandWarNet School, the Army Learning Model, and Appreciative Inquiry: How is a Centralized Organization Improved by the Introduction of Decentralization?*

Who is Behind the Research and Why?
The research is being conducted by me, Lisa J. Stamper, a LWNS employee and doctoral candidate in the College of Education at Georgia Southern University. Although I work for the LWNS, General Dynamics is not affiliated with this research except in giving permission for the study to occur. I am conducting this research in order to meet the dissertation requirements for an EdD degree in Higher Education Administration. The results will also be shared with the LandWarNet School since they have allowed the research to be performed and the outcomes will be relevant to the LWNS. The findings will be published.

What is the Purpose of the Research?
The purpose of this research is to describe the current status of the LandWarNet School's Army Learning Model implementation. The study will compare the results of Appreciative Inquiry interviews, a survey question, blog feedback, and a group session's affirmations from you and other participating LWNS stakeholders with TRADOC PAM 525-8-2 (Dempsey, 2011) and Hock's six chaordic elements of decentralization (1999). The stakeholder group includes all LWNS employees, the LWNS government contacts, soldiers who have experienced ALM strategies at the LWNS, and Army officials involved with the ALM implementation at the LWNS. Additionally, the responses to the end-of-module survey question, *"What did you like best in this module?"* from the soldiers who have graduated from LWNS ALM-integrated courses will be collected too. The findings will provide insight toward the goal of improving a centralized organization (LWNS) through introducing decentralization (ALM) by helping to identify the present position toward the best competitive position or, what Brafman and Beckstrom (2006) call, the "sweet spot."

What Should I Expect if I Participate?
If you decide to participate, I will schedule an appointment with you for an individual, face-to-face, 30 to 45 minute interview at a mutually convenient time and location.

I will take notes and/or use an audio recorder. If a recording is made, it will be used to complete the interview documentation and it may be used in multimedia reports or presentations.

The Appreciative Inquiry (AI) method will be employed. It is a decentralized approach since it seeks comprehensive input from all levels rather than those just in management or supervisory positions (Whitney & Trosten-Bloom, 2010). Only affirmative questions will be asked about your strengths and success with the ALM implementation and only positive responses will be recorded because according to the theory behind AI, humans pursue and construct what they ask about or study. The success of sustained ALM innovation is desired so current ALM successes will be investigated.

If after the interview has occurred there is a need to follow up for clarification, I may contact you via email or phone to resolve any questions. After the interview is completed, your ALM success story or stories along with your name and job title will be shared and discussed in a variety of ways (LeaderMeeter|Meter WordPress blog, routine meetings as art, charts, and media clips, etc.).

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After all interviews are complete, the asynchronous discussions will be summarized, and there will be one 30 to 45 minute, facilitated, stakeholder group meeting in person and/or online (via Adobe Connect, Skype, or conference call to participating remote employees) to validate the interpretation of the interview data.

What Risks are Involved?
Although only affirmative questions will be asked and only positive feedback will be recorded, there is always some risk in sharing your stories. Be aware that your name and job title will be associated with your responses unless you request confidentiality. Some LWNS stakeholders may disagree with your feedback and/or your words may be interpreted differently than the meaning you intended which could result in uncomfortable or unforeseen situations or consequences, but this is unlikely since the questions are asking about your strengths and successes. Also, misunderstandings, and the consequences thereof, are a risk experienced in everyday life. When providing your responses, the topics should provide little risk for the disclosure of any proprietary or secret information, but, as always, be mindful anyway to protect General Dynamics, the LWNS, the US Army, and our country. Please know that although the risks are minimal, you are not waiving any rights that you may have against the University for physical or emotional injury resulting from negligence of the University or the investigator.

What are the Benefits of this Research?
Your participation will describe how instruction can be learner-centric, it will document the successes you have experienced with ALM, and it will help demonstrate the current status of a centralized organization introducing decentralization toward the goal of finding the best competitive position. This study will add to the Organizational Design body of knowledge of how the introduction of decentralization may improve even the most centralized of organizations toward the goal of finding the best competitive position. This information is significant at a time when so many seemingly stable, centralized organizations around the world are failing or struggling.

How Much Time will Participation Require?
The initial interview will take 30 to 45 minutes of your time. Your contributions to the asynchronous discussions in the LeaderMeeterMeter site can be as little or as much of your time as you would like to share. The group session will be another 30 to 45 minutes for a total minimum of no less than an hour plus the time you contribute in the asynchronous discussions.

What About Confidentiality?
Since the interview and the group sessions will only ask affirmative questions about your strengths and successes with the ALM implementation and will only record positive responses, the information collected will not be kept confidential unless you request confidentiality. Your positive stories along with your name and job title will likely be used in discussions and reports, posted online and/or in public places, printed, and published. If you decide to participate, know that everything you say will be public knowledge unless you request confidentiality.

What if I have Questions?
Participants have the right to ask questions and to have those questions answered. If you have questions about this study, please contact the researcher, Lisa J. Stamper, or the researcher's faculty advisor whose contact information is located at the end of this form. For questions concerning your rights as a research participant, contact Georgia Southern University Office of Research Services and Sponsored Programs at (912) 478-0843.

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Will I be Paid for Participating?
Unfortunately, you will not be paid for your involvement. If you ask for, or agree to, an interview at a location beyond walking distance, then any costs incurred will not be covered. If you participate in the asynchronous discussions, the costs associated with the Internet access including a PC or mobile phone, software, and IP service will not be reimbursed. This study is only funded by the researcher.

Do I Have to Participate?
Please know that participation is voluntary. It is completely up to you whether you participate or not. If you sign up to participate, you don't have to answer any questions you don't want to and if you decide you don't want to participate at all, you may stop at any time. You can tell me in person, send an email, leave a written message on my desk in room 215, or leave a voicemail message on my mobile phone.

What Happens if I Don't Participate?
There is no penalty for deciding not to participate in the study. The research is not a requirement or even associated with your job. You may decide at any time you don't want to participate further and may withdraw without any concerns or obligations.

How Do I Sign Up?
You must be 18 years of age or older to consent to participate in this research study. If you consent to participate in this research study and to the terms above, please sign your name and indicate the date below.

You will receive a copy of this consent form to keep for your records. This project has been reviewed and approved by the GSU Institutional Review Board under tracking number **H15001**.

Title of Project: The LandWarNet School, the Army Learning Model, and Appreciative Inquiry: How is a Centralized Organization Improved by Introducing Decentralization?

Principal Investigator: Lisa J. Stamper, [redacted]@georgiasouthern.edu

Faculty Advisor: Dr. Devon Jensen, Georgia Southern University, College of Education, PO Box [redacted]@georgiasouthern.edu

Make an X in one of the two boxes.

☐ I give my consent to participant and I waive confidentiality. I understand my positive contributions will be discussed, posted online or in public places, and printed or published along with my name, picture, job title, etc.

☐ I give my consent to participant and I request confidentiality. I understand my positive contributions will be discussed, posted online or in public places, and printed or published, but without my name, picture, job title, etc. I also understand any comments I choose to make in the final group session will not be confidential since the event is a group meeting.

Participant Signature _____ Date _____

I, the undersigned, verify that the above informed consent procedure has been followed.

Investigator Signature _____ Date _____

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Even if you requested confidentiality, the researcher needs your full name, title, contact information, and, if you are a Soldier, your departure date from the LWNS to make sure you can be reached. If you requested confidentiality, this information will not be shared. It will only be used by the researcher.

Mr., Mrs., Rank, etc.	First Name	Middle Name or Initial	Last Name

Mobile Phone Number	Personal Email address

If you are a Soldier, please enter the MOS title and class number of the course you are in currently.	If you are a Soldier, what is the last date you will be at the LWNS (to schedule interview).

Mark the box to indicate what your position is at the LWNS or in reference to the LWNS?

- ☐ LWNS Customer (e.g., Govt Instructional Designer)
- ☐ LWNS Facilities Personnel
- ☐ LWNS Instructional Designer / Developer
- ☐ LWNS Instructor
- ☐ LWNS IT Personnel
- ☐ LWNS Manager
- ☐ LWNS Multimedia Personnel
- ☐ LWNS NIT Personnel
- ☐ LWNS Simulations Personnel
- ☐ LWNS Supervisor
- ☐ LWNS Training Network Personnel
- ☐ LWNS Training Support Personnel
- ☐ Soldier / LWNS Student
- ☐ US Army Official
- ☐ Other (please specify) _____

References

Brafman, O. & Beckstrom, R. A. (2006). The starfish and the spider: The unstoppable power of leaderless organization. New York, NY: Penguin Group

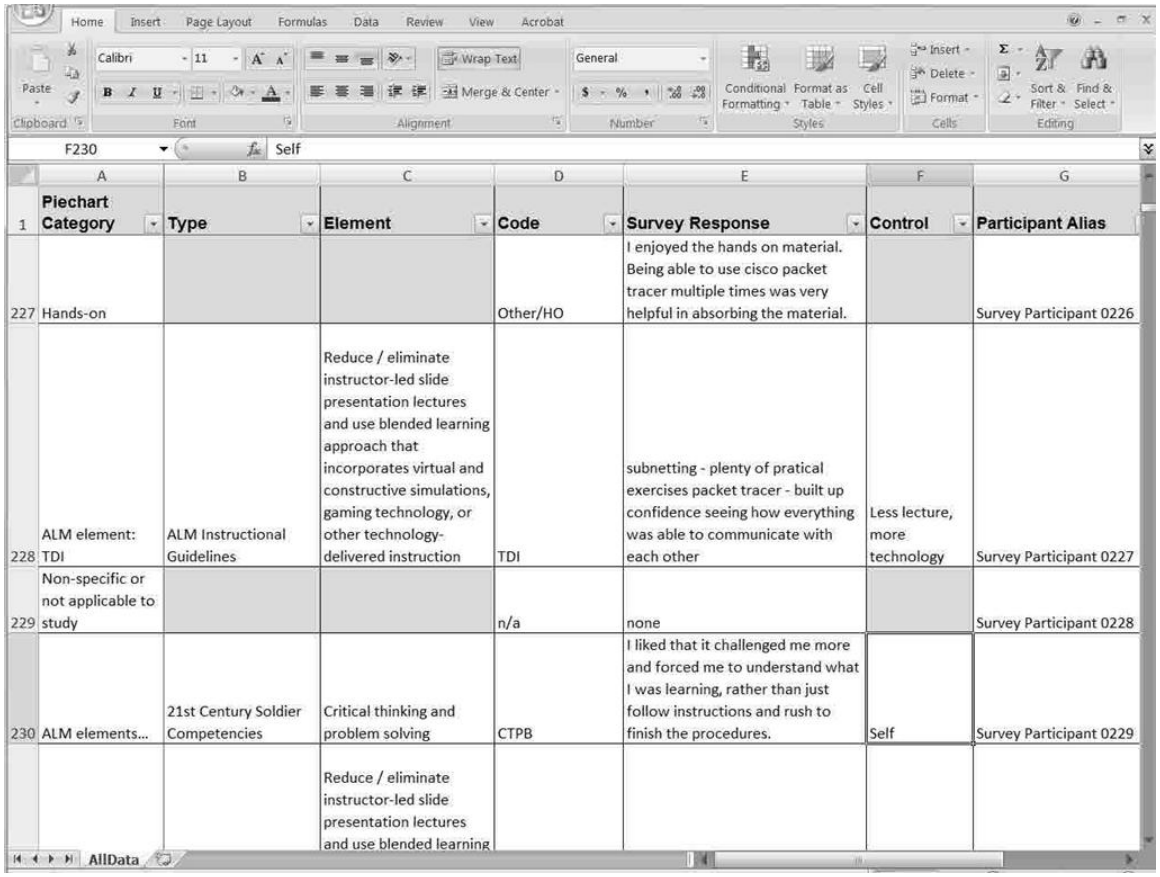
Dempsey, M. E. (2001, June). The U.S. Army learning concept for 2015 (TRADOC Pam 525-8-2). Department of the Army Training and Doctrine Command. Fort Monroe, VA. Retrieved from http://www.tradoc.army.mil/tpubs/pams/tp5250802.pdf

Hock, D. (1999). Birth of the Chaordic Age, San Francisco, CA: Berrett-Koehler Publishers, Inc.

Whitney, D., & Trosten-Bloom, A. (2010). The power of appreciative inquiry: A practical guide to positive change (2nd ed.). San Francisco, CA: Berrett-Koehler Publishers, Inc.

APPENDIX K

SURVEY RESPONSES ANALYSIS SPREADSHEET



Home Insert Page Layout Formulas Data Review View Acrobat

F230 Self

	A	B	C	D	E	F	G
1	Piechart Category	Type	Element	Code	Survey Response	Control	Participant Alias
227	Hands-on			Other/HO	I enjoyed the hands on material. Being able to use cisco packet tracer multiple times was very helpful in absorbing the material.		Survey Participant 0226
228	ALM element: TDI	ALM Instructional Guidelines	Reduce / eliminate instructor-led slide presentation lectures and use blended learning approach that incorporates virtual and constructive simulations, gaming technology, or other technology-delivered instruction	TDI	subnetting - plenty of pratical exercises packet tracer - built up confidence seeing how everything was able to communicate with each other	Less lecture, more technology	Survey Participant 0227
229	Non-specific or not applicable to study			n/a	none		Survey Participant 0228
230	ALM elements...	21st Century Soldier Competencies	Critical thinking and problem solving	CTPB	I liked that it challenged me more and forced me to understand what I was learning, rather than just follow instructions and rush to finish the procedures.	Self	Survey Participant 0229
			Reduce / eliminate instructor-led slide presentation lectures and use blended learning				

AllData

APPENDIX L

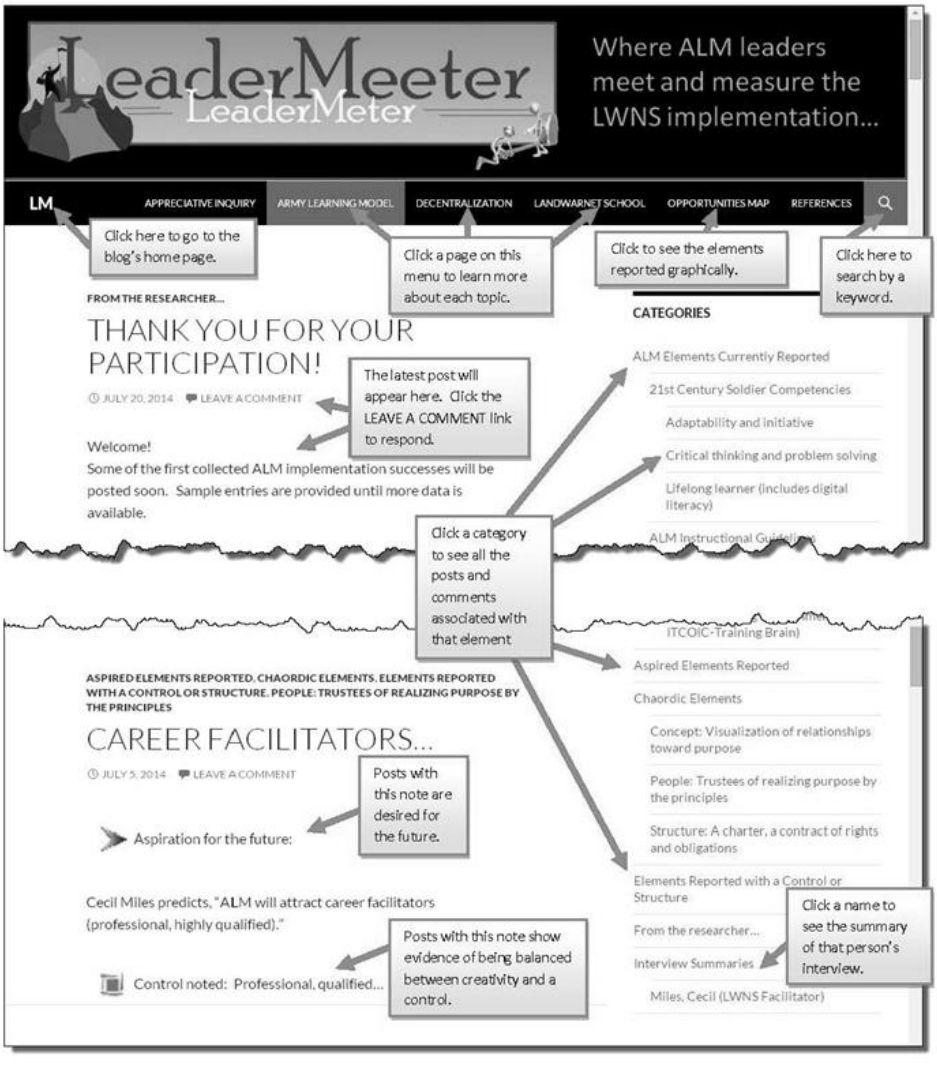
LEADERMEETER|METER BLOG

Getting Started with the Leader Meeter| Meter Blog...

The LeaderMeeter| Meter blog is a virtual place where stakeholders can discuss the LWNS's ALM implementation. The ALM elements identified in interviews and survey question responses are posted by the researcher. Comments are added by stakeholders to affirm the elements noted and/or to suggest others.

All the interactions are made using the Appreciative Inquiry (AI) methodology. Appreciative Inquiry looks for what is there rather than what isn't. AI works with successes and reframes any issues or missing achievements into opportunities. Thank you for practicing Appreciative Inquiry when entering your comments.

See the image below for some tips on how to make the site work for you:



Single element post:

21ST CENTURY SOLDIER COMPETENCIES, ASPIRED ELEMENTS REPORTED, ELEMENTS REPORTED WITH A CONTROL OR STRUCTURE, LIFELONG LEARNER (INCLUDES DIGITAL LITERACY)

NEW GENERATION OF LEADERS

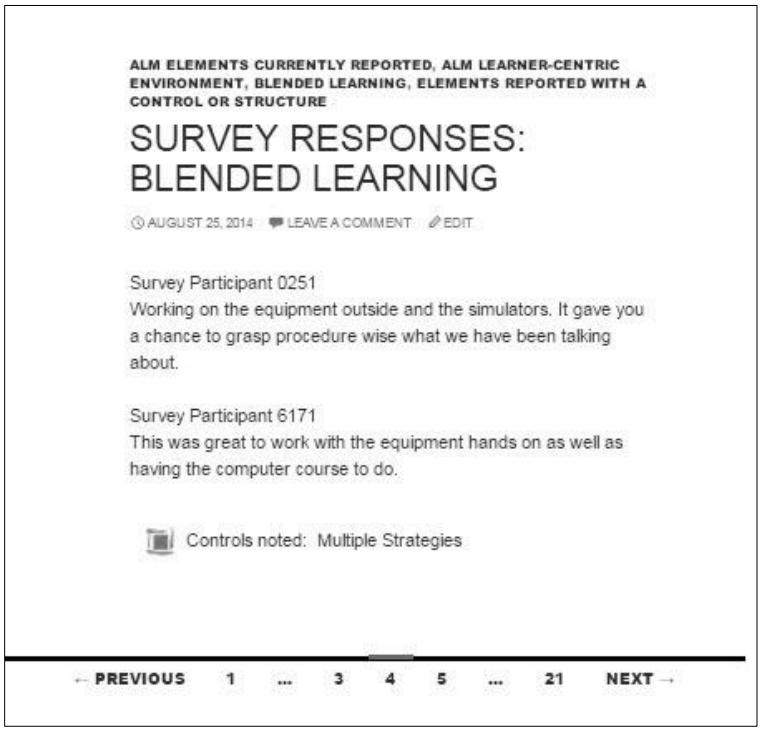
JULY 31, 2014 LEAVE A COMMENT EDIT

Aspiration for the future:

Tabitha Waldrop believes that new leaders in the Army will bring more requirements and the next generation, even more. The need to stay relevant, pertinent will be in the contract.

Control noted: Contract requirements

Survey responses grouped by ALM element post:



ALM ELEMENTS CURRENTLY REPORTED, ALM LEARNER-CENTRIC ENVIRONMENT, BLENDED LEARNING, ELEMENTS REPORTED WITH A CONTROL OR STRUCTURE

SURVEY RESPONSES: BLENDED LEARNING

AUGUST 25, 2014 LEAVE A COMMENT EDIT

Survey Participant 0251
Working on the equipment outside and the simulators. It gave you a chance to grasp procedure wise what we have been talking about.

Survey Participant 6171
This was great to work with the equipment hands on as well as having the computer course to do.

Controls noted: Multiple Strategies

← PREVIOUS 1 ... 3 4 5 ... 21 NEXT →

APPENDIX M

EMAIL STATING INTERVIEW FEEDBACK IS POSTED TO BLOG

Email to participant who waived confidentiality:

Stamper, Lisa

From: Stamper, Lisa
Sent: Friday, August 29, 2014 10:31 AM
To: [redacted]
Subject: Your ALM successes are posted!
Attachments: Getting_Started_with_LM_blog.pdf

Dear Dr. Gray,
I have reflected on your responses from the interview and posted a summary of your ALM successes on the LeaderMeeter|Meter LM blog.

From a LWNS training PC, the address is http:/[redacted]

From a PC outside the JNN network, click the following link: LeaderMeeter|Meter to the LM blog and use your training network username and password.

Username: [redacted]
Password:

If you need help with logging into the training network from the outside of LWNS, please contact me. I am glad to help.

Once you are at the LeaderMeeter|Meter web page there is no need to login or register. At the bottom right, click your name under the Interview Summaries heading. Your summary will appear on the main page.

After you have reviewed the summary, click the link at the bottom of the narrative to see a chart of the ALM elements associated with your comments.

When you are ready to confirm or to add to the interview summary, at the top of the summary below the title, click the LEAVE A COMMENT link. Add your name, email address, your affirmative remarks, and click the Post Comment button.

I will have to approve your first submission. I check the site regularly during the day. After that, you can comment with the same name and email address and it will post immediately.

Please find some time to click one of the links above to review, comment on, and confirm any part, or all, of your interview summary and the ALM elements noted. I have also attached a one page getting-started document if you would like more information on how to navigate the blog.

While you are on the LM blog, take a few minutes to enjoy and respond to the ALM successes of others. Positive remarks are welcomed! Also, notice the opportunities map that graphically represents the results at this point in time.

CERTIFIED PROFESSIONAL Technical Communicator CPTC

Think of it this way... the study is measuring what is there rather than what isn't. Affirm any ALM implementation (decentralization) found and ignore any missing success.

Thank you for contributing your ALM successes to this study. Your feedback will make this research more applicable and complete.

I look forward to reading your blog comments!

--

Sincerely,

Email to participant who requested confidentiality:

Stamper, Lisa

From: Stamper, Lisa
Sent: Friday, August 29, 2014 10:36 AM
To: [redacted]
Subject: Your ALM successes are posted!
Attachments: Getting_Started_with_LM_blog.pdf

Dear [redacted] (Participant 024),
I have reflected on your responses from the interview and posted a summary of your ALM successes on the LeaderMeeter|Meter LM blog.

From a LWNS training PC, the address is http:/[redacted]

From a PC outside the JNN network, click the following link: LeaderMeeter|Meter to the LM blog and use your training network username and password.

Username: [redacted]
Password: [redacted]

If you need help with logging into the training network from the outside of LWNS, please contact me. I am glad to help.

Once you are at the LeaderMeeter|Meter web page there is no need to login or register. At the bottom right, click your name under the Interview Summaries heading. Your summary will appear on the main page.

After you have reviewed the summary, click the link at the bottom of the narrative to see a chart of the ALM elements associated with your comments.

When you are ready to confirm or to add to the interview summary, at the top of the summary below the title, click the LEAVE A COMMENT link. Add your name, email address, your affirmative remarks, and click the Post Comment button. Since you requested confidentiality, use your alias (Participant 024) for your name and the following email address: Participant024@email.com.

I will have to approve your first submission. I check the site regularly during the day. After that, you can comment with the same name and email address and it will post immediately.

Please find some time to click one of the links above to review, comment on, and confirm any part, or all, of your interview summary and the ALM elements noted. I have also attached a one page getting-started document if you would like more information on how to navigate the blog.

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APPENDIX N

FINAL SESSION AGENDA

Checklist Agenda

Welcome! Thank you for making the time in your busy lives to celebrate the culmination of the data collection phase for this research study. Although I work for the LWNS, I today am a doctoral candidate of Georgia Southern University. <stick Georgia Southern logo to ID card>. Any other Eagles here today?! Your input, through the interviews and in today's discussions, makes the results more accurate or on target. Thank you again for your participation!

- ☐ **Watch the whiteboard and Maggie for your door prize number** and see her with your stub if you win… Good luck!
- ☐ **Can anyone in here tell me anything about what this research study is exploring?** That's right—decentralization and there is more information about decentralization as it relates to this study on the LeaderMeeter blog on the PCs. If you click the Decentralization link on the page menu across the top, you will see that information. What else is this study trying to learn more about? Anybody know how to use the LM blog to see more information about that? How are these ideas related or connected?
- ☐ **Excellent! Our goal here today is to make sure what you shared, I interpreted accurately. Did I hear and record accurately what you intended to say individually and as a stakeholder group?**
- ☐ **I asked six questions in each interview** designed to draw out your successful experiences with ALM. I reviewed your feedback to those questions for the presence of the prominent ALM elements from TRADOC 525-8-2—the instructional guidelines, the learner-centric characteristics, and the 21st Century Soldier Competencies.
- ☐ **Most of you have responded saying your interview summaries are on target** and some have even read some of the interview results of others. Let's use the features of the blog to explore further.
- ☐ **To see a narrative summary of your interview, scroll down** on the right and click your name. To see a table of the elements I associated with your comments, click the link at the bottom of the narrative. To see all the interview summaries, click the link called interview summaries. To see every comment linked to a specific ALM element, click the element on the right and the list will appear. You can see all comments about current incidences of ALM or future dreams for ALM. You can see all comments that have been marked as having some sort of structure or control.
- ☐ **Using these techniques, share with each other** and me what you wish you had said or great examples of what ALM is doing and can do.
- ☐ **These results are preliminary.** I will continue to compare and review as I write what is revealed from this data in my dissertation. As the door is closing on the data collection phase, a new door is opening.
- ☐ **From the results you have explored today, what would you share today to help me answer my research question, "How is a Centralized Training Organization (LWNS) Improved by the Introduction of Decentralization (ALM)?**
- ☐ **Thank you for all you have shared and will continue to share with me and those around you.** I still have a few interviews to do and the documentation of what we are learning. Thank you for your input and your confirmation of this collection of data as a whole. May your Labor Day holiday be everything you hope for. **Thank you, thank you, thank you…**