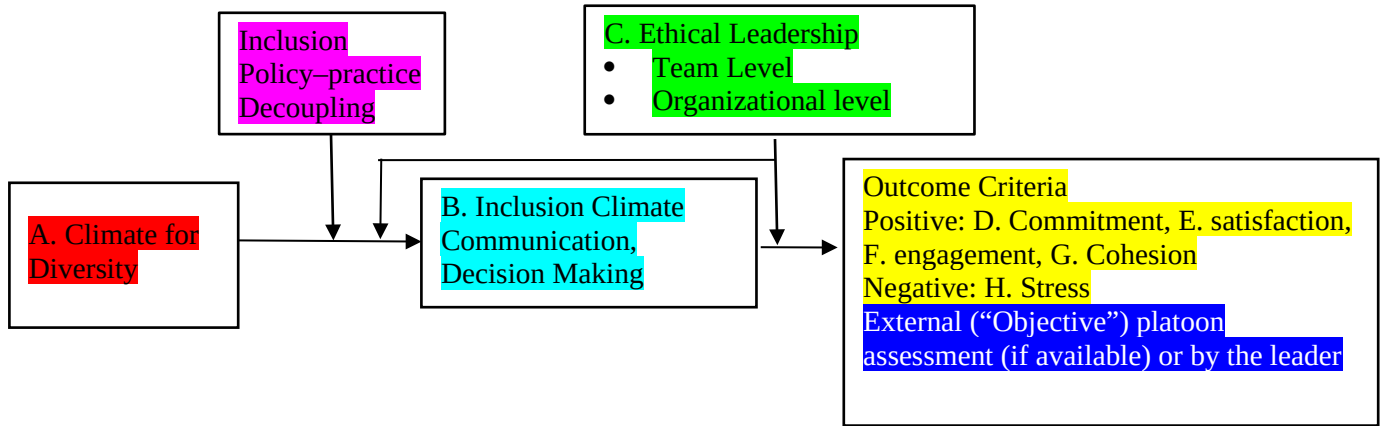


Enclosure D4: Model Measures

Figure 1: The full conceptual model of the Diversity-Performance relationship [For internal use only, this figure will not be sent to participants, only the measures]



A. Climate for Diversity

The Army Diversity Office defines diversity as all attributes, experiences, cultures, characteristics, and backgrounds of the Total Force which are reflective of the Nation we serve and enable the Army to deploy, fight, and win. Thinking of diversity in your platoon, please answer the following questions. When answering questions about leaders in your unit, think of your **PLATOON LEADERSHIP TEAM** (your platoon leader and platoon sergeant).

Item Number	Item	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1	In my unit, I feel I have been treated differently because of race, sex, religion or age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Leaders in my unit support members in the promotion process, regardless of their race, sex, religion or age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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3	Leaders in my unit give feedback and evaluate Soldiers fairly, regardless of the members' ethnicity, gender, age or social background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Leaders in my unit make disciplinary decisions fairly, regardless of factors such as Soldiers' race, sex, age or social background.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Leaders in my unit apply Army regulations and policies fairly for all Soldiers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Leaders in my unit give assignments based on the skills and abilities of Soldiers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Leaders in my unit support Soldiers joining social network support groups (for example Facebook groups).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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8	There is mentorship in my unit for all Soldiers regardless of race, ethnicity, gender, religion, age, or sexual orientation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	The “old boys’ club” is alive and well in my unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	The Army spends enough money and time on diversity awareness and related training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Knowing more about cultural norms of diverse groups would help me be more effective in my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	I think that diverse viewpoints add value.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	I believe that diversity improves mission readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	I feel at ease with people from backgrounds other than my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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15	I am afraid to disagree with members of other groups for fear of being called prejudiced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Diversity issues keep some teams here from performing to their maximum effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Climate for diversity. Diversity climate will be measured using a composite of existing measures (e.g., Kossek & Zonia, 1993; McKay et al., 2007; Mor Barak et al., 1998; Mor Barak, 2017). Eight items will be used to assess service member perceptions of military policies and practices related to (a) increasing diverse representation in the organization and (b) implementing equitable HRM practices that apply to everyone in the organization regardless of their diverse characteristics. Sample items are: “Managers demonstrate through their actions that they want to hire and retain a diverse workforce” and “Managers demonstrate a visible commitment to diversity.” For this and other group- and organization-level items, we will follow Zohar’s multilevel climate measurement procedure, adopting a referent-shift consensus model (see Kozlowski & Klein, 2000) in which group-level items start with “In my department” and organization-level items start with “In our organization” (Zohar, 2000, 2003; Zohar & Luria, 2005). Mor Barak adopted a similar approach in her measurement of diversity climate (Mor Barak et al., 1998; Mor Barak, 2017). All responses will be measured on a 5-point Likert scale ranging from 1 (*to a small extent*) to 5 (*to a large extent*). *Climate for Diversity* (Mor Barak et al, 1998, doi:10.1177/0021886398341006)

B. Climate for Inclusion

Again, thinking of your platoon, please respond to what extent you agree with the statements.

Item Number	Item	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
13	I am often asked to contribute in planning social activities not directly related to my job function.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	I am always informed about informal social activities and Army or unit social events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	I am rarely invited to join members of my unit when they go for lunch or	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	drinks after work or weekend activities.					
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The individual level of inclusion will be measured by the Inclusion-Exclusion Scale (IES) (Mor Barak, et al., 2000; 2005).

B. Climate for Inclusion in Military Contexts

Thinking about your platoon, please read each statement and indicate how strongly you agree or disagree with each one.

Item Number	Item	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1	Soldiers offer to help each other out if unexpected situations arise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Soldiers engage with others in ways that signify respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Soldiers believe that everyone has worth and value, regardless of the groups with which they identify (e.g., MOS, demographics).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Soldiers celebrate unit members' achievements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Soldiers build on each other's ideas and thoughts during the decision-making process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Soldiers take into account the effect of their behavior on others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Soldiers are encouraged to attend unit social activities and events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Soldiers communicate with each other honestly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Soldiers speak up if someone is being excluded.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Soldiers are given voice in decision-making processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Soldiers are told the "why" behind decisions or changes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Decisions are made with Soldiers' best interests in mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	There is a transparency about why certain decisions are made.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Soldiers are actively listened to, not just talked to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	The quality of ideas matter more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	than who expressed them.					
16	Communication goes up and down the chain of command.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The group level of inclusion will be measured by the climate for inclusion in military contexts (Brown et al., 2020). The measure covers 5 dimensions: Fair Treatment, Openness to Differences, Integration into the Unit, Leveraging Unique Perspectives and Expertise, and Shared Understanding in Communication and includes 16 items.

C. Ethical Leadership

The following questions are designed to study the relevance of ethics to effective leadership. Please indicate how well each of the following statements fits your please be thinking of your **PLATOON LEADERSHIP TEAM** specifically, your platoon leader and platoon sergeant.

My platoon leadership team:

Item Number	Item	Strongly Disagree 1	Moderately Disagree 2	Slightly Disagree 3	Slightly Agree 4	Moderately Agree 5	Strongly Agree 6
1	Shows a strong concern for ethical and moral values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Communicates clear ethical standards for Soldiers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Sets an example of ethical behavior in his/her decisions and actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Is honest and can be trusted to tell the truth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Keeps his/her actions consistent with his/her stated values (“walks the talk”).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Is fair and unbiased when assigning tasks to Soldiers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Can be trusted to carry out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	promises and commitments.						
8	Insists on doing what is fair and ethical even when it is not easy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Acknowledges mistakes and takes responsibility for them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Regards honesty and integrity as important personal values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Sets an example of dedication and self-sacrifice for the Army.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Opposes the use of unethical practices to increase performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Is fair and objective when evaluating Soldier performance and providing rewards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Puts the needs of others above his/her own self-interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Holds Soldiers accountable for using ethical practices in their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Yukle et al. (2013) An Improved measure of ethical leadership, *journal of leadership & Organizational studies*, 20(1) 38-48

D. Organizational Commitment

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Thinking of your **platoon**, please read the below statements and indicate how strongly you agree or disagree with each one.

Item Number	Item	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1	I do not feel a strong sense of belonging to my unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I do not feel “emotionally attached” to this unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	This unit has a great deal of personal meaning for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I do not feel like “part of the family” in this unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I would be very happy to spend the rest of my career with this unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I enjoy discussing my unit with people outside it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I really feel as if this unit’s problems are my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I think I could easily become as attached to another unit as I am to this one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<https://doi-org.libproxy1.usc.edu/10.1007/s10869-011-9252-3>

The Allen and Meyer’s (1990) Affective Commitment Scale uses 8 items, 5-point Likert-type response format (strongly disagree to strongly agree)

E. Job Satisfaction

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Each of the statements below is something that a person might say about his or her job. You are to indicate your own, personal feelings about your job by marking how much you agree with each of the statements.

Item Number	Item	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1	Generally speaking, I am very satisfied with my job in the Army.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The work I do in the Army is very meaningful to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I am generally satisfied with the kind of work I do in the Army.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

JOB SATISFACTION QUESTIONS → 3 items were adapted from the Job Diagnostic Survey (Hackman & Oldham, 1975), and a 5 point scale was used from 1 (strongly disagree) to 5 (strongly agree). Items included statements such as “I am very satisfied with my job in the U.S. Army.”

“The JDS is intended (a) to diagnose jobs to determine if they might be redesigned to improve employee motivation and productivity, and (b) to evaluate the effects of job changes on employees. It provides measures of (a) objective job dimensions, (b) individual psychological states resulting from these dimensions, (c) affective reactions of employees to the job and work setting, and (d) individual growth need strength.” (Hackman & Oldham, 1975)

Hackman, O. (1975). Development of the Job Diagnostic Survey. *Journal of Applied Psychology*, 60(2), 159–170. <https://doi.org/10.1037/h0076546>

Full survey items and instructions found here:

<https://files.eric.ed.gov/fulltext/ED099580.pdf>

F. Work Engagement

The following statements are about how you feel at work. Please read each statement carefully and indicate how strongly you agree or disagree with each one.

Item Number	Item	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1	At my work, I feel bursting with energy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I am enthusiastic about my job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I am immersed in my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Work engagement will be measured using 3 of the items from the 9-item short-form version of the Utrecht Work Engagement Scale (Schaufeli et al., 2006). Sample items are: “When I am working, I feel strong and full of energy” and “I find the work that I do full of meaning and purpose.” All responses will be measured on a 5-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*).

Work Engagement – UWES-9 (From Schaufeli et al 2006,

<https://www.wilmarschaufeli.nl/publications/Schaufeli/251.pdf>)

G. The Walter Reed Army Institute of Research (WRAIR) Horizontal Cohesion Scale

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Thinking about your platoon, please indicate how strongly you feel about each statement.

Item #	Item	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1	The members of my unit are cooperative with one another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The members of my unit know that they can depend on each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The members of my unit stand up for each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H. Perceived Stress Scale

The questions in this scale ask you about your feelings and thoughts during the last month. Please indicate how often you felt or thought a certain way.

Item Number	Item	0 Never	1 Almost Never	2 Sometimes	3 Fairly Often	4 Very often
2	In the last month, how often have you felt that you were unable to control the important things in your life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 ^{*a}	In the last month, how often have you felt confident about your ability to handle your personal problems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 ^{*a}	In the last month, how often have you felt that things were going your way?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

^{*a} Scored in the reverse direction

Stress Perceived stress scale (PSS). “Seven items were derived from the perceived stress scale (PSS—Cohen, Kamarck & Mermelstein, 1983).