Selecting and Training U.S. Advisors: Interpersonal Skills and the Advisor-Counterpart Relationship

BY

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ABSTRACT
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Secretary Robert Gates, Department of Defense, stated, "(A)rguably, the most important military component in the War on Terror is not the fighting we do ourselves, but how well we enable and empower our partners to defend and govern their own countries." The role of the U.S. advisor is critical to empower our partners, and U.S. advisors being drawn from the conventional force is an enduring mission. Typically, U.S. advisors were drawn from the Special Forces community; however, the demand for more advisors coupled with the United States' global reach and commitments has far exceeded the organizational strength of one element within the U.S. military. Advisor training since the outset of the war in Iraq and Afghanistan has continued to improve. However, there is near unanimous consensus among former and current U.S. advisors that the advisor predeployment training can and should be improved, and there should be established criteria to select advisors.

The results from this study will not only improve the current mission assigned to the U.S. military, but will enable the Department of Defense to improve the selection and training of future advisors as the military prepares for the enduring advisor mission.

A central research question for this study was: are the interpersonal skills of American advisors related to Iraqi perceptions of the American advisor's performance? By identifying which interpersonal skills are important to the Iraqis concerning effectiveness and satisfaction, the services can improve the selection and training of U.S. advisors.

The author embedded with thirteen U.S. advisor teams in al-Anbar, Iraq in May 2008. The team administered surveys addressing interpersonal skills to seventy-six U.S. advisor-Iraqi pairs. Results of the research indicated that Iraqi perceptions of an advisor's interpersonal behaviors strongly predicted both how effective they believed their advisor to be and how satisfied they were with their advisor.

The advisor mission is too strategically critical to our national security to not apply standardized selection and training criteria. The results of this study can be applied to the future selection and training of U.S. advisors.

DEDICATION

To the men and women who have fought and died in the Iraq War

ACKNOWLEDGEMENTS

When I began my graduate school coursework during the spring semester of 2003, my timing quite possibly could not have been worse. After completing only two weeks of school, I found myself three weeks later digging fighting holes in the attack positions along the Kuwait and Iraq border. I returned to the United States, was able to complete three semesters, and then deployed to Fallujah, Iraq for my second tour. Once again I had to suspend my graduate studies, and I missed the entire 2005 academic year. Looking back upon the last six years and in many regards, the deployments to Iraq and the exposure to the international coalition facilitated my academic career. Concepts I was learning in school I was applying every day. Without a doubt, the Middle Eastern courses I took in the program in order to fulfill the required concentration proved to be invaluable. I would first like to acknowledge Dr. Ted Wilson and the administrative personnel in the department who waived readmission fees and facilitated my entry and reentry into the graduate program.

Dr. Hal Wert has not only been my professor and mentor, but over the last six years I am happy to say he has become my friend. I thank him for his tutorship and for making revision after revision on my thesis.

Dr. Rose Greaves could not have been in a better place at a better time. Thank God she was a professor at the University of Kansas, and I enrolled in her courses before I deployed to Iraq for my second combat tour. I learned more in her courses than I could have ever possibly learned in Middle Eastern history and culture classes taught to Marines during pre-deployment training. Assalamu alaikum Dr. Greaves, and Shukran!

Dr. Michelle Zubylet-Ramsden from the Army Research Institute helped immensely during the research methodology phase of the thesis. Conceptionally, I knew what I wanted to research; however I lacked the experience in developing a study based upon a strong empirical foundation. She introduced the current Leader-Member Exchange research and reviewed numerous iterations of the survey and research methodology. She spent hours with me and always on her own time.

Without the assistance of Dr. Nathan Toronto, Foreign Military Studies Office, and Mr. Jason Brunner, a Kansas State University doctoral candidate, my thesis would have simply been a story of my time in Iraq paired with numbers (1-7) from the Likert Scale used in my survey. I knew what I wanted to analyze, but I had no formal training in statistics. Hours were spent mulling over the statistics and numerous classes were taught to get through to my liberal arts trained and in some cases think head. Thanks to them, I can actually tell someone the significance of R^2 or the meaning of an ANOVA.

LtCol Brandon McGowan, my former Marine Corps boss, allowed me to deploy to Iraq and collect the data needed to produce this thesis. Without his approval, the thesis would never have materialized.

Mustafa Abdualla and Asad Yasir were my interpreters during the data collection. These two gentlemen, Iraqi born translators residing in the United States of America as political asylees,

displayed outstanding moral courage by returning to Iraq and helping me collect this valuable data.

Lastly, I must acknowledge my wife. Since I was a nontraditional student and worked fulltime during graduate school, taking a six hour course load per semester was quite a challenge. Translated, that means two nights a week I was not home until 10:00 p.m. To complete the coursework, I spent numerous hours on weekends and other nights of the week reading, writing, and researching. This was time not spent with my wife and our four young boys. Without my wife's support, my goal to earn a master's degree would have died years ago. I sincerely thank her, and I love you, Lisa.

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Introduction

"(A)rguably, the most important military component in the War on Terror is not the fighting we do ourselves, but how well we enable and empower our partners to defend and govern their own countries. The standing up and mentoring of indigenous armies and police—once the province of Special Forces—is now a key mission for the military as a whole."[1] Secretary Gates is one of many leaders and policy makers who have stated that America's future wars and conflicts are more likely to be asymmetric rather than conventional. The role of the U.S. advisor in asymmetric warfare is critical, and U.S. advisors being drawn from the conventional force is an enduring mission. Advisory missions have traditionally been assigned to the Department of Defense (DoD) and specifically the Army's Green Berets; however, the demand for more advisors coupled with the United States' global reach and commitments has far exceeded the organizational strength of one element within the U.S. military. In both Afghanistan and Iraq, the U.S. military has taken military personnel from the conventional force and created Military Transition Teams (MiTTs), Police Transition Teams (PTTs), Border Transition Teams (BTTs), and Embedded Transition Teams (ETTs). These advisor teams may comprise service members from every branch within the U.S. military, other departments of the U.S. Government (USG), North Atlantic Treaty Organization (NATO) partners, or other countries. The mission of these transition teams is to teach, coach, and mentor their respective Iraqi units. The members of these teams, considered U.S. advisors, have been trained in the schoolhouses of their respective services. Advisor training since the outset of both wars has continued to improve; however, there is near unanimous consensus among former and current U.S. advisors that the advisor predeployment training can and should be improved, and there

[1] Secretary Robert Gates, 10 October 2007, speech to the Association of the United States Army

should be established criteria to select advisors. The results from this study will not only improve the current mission assigned to the U.S. military, but will enable the DoD to improve the selection and training of future advisors as the military prepares for the enduring advisor mission.

The author of this study in close coordination with the Joint Center for International Security Force Assistance (JCISFA), a Chairman Joint Chiefs of Staff Controlled Activity, identified the need to study advisor interpersonal skills and their relationship to advisor selection and training. JCISFA continually collects and disseminates data and best practices for the DoD in an attempt to improve the security force assistance (SFA) mission.[2] To better understand the advisor mission from the perspective of the U.S. advisor's Iraqi counterparts, JCISFA organized and deployed the author and two contract Arabic speaker translators to the province of al-Anbar, Iraq, in May 2008.[3] This study was the first of its kind conducted in the field during current combat operations and administered to the Iraqi Security Forces. To date, there has not been DoD standardization or institutionalization concerning the interpersonal skills needed in order to become an effective and successful advisor. The Quadrennial Defense Review (QDR)[4], along with numerous after action reports from senior leaders and returning US advisors have stressed the importance of the advisory mission. Senior leaders, researchers, and advisors know the job of the advisor is complex, multifaceted, and in many instances places the advisor in nontraditional military roles. The U.S. advisor's role is critical to American interests throughout the world, and it is with the greatest importance we continue to research better ways to select and train U.S. advisors in order to carry out this mission that carries strategic implications.

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[2] SFA is defined by the DoD as: the unified action to generate, employ, and sustain local, host nation or regional security forces in support of a legitimate authority.

[3] In key billets throughout the Iraqi military, Iraqi soldiers are paired with an American advisor. These soldiers are commonly referred to as counterparts. The term counterpart will be used in this manner throughout this essay.

[4] Quadrennial Defense Review Report, February 6, 2006.

Purpose

The purpose of this study was to determine, from the perspective of the Iraqi counterpart, whether there were specific areas in which the U.S. military could improve the selection and training of its advisors. Thus, a central research question for this study was: are the interpersonal skills of American advisors related to Iraqi perceptions of the American advisor's performance? By identifying which interpersonal skills are important to the Iraqis concerning effectiveness and satisfaction, the services can improve the selection and training of advisors. This study reports research that explored the advisor-counterpart relationship and examined the extent to which interpersonal skills are related to performance.

Background

The leader-member exchange (LMX) theory focuses on the two-way relationship between leaders (in this case advisors) and subordinates (counterparts). It emphasizes increasing organizational success by creating positive relations between the leaders and the subordinates within the team (here, the Iraqi host nation security force [HNSF] team). The theory states the more positive this relationship the more success the organization will enjoy. This theory provides the foundation for determining the advisor's effectiveness. Standardized surveys taken from the fields of psychology and management and used in LMX research were administered to both the American advisors and their Iraqi counterparts. The surveys encompassed seven measures associated with interpersonal skills: Social Skills, Interpersonal Facilitation, Inspiration, Interpersonal Influence, Networking Ability, Social Astuteness, and Apparent Sincerity. (See appendix A)

For each measure, a group of statements was created to assess the advisor's skill level within that measure. Advisors and counterparts were asked to provide ratings for each statement

found on the survey. The ratings were based on a seven point Likert scale: (1) strongly disagree, (2) disagree, (3) somewhat disagree, (4) neutral, (5) somewhat agree, (6) agree, and (7) strongly agree.

Each of these measures is defined below.

Social Skills. Ferris, Witt, and Hochwarter state that social skills reflect interpersonal perceptiveness. Individuals scoring high in this area have the capacity to adjust their behavior to different situational demands and the ability to effectively influence and control the responses of others.[5]

Interpersonal Influence. Politically skilled individuals have a subtle and convincing personal style that exerts a powerful influence on those around them. Aspects of interpersonal influence involve adapting one's behavior situationally to different targets of influence in different contextual conditions in order to achieve one's goals.[6]

Interpersonal Facilitation. Ferris, Witt, and Hochwarter characterize individuals with high scores in this area as people who focus naturally and intuitively on how others experience situations. They are keenly attuned to the interpersonal aspects of a work situation and usually work quietly behind the scenes.[7]

Inspiration. According to Kirkpatrick and Locke, inspiration describes a leader's capacity to act as a model for subordinates.[8]

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[5] *Ferris*, G. F., *Witt*, L. A. & Hochwarter, W. A. (2001). Interaction of social skill and general mental ability on job performance and salary. *Journal of Applied Psychology*, 86, 1075-1082.
[6] *Ferris*, G. F., *Witt*, Treadway, D. C., Kolodinsky, R. W., Hochwarter, W. A., Kacmar, C. J., Douglas, C., & Frink, D. D. (2005). Development and validation of the Political Skill Inventory. *Journal of Management, 31,* 126-152.
[7] *Ferris*, G. F., *Witt*, L. A. & Hochwarter, W. A. (2001). Interaction of social skill and general mental ability on job performance and salary. *Journal of Applied Psychology*, 86, 1075-1082.
[8] Kirkpatrick, S. A. & Locke, E.A. (1996). Direct and Indirect Effects of Three Core Charismatic Leadership Components on Performance and Attitudes. *Journal of Applied Psychology, 81 (1) 36-51.*

Networking Ability. Individuals with strong political skill are adept at developing and using diverse networks of people. With their typically subtle style, they easily develop friendships and build strong, beneficial alliances and coalitions. Furthermore, they are often highly skilled negotiators and deal makers and adept at conflict management.[9]

Social Astuteness. Individuals possessing political skill are astute observers of others and are keenly attuned to diverse social situations. They comprehend social interactions and accurately interpret their behavior, as well as that of others, in social settings. They have strong powers of discernment and high self-awareness. Socially astute individuals often are seen as ingenious, even clever, in dealing with others.[10]

Apparent Sincerity. Politically skilled individuals appear to others as possessing high levels of integrity, authenticity, sincerity, and genuineness. They are, or appear to be, honest, open, and forthright. This dimension of political skill strikes at the very heart of whether influence attempts will be successful because it focuses on the perceived intentions (i.e., as assessed by the target of influence) of the behavior exhibited (i.e., by the actor). Because their actions are not interpreted as manipulative or coercive, individuals high in apparent sincerity inspire trust and confidence in and from those around them.[11]

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[9] *Ferris*, G. F., *Witt*, Treadway, D. C., Kolodinsky, R. W., Hochwarter, W. A., Kacmar, C. J., Douglas, C., & Frink, D. D. (2005). Development and validation of the Political Skill Inventory. *Journal of Management, 31,* 126-152.
[10] *Ferris*, G. F., *Witt*, Treadway, D. C., Kolodinsky, R. W., Hochwarter, W. A., Kacmar, C. J., Douglas, C., & Frink, D. D. (2005). Development and validation of the Political Skill Inventory. *Journal of Management, 31,* 126-152.
[11] *Ferris*, G. F., *Witt*, Treadway, D. C., Kolodinsky, R. W., Hochwarter, W. A., Kacmar, C. J., Douglas, C., & Frink, D. D. (2005). Development and validation of the Political Skill Inventory. *Journal of Management, 31,* 126-152.

Methodology

The data collection team embedded with thirteen Military and Police Transition Teams (MiTTs/PTTs) and administered paper surveys to seventy-six advisor-Iraqi pairs.[12] In order to ensure anonymity and thereby increase the likelihood of obtaining biased answers, the author administered surveys to advisors and their Iraqi counterparts separately. In addition to basic demographic information contained in the surveys, the surveys were developed using standard measures and questionnaires found in the fields of psychology and management and related to the LMX theory. Both advisors and Iraqis completed items related to the interpersonal skills of the American advisor. Specifically, advisors reported the extent to which they believed they performed interpersonal behaviors, while Iraqis reported the extent to which they believed advisors performed those same interpersonal behaviors. The surveys targeted seven elements of interpersonal skills: Social Skills, Interpersonal Influence, Interpersonal Facilitation, Inspiration, Networking Ability, Social Astuteness, and Apparent Sincerity. Appendix B contains the American survey. Appendix C contains the Iraqi survey.

Surveys were administered in both English and Arabic, and this required the English version to be translated to Arabic before the team deployed to Iraq. When the survey was translated from English to Arabic, two translators were used. One translator transcribed the English survey into Arabic. The other translator never saw the original English version. A "back translation" was administered by the second translator, meaning the newly transcribed Arabic survey was then translated into English. The author then compared the new English translation to the original English translation in order to check for discrepancies. There were minimal discrepancies which were addressed.

[12] A pair consisted of an American advisor and their Iraqi counterpart. The American advisors held various combat and non-combat military occupational specialties.

Iraqi surveys contained two additional items asking them to rate their satisfaction with their advisor as well as their advisor's overall effectiveness: (1) "Summing up, my American counterpart was effective," and (2) "In general, I was satisfied with the work that has been done by my American counterpart."

Results and Analysis

Using statistical analysis, the Iraqi perceptions of advisor performance were compared with how they perceived their American advisors' interpersonal skills. Results of the research indicated that Iraqi perceptions of an advisor's interpersonal behaviors strongly predicted both how ***effective*** they believed their advisor to be and how ***satisfied*** they were with their advisor. That is, those advisors with lower scores in interpersonal skills, as viewed by their Iraqi counterparts, received significantly lower effectiveness and satisfaction ratings.

The results of this study are broken into the following categories: advisor effectiveness, counterpart satisfaction, American previous deployments to theatre, establishing a working relationship, and American pre-deployment training.

Advisor Effectiveness

The following tables present the regression when examining the relationship between interpersonal skills and performance. The dependent variable for performance presented to the Iraqi counterparts was the following statement, "Summing up, my American counterpart was effective."

Tables 1, 2, and 3 present the model summary, ANOVA, and the coefficients, respectively. A significance of .000 is displayed in Table 2. Table 1 shows they are so significantly related that R^2 =.818; that is, 81.8% of variance in the effectivenss of the Iraqi

counterpart is related to interpersonal skills. Table 3 shows which American interpersonal skills the Iraqi counterparts feel are related to performance when specifically asked about the **effectiveness** of their American advisor. Interpersonal Facilitation ranked first, followed by Networking Ability, and Interpersonal Influence.

Table 1. Model Summary (Advisor Effectiveness)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.905(a)	.818	.800	.50955

Predictors:

(Constant), Iraqi Sincerity, Iraqi Social Astuteness, Iraqi Networking Ability, Iraqi Social Skills, Iraqi Interpersonal Facilitation, Iraqi Interpersonal Influence, Iraqi Inspiration.

Table 2. ANOVA(b) (Advisor Effectiveness)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	79.542	7	11.363	43.765	.000(a)
	Residual	17.655	68	.260		
	Total	97.197	75			

Predictors: Constant), Iraqi Sincerity, Iraqi Social Astuteness, Iraqi Networking Ability, Iraqi Social Skills, Iraqi Interpersonal Facilitation, Iraqi Interpersonal Influence, Iraqi Inspiration

Dependent Variable: Summing up, my American counterpart was effective.

Table 3. Coefficients(a) (Advisor Effectiveness)

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.104	.445		-.233	.816
Iraqi Social Skills	.075	.086	.078	.871	.387
Iraqi Interpersonal Influence	.214	.106	.190	2.024	**.047**
Iraqi Interpersonal Facilitation	.522	.094	.508	5.552	**.000**
Iraqi Inspiration	-.034	.068	-.048	-.497	.621
Iraqi Networking Ability	.172	.080	.194	2.155	**.035**
Iraqi Social Astuteness	.127	.099	.127	1.287	.202
Iraqi Sincerity	-.027	.091	-.025	-.302	.764

Dependent Variable: Summing up, my American counterpart was effective.

Counterpart Satisfaction

The following tables present the regression when examining the relationship between interpersonal skills and performance. The dependent variable for performance presented to the Iraqi counterparts was the following statement, "In general, I was satisfied with the work that has been done by my American counterpart."

Tables 4, 5, and 6 present the model summary, ANOVA, and the coefficients respectively. A significance of .000 is displayed in Table 5. Table 4 shows that they are so significantly related that R^2 =.682; that is, 68.2% of variance in the satisfaction of the Iraqi counterpart is related to interpersonal skills. Table 6 shows which American interpersonal skills the Iraqi counterparts feel are related to performance when specifically asked about the **satisfaction** of their American advisor. Sincerity ranked first, followed by Social Skills, and Inspiration.

Table 4. Model Summary (Counterpart Satisfaction)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.826(a)	.682	.649	.74706

Predictors: (Constant), Iraqi Sincerity, Iraqi Social Astuteness, Iraqi Networking Ability, Iraqi Social Skills, Iraqi Interpersonal Facilitation, Iraqi Interpersonal Influence, Iraqi Inspiration

Table 5. ANOVA(b) (Counterpart Satisfaction)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	81.457	7	11.637	20.851	.000(a)
	Residual	37.951	68	.558		
	Total	119.408	75			

Predictors: (Constant), Iraqi Sincerity, Iraqi Social Astuteness, Iraqi Networking Ability, Iraqi Social Skills, Iraqi Interpersonal Facilitation, Iraqi Interpersonal Influence, Iraqi Inspiration

Dependent Variable: In general, I was satisfied with the work that has been done by my American counterpart.

Table 6. Coefficients(a) (Counterpart Satisfaction)

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.744	.652		1.140	.258
Iraqi Social Skills	.356	.126	.336	2.830	**.006**
Iraqi Interpersonal Influence	-.117	.155	-.094	-.756	.452
Iraqi Interpersonal Facilitation	.119	.138	.104	.862	.392
Iraqi Inspiration	.210	.100	.266	2.102	**.039**
Iraqi Networking Ability	.107	.117	.109	.914	.364
Iraqi Social Astuteness	-.253	.145	-.228	-1.748	.085
Iraqi Sincerity	.509	.133	.412	3.813	**.000**

Dependent Variable: In general, I was satisfied with the work that has been done by my American counterpart.

American Previous Deployments to Theatre

Another consistent result indicated that the number of previous deployments to Iraq increased the Iraqi's perception of their American advisor's effectiveness. When Iraqis were asked if their American counterpart was effective, a statistical correlation revealed it was extremely important to the Iraqis that their American counterpart had previously served in the Iraqi theater. When asked whether they were satisfied with the performance of their American counterpart, previous deployments to Iraq were not significant to Iraqi counterparts. 59.2% of the American advisors had served in Iraq on previous deployments.[13] This finding suggests that not only are results-oriented interpersonal skills important to Iraqi perceptions of advisor effectiveness, but counterparts also place weight on the prior military experiences of the advisor. Alternatively, the extent to which an Iraqi counterpart is satisfied with an advisor is tied more closely to humanistic interpersonal skills and experience is not as significant. This finding suggests that, from the perspective of the Iraqi counterparts, effectiveness means "making things happen" and those advisors with deployment experience can accomplish that mission. From the perspective of the Iraqi counterparts, satisfaction, albeit extremely important, equates to rapport or camaraderie, and a U.S. advisor does not need prior deployment experience to build a personal relationship.

Establishing a Working Relationship

Tables 7 and 8 display the perceptions between the American advisors and their Iraqi counterparts concerning the time required in order to begin to work together effectively. The question on the survey was ask, "How many months do you think that it will take before you and

[13] Only five subjects surveyed, or 6.6%, had previously served as an advisor in Iraq; therefore, not enough data were collected to infer whether having experience as an advisor would increase the Iraqi's perception of effectiveness. A follow-on study should examine whether possessing advisor experience impacts effectiveness.

your counterpart begin to work together effectively?" The Americans' perception is that an effective relationship can be built slightly faster than what the Iraqis reported. 89.4% of American respondents stated that a strong working relationship could be forged within the first three months. 72.4% of the Iraqi counterparts stated that a strong working relationship could be forged within the first three months. This result contradicts some of the conventional anecdotal wisdom stating it takes six months to a year to establish a good relationship.

Table 7. Length to Establish Working Relationship (American Responses)

Number of Months	Frequency	Percent
1.00	34	44.7
2.00	19	25.0
3.00	15	19.7
4.00	6	7.9
6.00	1	1.3
Total	75	98.7
Missing	1	1.3
Grand Total	76	100.0

Table 8. Length to Establish Working Relationship (Iraqi Responses)

Number of Months	Frequency	Percent
1.00	34	44.7
2.00	16	21.1
3.00	5	6.6
4.00	1	1.3
6.00	15	19.7
7.00	1	1.3
8.00	2	2.6
12.00	1	1.3
13.00	1	1.3
Total	76	100.0

American Pre-deployment Training

All seventy-six U.S. advisors were asked if they had received training on understanding human behavior, influence, negotiation, and working with and through an interpreter. These

questions were asked in order to gain a better understanding of the pre-deployment training received, whether or not the advisor felt the training would or would not affect their effectiveness, and most importantly whether or not the Iraqi counterpart felt the training made the advisor more effective.

Table 9. Did you receive formal training on understanding human behavior?

	Frequency	Percent
Did not answer	1	.9
N	47	41.2
Y	66	57.9
Total	114	100.0

Table 10. If not, in your opinion would this training help you in your current mission?

	Frequency	Percent
N	7	14.8
Y	40	85.2
Total	47	100.0

Table 11. Did you receive formal training on influencing another person's behavior?

	Frequency	Percent
Did not answer	1	.9
N	51	44.7
Y	62	54.4
Total	114	100.0

Table 12. If not, in your opinion would this training help you in your current mission?

	Frequency	Percent
N	8	15.7
Y	42	84.3
Total	51	100.0

Table 13. Did you receive formal training in negotiation techniques?

	Frequency	Percent
Did not answer	1	.9
N	26	22.8
Y	87	76.3
Total	114	100.0

Table 14. If not, in your opinion would this training help you in your current mission?

	Frequency	Percent
N	3	11.5
Y	23	88.5
Total	26	100.0

Table 15. Did you receive formal training on how to work with and through an interpreter?

	Frequency	Percent
Did not answer	1	.9
N	20	17.5
Y	93	81.6
Total	114	100.0

Table 16. If not, in your opinion would this training help you in your current mission?

	Frequency	Percent
N	1	5.0
Y	19	95.0
Total	20	100.0

Results indicated that advisors who received predeployment training in **negotiation** were much more likely to be viewed as effective by their Iraqi counterparts. The author did not find a statistical relationship between the Iraqi's perceptions of effectiveness and pre-deployment training for understanding human behavior, influence, and working through an interpreter. This lack of statistical relationship could be due to the nature of the pre-deployment training received. For example, if the pre-deployment training focused on relationship-oriented skills rather than results-oriented skills, it might facilitate the Iraqi counterpart's satisfaction with the advisor, but would not necessarily result in improved perceptions of advisor effectiveness. A lack of statistical relationship might also be attributed to the advisor's previous experience, what was trained, and what advisor actually did while deployed. It should be noted that in a separate research study surveying 565 Army and Marine advisors across various aspects of understanding human behavior, influence, and interpreter usage, the results of this survey indicated these skills

were highly important to the advisor role[14]; thus, advisor training should continue to target all four of these skills.

Conclusion

Users of this research should take care when applying the results of this study. Of the seventy-six advisors, 84.2% were U.S. Marines, deployed in one Iraqi province, and advising in a mature combat theater. Although there was enough data collected to make the research statistically valid, it is possible that when replicated the results could vary from service to service. One should also account for cultural implications that could have affected the results of the data such as the historical infrequency of Iraqis completing surveys and asked to reveal honest opinions, social mores that carry shame or disgrace when one male critiques another male's performance, and a fear that personal information would not remain in confidence. Even when analyzing numerous considerations, the research did yield significant results that will help select and train U.S. advisors.

The interpersonal skills most predictive of effectiveness ratings were interpersonal facilitation, followed by networking ability, and interpersonal influence. The interpersonal skills that best predicted the satisfaction ratings received by advisors were sincerity, followed by social skills and inspiration. These results suggest that Iraqis view effectiveness and satisfaction as different concepts and attribute different interpersonal skills to each dependent variable. The interpersonal skills associated with effectiveness are more results-oriented; whereas the interpersonal skills associated with satisfaction are more humanistic or relationship-oriented. This empirical conclusion supports what many of us who have served as advisors or those who have read anecdotal after action reports already know: there is a delicate balance between

[14]Army Research Institute, Zbylut, M., Metcalf, K., McGowan, B., Beemer, M., Vowels, C. L., & Brunner, J. M. (2008, December). *An analysis of cross-cultural behaviors for military advisors in the Middle East.*

effectiveness and satisfaction. Advisors should be cognizant of these subtle differences. In order to influence the behavior of their counterpart, advisors must either possess or receive training on the requisite interpersonal skills required to be effective and to facilitate counterpart satisfaction. Advisors with previous combat experience carry with them a heightened level of credibility and training in the art of negotiation increases the advisory's efficacy. Finally, a strong and effective advisor-counterpart relationship can be established within the first three months.

Secretary Gates, numerous DoD leaders, and documents such as the 2006 Building Partnership Capacity Quadrennial Defense Review Execution Roadmap have charged the U.S. military with an enduring advisor mission. There has been a large institutional resistance to this mission set. Officers, enlisted, and quite frankly general officers throughout the U.S. military and irrespective of service have not embraced the enduring advisor mission. Whether the U.S. military, as an institution, likes the decision of senior DoD policy makers is completely irrelevant. U.S. advisors will continue to be sourced and deployed from the conventional military force. The services must continue to find ways to improve both the selection and training of military advisors. This study is by no means conclusive enough to design an entire advisor training curriculum. It does, however, provide sufficient empirical data to the greater body of knowledge and assist those who are intimately involved in selecting and training U.S. advisors.

This study was conducted to determine if the interpersonal skills of advisors could benefit advisor selection and training methods. In the opinion of the author, the selection criteria applied to the advisor mission is critically important and at the same time is exponentially more difficult to institutionalize than the training methodologies. Because selecting advisors based upon interpersonal skills is extremely difficult and many senior leaders have resisted partitioning a

portion of the conventional military to the enduring advisor mission, it is also the opinion of this author that the U.S. military has not properly implemented standardized means to select and train U.S. advisor. The results of this study indicate that interpersonal skills are highly related to the counterpart's perception of an advisor's performance. However, with respect to Iraqi perceptions of an advisor's effectiveness, not all interpersonal skills are created equal—interpersonal skills that are results-oriented appear to have greater weight in Iraqi perceptions of effectiveness. Results also indicated that, should the U.S. military be involved in a prolonged engagement requiring the deployment of advisors, the selection of U.S. advisors should strongly consider personnel with previous deployment experience from the same area of operation because these advisors also are viewed as more effective by their Iraqi counterparts.

The question thus becomes: should the DoD/Interagency select advisors who possess heightened interpersonal skills or can interpersonal skills be adequately taught? The U.S. military applies various personality tests and rigorous screening techniques to numerous occupations; i.e. recruiting, drill instructors, pilots, or cryptologists. In order to meet the demands of the enduring advisor mission and produce successful advisors, screening techniques must and should be applied.

The advisor mission is too strategically critical to our national security to not apply standardized selection and training criteria. The advisor mission is not simply a combat mission. If advisors are deployed throughout the world and training friends and allies during peace time exercises, the nation's military instrument of power is used more effectively. With the help of the advisor mission, the likelihood of armed conflict with another nation state can be greatly reduced.

Appendix A. Measures

Measures

For each statement, respondents answer using a seven-point Likert scale (strongly disagree--disagree--somewhat disagree--neutral--somewhat agree--agree--strongly agree).

Transition Team Member

Social Skills

Ferris, G. F., *Witt*, L. A. & Hochwarter, W. A. (2001). Interaction of social skill and general mental ability on job performance and salary. *Journal of Applied Psychology*, 86, 1075-1082.

1 I find it easy to put myself in the position of others.
2 I am keenly aware of how I am perceived by others.
3 In social situations, it is always clear to me exactly what to say and do.
4 I am particularly good at sensing the motivations and hidden agendas of others.
5 I am good at making myself visible with influential people in my organization.
6 I am good at reading others' body language.
7 I am able to adjust my behavior and become the type of person dictated by any situation.

Iraqi Counterpart

Social Skills

Ferris, G. F., *Witt*, L. A. & Hochwarter, W. A. (2001). Interaction of social skill and general mental ability on job performance and salary. *Journal of Applied Psychology*, 86, 1075-1082.

1 My American counterpart can easily put himself in the position of others.
2 My American counterpart is keenly aware of how he/she is perceived by others.
3 In social situations or interacting with Iraqis, my American counterpart it is always clear exactly what to say and do.
4 My American counterpart is very good at sensing the motivations and hidden agendas of others.
5 My American counterpart is good at making himself/herself visible with influential people in my unit or community.
6 My American counterpart is good at reading others' body language.
7 My American counterpart is able to adjust his/her behavior and become the type of person dictated by any situation.

Transition Team Member

Interpersonal Influence

Ferris, G. F., *Witt*, Treadway, D. C., Kolodinsky, R. W., Hochwarter, W. A., Kacmar, C. J., Douglas, C., & Frink, D. D. (2005). Development and validation of the Political Skill Inventory. *Journal of Management, 31,* 126-152.

1 I am able to make most people feel comfortable and at ease around me.
2 I am able to communicate easily and effectively with others.
3 It is easy for me to develop good rapport with most people.
4 I am good at getting people to like me.

Iraqi Counterpart

Interpersonal Influence

Ferris, G. F., *Witt*, TReadway, D. C., Kolodinsky, R. W., Hochwarter, W. A., Kacmar, C. J., Douglas, C., & Frink, D. D. (2005). Development and validation of the Political Skill Inventory. *Journal of Management, 31,* 126-152.

1 My American counterpart can make most people feel comfortable and at ease around him.
2 My American counterpart can communicate easily and effectively with others.
3 It is easy for my American counterpart to develop good rapport with most people.
4 My American counterpart is good at getting people to like him.

Transition Team Member

Interpersonal Facilitation

Ferris, G. F., *Witt*, L. A. & Hochwarter, W. A. (2001). Interaction of social skill and general mental ability on job performance and salary. *Journal of Applied Psychology*, 86, 1075-1082.

1 I express value and positive regard for the work and ideas of others.
2 I cooperate with other team members by sharing information readily.
3 I create effective working arrangements with team members and partners.
4 I develop and maintain positive and lasting relationships.
5 I listen carefully and respond thoughtfully when asked to exchange work related information.

Iraqi Counterpart

Interpersonal Facilitation

Ferris, G. F., *Witt*, L. A. & Hochwarter, W. A. (2001). Interaction of social skill and general mental ability on job performance and salary. *Journal of Applied Psychology*, 86, 1075-1082.

1 My American counterpart expresses value and positive regard for the work and ideas of others.
2 My American counterpart cooperates with other team members by sharing information readily.
3 My American counterpart creates effective working arrangements with team members and partners.
4 My American counterpart develops and maintains positive client relationships.
5 My American counterpart listens carefully and responds thoughtfully in exchanging work information.

Transition Team Member

Inspiration

Kirkpatrick, S. A. & Locke, E.A. (1996). Direct and Indirect Effects of Three Core Charismatic Leadership Components on Performance and Attitudes. *Journal of Applied Psychology, 81 (1) 36-51.*

1 I can motivate people to do better than I originally expected they would do.
2 I can arouse people to put forth more effort and to work better.
3 Because of me, my counterpart performed better than I expected he could do.
4 I stimulate others effort to excel.
5 I can heighten others motivation to succeed.
6 I can increase others optimism for the future.

Iraqi Counterpart

Inspiration

Kirkpatrick, S. A. & Locke, E.A. (1996). Direct and Indirect Effects of Three Core Charismatic Leadership Components on Performance and Attitudes. *Journal of Applied Psychology, 81 (1) 36-51.*

1 My American counterpart can motivate me to do better than I originally expected that I would do.
2 My American counterpart can arouse people to put forth more effort and to work better.
3 Because of my American counterpart, I performed better than he expected I could do.
4 My American counterpart stimulated my to excel.
5 Because of my American counterpart my motivation to succeed was heightened.
6 Because of my American counterpart I have increased optimism for the future.

Transition Team Member

Networking ability

Ferris, G. F., *Witt*, Treadway, D. C., Kolodinsky, R. W., Hochwarter, W. A., Kacmar, C. J., Douglas, C., & Frink, D. D. (2005). Development and validation of the Political Skill Inventory. *Journal of Management, 31,* 126-152.

1 I spend a lot of time and effort networking with others.
2 I am good at building relationships with influential people.
3 I have developed a large network of colleagues and associates whom I can call on for support when I really need to get things done.
4 I know a lot of important people and am well connected.
5 I spend a lot of time developing connections with others.
6 I am good at using my connections and network to make things happen.

Iraqi Counterpart

Networking ability

Ferris, G. F., *Witt*, Treadway, D. C., Kolodinsky, R. W., Hochwarter, W. A., Kacmar, C. J., Douglas, C., & Frink, D. D. (2005). Development and validation of the Political Skill Inventory. *Journal of Management, 31,* 126-152.

1 My American counterpart spends a lot of time and effort networking with others.
2 My American counterpart is good at building relationships with influential people.
3 My American counterpart has developed a large network of colleagues and associates whom he can call on for support when he really need to get things done.
4 My American counterpart knows a lot of important people and is well connected.
5 My American counterpart spends a lot of time developing connections with others.
6 My American counterpart is good at using his connections and network to make things happen.

Transition Team Member

Social Astuteness

Ferris, G. F., *Witt*, Treadway, D. C., Kolodinsky, R. W., Hochwarter, W. A., Kacmar, C. J., Douglas, C., & Frink, D. D. (2005). Development and validation of the Political Skill Inventory. *Journal of Management, 31,* 126-152.

1 I understand people very well.
2 I am particularly good at sensing the motivations and hidden agendas of others.
3 I have good intuition or savvy about how to present myself to others.
4 I always seem to instinctively know the right things to say or do to influence others.
5 I pay close attention to people's facial expressions.

Iraqi Counterpart

Social Astuteness

Ferris, G. F., *Witt*, Treadway, D. C., Kolodinsky, R. W., Hochwarter, W. A., Kacmar, C. J., Douglas, C., & Frink, D. D. (2005). Development and validation of the Political Skill Inventory. *Journal of Management, 31,* 126-152.

1 My American counterpart understands people very well.
2 My American counterpart is particularly good at sensing the motivations and hidden agendas of others.
3 My American counterpart has good intuition or savvy about how to present himself to others.
4 My American counterpart seems to instinctively know the right things to say or do to influence others.
5 My American counterpart pays close attention to people's facial expressions.

Transition Team Member

Apparent Sincerity

Ferris, G. F., *Witt*, Treadway, D. C., Kolodinsky, R. W., Hochwarter, W. A., Kacmar, C. J., Douglas, C., & Frink, D. D. (2005). Development and validation of the Political Skill Inventory. *Journal of Management, 31,* 126-152.

1 When communicating with others, I try to be genuine in what I say and do.
2 It is important that people believe in what I say and do.
3 I try to show a genuine interest in other people.

Iraqi Counterpart

Apparent Sincerity

Ferris, G. F., *Witt*, Treadway, D. C., Kolodinsky, R. W., Hochwarter, W. A., Kacmar, C. J., Douglas, C., & Frink, D. D. (2005). Development and validation of the Political Skill Inventory. *Journal of Management, 31,* 126-152.

1 When communicating with others, my American counterpart tries to be genuine in what I say and do.
2 It is important to my American counterpart that people believe in what he says and does.
3 My American counterpart shows a genuine interest in other people.

Iraqi Counterpart Only:

1 My American counterpart understands human behavior.
2 My American counterpart can influence my behavior.
3 My American counterpart can influence the behavior of others around us.
4 My American counterpart negotiates with me.
5 My American counterpart negotiates with others around us.
6 My American counterpart builds rapport with me.
7 My American counterpart builds rapports with other around us.
8 My American counterpart is very good at working with an interpreter.
9 My American counterpart understands that he must execute three very different roles: teaching, coaching, and mentoring.
10 My American counterpart is a teacher.
11 My American counterpart is a coach.
12 My American counterpart is a mentor.

Appendix B. American Advisor Survey

ID: _____

AMERICAN ADVISOR SURVEY

1. Rank: _____ 2. Years of service: _____ 3. Age: _____

4. What is your transition team position? _____

5. Service *(Circle one):* Army Marine Corps

6. Component *(Circle one):* Active Reserve Guard AR FTS

7. How many times prior to this deployment have you been deployed to Iraq? _____

8. Is this your first time serving as an advisor in Iraq? _____

   If no, how many advisor tours? _____ Location(s): _____

9. Did you receive formal advisor training before deploying to Iraq? Yes No

   If yes, please state: Location(s): _____ Duration: _____

10. Did you receive formal training on understanding human behavior? Yes No

    If not, in your opinion would this training help you in your current mission? Yes No

11. Did you receive formal training on influencing another person's behavior? Yes No

    If not, in your opinion would this training help you in your current mission? Yes No

12. Did you receive formal training in negotiation techniques? Yes No

    If not, in your opinion would this training help you in your current mission? Yes No

13. Did you receive formal training on how to work with and through an interpreter? Yes No

    If not, in your opinion would this training help you in your current mission? Yes No

14. Do you feel that the Department of Defense should form permanent advisory units that contain such traditional characteristics as MOS or Branch qualification, formal schools, orthodox career paths, monitors or branch managers, etc.?

    Yes No

15. Are there service men or women who lack the interpersonal skills to become effective advisors?

    Yes No

16. Do you believe that training in interpersonal skills can help American service men and women become effective advisors?

Yes No

17. What type of transition team do you lead? *(Place an X by the one that best applies)*

Iraq Team Types

	BN MiTT		Logistical & Administration Transition Team
	BDE MiTT		Base Defense Unit Transition Team
	DIV MiTT		Medical Operations Advisory Support Team
	BN Border Transition Team BDE Border Transition Team		Air Force C-130 Advisory Support Team Garrison Support Team
	Reg Border Transition Team BN National Police Transition Team		Regional Support Team Iraqi Ground Forces Command Transition Team
	BDE National Police Transition Team		National Command Center Advisory Support Team
	DIV National Police Transition Team Motorized Transport Reg MiTT		Ministry of the Interior Intelligence Transition Team Other: _____

18. In working with your Iraqi counterpart, how many **months** do you think that it will take before you and your counterpart begin to work together effectively? *(Check one)*

☐ **1 or less**	☐ **6**	☐ **11**
☐ **2**	☐ **7**	☐ **12**
☐ **3**	☐ **8**	☐ **More than 12 months**
☐ **4**	☐ **9**	
☐ **5**	☐ **10**	

19. How many **months** should an advisor stay with his Iraqi unit before being replaced by a new advisor? *(Check one)*

☐ **1**	☐ **6**	☐ **11**	☐ **16**
☐ **2**	☐ **7**	☐ **12**	☐ **17**
☐ **3**	☐ **8**	☐ **13**	☐ **18**
☐ **4**	☐ **9**	☐ **14**	☐ **More than 18 months**
☐ **5**	☐ **10**	☐ **15**	

INSTRUCTIONS: For each item, please circle the number that best reflects your level of agreement with that statement.

7 = Strongly Agree **6 = Somewhat Agree** **5 = Slightly Agree** **4 = Neutral** **3 = Slightly Disagree** **2 = Somewhat Disagree** **1 = Strongly Disagree**	**Strongly Disagree**	**Somewhat Disagree**	**Slightly Disagree**	**Neutral**	**Slightly Agree**	**Somewhat Agree**	**Strongly Agree**
1. I find it easy to put myself in the position of others.	1	2	3	4	5	6	7
2. I am keenly aware of how I am perceived by others.	1	2	3	4	5	6	7
3. In social situations, it is always clear to me exactly what to say and do.	1	2	3	4	5	6	7
4. I am particularly good at sensing the motivations and hidden agendas of others.	1	2	3	4	5	6	7
5. I am good at making myself visible with influential people in my organization.	1	2	3	4	5	6	7
6. I am good at reading others' body language.	1	2	3	4	5	6	7
7. I am able to adjust my behavior and become the type of person dictated by any situation.	1	2	3	4	5	6	7
8. I am able to make most people feel comfortable and at ease around me.	1	2	3	4	5	6	7
9. I am able to communicate easily and effectively with others.	1	2	3	4	5	6	7
10. It is easy for me to develop good rapport with most people.	1	2	3	4	5	6	7
11. I am good at getting people to like me.	1	2	3	4	5	6	7
12. I express value and positive regard for the work and ideas of others.	1	2	3	4	5	6	7
13. I cooperate with other team members by sharing information readily.	1	2	3	4	5	6	7
14. I create effective working arrangements with team members and partners.	1	2	3	4	5	6	7
15. I develop and maintain positive and lasting relationships.	1	2	3	4	5	6	7
16. I listen carefully and respond thoughtfully when asked to exchange work related information.	1	2	3	4	5	6	7
17. I can motivate people to do better than I originally expected they would do.	1	2	3	4	5	6	7
18. I can motivate people to put forth more effort and to work better.	1	2	3	4	5	6	7

	7 = Strongly Agree **6 = Somewhat Agree** **5 = Slightly Agree** **4 = Neutral** **3 = Slightly Disagree** **2 = Somewhat Disagree** **1 = Strongly Disagree**	**Strongly Disagree**	**Somewhat Disagree**	**Slightly Disagree**	**Neutral**	**Slightly Agree**	**Somewhat Agree**	**Strongly Agree**
19.	Because of me, people who work for me perform better than they expect they can..	1	2	3	4	5	6	7
20.	I motivate others to excel.	1	2	3	4	5	6	7
21.	I heighten others' motivation to succeed.	1	2	3	4	5	6	7
22.	I increase others optimism for the future.	1	2	3	4	5	6	7
23.	I spend a lot of time and effort networking with others.	1	2	3	4	5	6	7
24.	I am good at building relationships with influential people.	1	2	3	4	5	6	7
25.	I have developed a large network of colleagues and associates whom I can call on for support when I really need to get things done.	1	2	3	4	5	6	7
26.	I know a lot of important people and am well connected.	1	2	3	4	5	6	7
27.	I spend a lot of time developing connections with others.	1	2	3	4	5	6	7
28.	I am good at using my connections and network to make things happen.	1	2	3	4	5	6	7
29.	I understand people very well.	1	2	3	4	5	6	7
30.	I am particularly good at sensing the motivations and hidden agendas of others.	1	2	3	4	5	6	7
31.	I have good intuition or savvy about how to present myself to others.	1	2	3	4	5	6	7
32.	I always seem to instinctively know the right things to say or do to influence others.	1	2	3	4	5	6	7
33.	I pay close attention to people's facial expressions.	1	2	3	4	5	6	7
34.	When communicating with others, I try to be genuine in what I say and do.	1	2	3	4	5	6	7
35.	It is important that people believe in what I say and do.	1	2	3	4	5	6	7
36.	I try to show a genuine interest in other people.	1	2	3	4	5	6	7
37.	I feel that I am a part of my Iraqi counterpart's unit.	1	2	3	4	5	6	7
38.	I feel that I advanced the interests of my Iraqi counterpart's unit.	1	2	3	4	5	6	7

	7 = Strongly Agree 6 = Somewhat Agree 5 = Slightly Agree 4 = Neutral 3 = Slightly Disagree 2 = Somewhat Disagree 1 = Strongly Disagree	Strongly Disagree	Somewhat Disagree	Slightly Disagree	Neutral	Slightly Agree	Somewhat Agree	Strongly Agree
39.	I feel that this advisor tour will enhance my military career.	1	2	3	4	5	6	7
40.	I feel that this advisor tour will have a negative impact on my career.	1	2	3	4	5	6	7
41.	I understand other people's feelings.	1	2	3	4	5	6	7
42.	I take other people's habits into consideration.	1	2	3	4	5	6	7
43.	I find it hard to empathize with others.	1	2	3	4	5	6	7
44.	I have problems assessing relationships.	1	2	3	4	5	6	7
45.	I closely watch and understand the facial expressions of others.	1	2	3	4	5	6	7
46.	I ask personal questions.	1	2	3	4	5	6	7
47.	I enjoy other people's stories.	1	2	3	4	5	6	7
48.	I remember what other people have told me.	1	2	3	4	5	6	7
49.	I am able to voice other people's thoughts.	1	2	3	4	5	6	7
50.	I am a good listener.	1	2	3	4	5	6	7
51.	I notice when someone is in trouble.	1	2	3	4	5	6	7
52.	I have insight into human nature.	1	2	3	4	5	6	7
53.	I sense when others get irritated.	1	2	3	4	5	6	7
54.	I set others at ease.	1	2	3	4	5	6	7
55.	I pay attention to the emotions of others.	1	2	3	4	5	6	7
56.	I enjoy getting to know others profoundly.	1	2	3	4	5	6	7
57.	I try to understand other people's behavior.	1	2	3	4	5	6	7
58.	I sympathize with others.	1	2	3	4	5	6	7
59.	I was a part of my Iraqi counterpart's unit.	1	2	3	4	5	6	7

		7 = Strongly Agree 6 = Somewhat Agree 5 = Slightly Agree 4 = Neutral 3 = Slightly Disagree 2 = Somewhat Disagree 1 = Strongly Disagree	Strongly Agree	Somewhat Agree	Slightly Agree	Neutral	Slightly Disagree	Somewhat Disagree	Strongly Disagree
60.	I advanced the interests of my Iraqi unit.		7	6	5	4	3	2	1
61.	I am a coach to my Iraqi counterpart.		7	6	5	4	3	2	1
62.	I am a teacher to my Iraqi counterpart.		7	6	5	4	3	2	1
63.	I am a mentor to my Iraqi counterpart.		7	6	5	4	3	2	1
64.	The Iraqi unit(s) that I dealt with were receptive to the Transition Team concept...		7	6	5	4	3	2	1
65.	The Iraqi unit(s) that I dealt with wanted Transition Team advice.....		7	6	5	4	3	2	1
66.	The Iraqi unit(s) that I dealt with only wanted the assets that our Transition Team could bring them (e.g. fire support, money, military equipment, etc.).....		7	6	5	4	3	2	1
67.	The Iraqi unit(s) adopted the goals that our Transition Team set for them.....		7	6	5	4	3	2	1
68.	My Iraqi counterpart accepted my advice.....		7	6	5	4	3	2	1
69.	My Iraqi counterpart took my advice on significant matters.....		7	6	5	4	3	2	1
70.	My Iraqi counterpart only listened to me on matters of little importance.....		7	6	5	4	3	2	1
71.	My Iraqi counterpart collaborated with me to reach a working solution.....		7	6	5	4	3	2	1
72.	My Iraqi counterpart sought or requested my advice.....		7	6	5	4	3	2	1
73.	My Iraqi counterpart accepted and acted on my advice.....		7	6	5	4	3	2	1
74.	My Iraqi counterpart was difficult to influence.....		7	6	5	4	3	2	1
75.	My Iraqi counterpart had a good relationship with me.....		7	6	5	4	3	2	1
76.	My Iraqi counterpart communicated effectively with me.....		7	6	5	4	3	2	1
77.	My Iraqi counterpart was easy to get along with.....		7	6	5	4	3	2	1
78.	Overall, I was an effective advisor.....		7	6	5	4	3	2	1
79.	In general, I believe that my counterpart was satisfied with the job that I did.....		7	6	5	4	3	2	1

Appendix C. Iraqi Advisor Survey

ID: _____

IRAQI COUNTERPART SURVEY

1. Rank: _____

2. Years of service: _____

3. Age: _____

4. What is your billet or title? _____

5. Service *(Circle one):* Army Iraqi Police

6. Component *(Circle one):* Active Reserve

7. To date, how many American advisors have you worked with? _____

8. In your experience working with American advisors, how many **months** does it take before you and an advisor begin to work together effectively? *(Check one)*

☐ **1 or less**	☐ **6**	☐ **11**
☐ **2**	☐ **7**	☐ **12**
☐ **3**	☐ **8**	☐ **More than 12 months**
☐ **4**	☐ **9**	
☐ **5**	☐ **10**	

9. How many **months** should an advisor stay with his Iraqi unit before being replaced by a new advisor? *(Check one)*

☐ **1**	☐ **6**	☐ **11**	☐ **16**
☐ **2**	☐ **7**	☐ **12**	☐ **17**
☐ **3**	☐ **8**	☐ **13**	☐ **18**
☐ **4**	☐ **9**	☐ **14**	☐ **More than 18 months**
☐ **5**	☐ **10**	☐ **15**	

10. Are there American service men or women who lack the interpersonal skills to become effective advisors?

Yes No

11. Do you believe that training in interpersonal skills can help American service men and women become effective advisors?

Yes No

INSTRUCTIONS: For each item, please circle the number that best reflects your level of agreement with that statement.

7 = Strongly Agree **6 = Somewhat Agree** **5 = Slightly Agree** **4 = Neutral** **3 = Slightly Disagree** **2 = Somewhat Disagree** **1 = Strongly Disagree**	**Strongly Disagree**	**Somewhat Disagree**	**Slightly Disagree**	**Neutral**	**Slightly Agree**	**Somewhat Agree**	**Strongly Agree**
1. My American counterpart can easily put himself in the position of others.	1	2	3	4	5	6	7
2. My American counterpart is keenly aware of how he is perceived by others.	1	2	3	4	5	6	7
3. In social situations or interacting with Iraqis (military or civilian), it is clear that my American counterpart always knows exactly what to say and do.	1	2	3	4	5	6	7
4. My American counterpart is particularly good at sensing the motivations and hidden agendas of others.	1	2	3	4	5	6	7
5. My American counterpart is good at making himself visible with influential people in my unit or community.	1	2	3	4	5	6	7
6. My American counterpart is good at reading others' body language.	1	2	3	4	5	6	7
7. My American counterpart is able to adjust his behavior and become the type of person dictated by any situation.	1	2	3	4	5	6	7
8. My American counterpart can make most people feel comfortable and at ease around him.	1	2	3	4	5	6	7
9. My American counterpart can communicate easily and effectively with others.	1	2	3	4	5	6	7
10. It is easy for my American counterpart to develop good rapport with most people.	1	2	3	4	5	6	7
11. My American counterpart is good at getting people to like him.	1	2	3	4	5	6	7
12. My American counterpart expresses value and positive regard for the work and ideas of others.	1	2	3	4	5	6	7
13. My American counterpart cooperates with other team members by sharing information readily.	1	2	3	4	5	6	7
14. My American counterpart creates effective working arrangements with team members and partners.	1	2	3	4	5	6	7

7 = Strongly Agree **6 = Somewhat Agree** **5 = Slightly Agree** **4 = Neutral** **3 = Slightly Disagree** **2 = Somewhat Disagree** **1 = Strongly Disagree**	**Strongly Disagree**	**Somewhat Disagree**	**Slightly Disagree**	**Neutral**	**Slightly Agree**	**Somewhat Agree**	**Strongly Agree**
15. My American counterpart develops and maintains positive client relationships.	1	2	3	4	5	6	7
16. My American counterpart listens carefully and responds thoughtfully in exchanging work information.....	1	2	3	4	5	6	7
17. My American counterpart can motivate me to do better than I originally expected that I would do.....	1	2	3	4	5	6	7
18. My American counterpart can motivate people to put forth more effort and to work better.....	1	2	3	4	5	6	7
19. Because of my American counterpart, I performed better than I expected I could....	1	2	3	4	5	6	7
20. My American counterpart motivated me to excel.	1	2	3	4	5	6	7
21. Because of my American counterpart, my motivation to succeed was heightened....	1	2	3	4	5	6	7
22. Because of my American counterpart, I have increased optimism for the future.	1	2	3	4	5	6	7
23. My American counterpart spends a lot of time and effort networking with others....	1	2	3	4	5	6	7
24. My American counterpart is good at building relationships with influential people.	1	2	3	4	5	6	7
25. My American counterpart has developed a large network of colleagues and associates whom he can call on for support when he really needs to get things done.....	1	2	3	4	5	6	7
26. My American counterpart knows a lot of important people and is well connected..	1	2	3	4	5	6	7
27. My American counterpart spends a lot of time developing connections with others.....	1	2	3	4	5	6	7
28. My American counterpart is good at using his connections and network to make things happen.....	1	2	3	4	5	6	7
29. My American counterpart understands people very well.....	1	2	3	4	5	6	7

7 = Strongly Agree **6 = Somewhat Agree** **5 = Slightly Agree** **4 = Neutral** **3 = Slightly Disagree** **2 = Somewhat Disagree** **1 = Strongly Disagree**	**Strongly Disagree**	**Somewhat Disagree**	**Slightly Disagree**	**Neutral**	**Slightly Agree**	**Somewhat Agree**	**Strongly Agree**
30. My American counterpart is particularly good at sensing the motivations and hidden agendas of others.	1	2	3	4	5	6	7
31. My American counterpart has good intuition or savvy about how to present himself to others.	1	2	3	4	5	6	7
32. My American counterpart seems to instinctively know the right things to say or do to influence others.	1	2	3	4	5	6	7
33. My American counterpart pays close attention to people's facial expressions.	1	2	3	4	5	6	7
34. When communicating with others, my American counterpart tries to be genuine in what he says and does.	1	2	3	4	5	6	7
35. It is important to my American counterpart that people believe in what he says and does.	1	2	3	4	5	6	7
36. My American counterpart shows a genuine interest in other people	1	2	3	4	5	6	7
37. My American counterpart understands human behavior	1	2	3	4	5	6	7
38. My American counterpart can offer suggestions that will change my opinion.	1	2	3	4	5	6	7
39. My American counterpart can influence the behavior of others around us	1	2	3	4	5	6	7
40. My American counterpart negotiates with me.	1	2	3	4	5	6	7
41. My American counterpart negotiates with others around us.	1	2	3	4	5	6	7
42. My American counterpart and I have good rapport.	1	2	3	4	5	6	7
43. My American counterpart builds rapport with others around us.	1	2	3	4	5	6	7
44. My American counterpart can effectively work with an interpreter	1	2	3	4	5	6	7
45. My American counterpart is a teacher	1	2	3	4	5	6	7
46. My American counterpart is a coach	1	2	3	4	5	6	7

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47. My American counterpart is a mentor.....	1	2	3	4	5	6	7	

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48. My American counterpart understands other people's feelings.	1	2	3	4	5	6	7	
49. My American counterpart takes other people's habits into consideration.....	1	2	3	4	5	6	7	
50. My American counterpart finds it hard to empathize with others.	1	2	3	4	5	6	7	
51. My American counterpart has problems assessing relationships.	1	2	3	4	5	6	7	
52. My American counterpart closely watches and understands the facial expressions of others.	1	2	3	4	5	6	7	
53. My American counterpart asks personal questions.	1	2	3	4	5	6	7	
54. My American counterpart enjoys other people's stories.	1	2	3	4	5	6	7	
55. My American counterpart remembers what other people have told him.....	1	2	3	4	5	6	7	
56. My American counterpart is able to voice other people's thoughts.	1	2	3	4	5	6	7	
57. My American counterpart is a good listener.....	1	2	3	4	5	6	7	
58. My American counterpart notices when someone is in trouble.....	1	2	3	4	5	6	7	
59. My American counterpart has the insight and ability to understand human nature**.	1	2	3	4	5	6	7	

	7 = Strongly Agree 6 = Somewhat Agree 5 = Slightly Agree 4 = Neutral 3 = Slightly Disagree 2 = Somewhat Disagree 1 = Strongly Disagree	Strongly Disagree	Somewhat Disagree	Slightly Disagree	Neutral	Slightly Agree	Somewhat Agree	Strongly Agree
60.	My American counterpart senses when others get irritated.	1	2	3	4	5	6	7
61.	My American counterpart sets others at ease.	1	2	3	4	5	6	7
62.	My American counterpart pays attention to the emotions of others.	1	2	3	4	5	6	7
63.	My American counterpart enjoys getting to know others profoundly.	1	2	3	4	5	6	7
64.	My American counterpart tries to understand other people's behavior.	1	2	3	4	5	6	7
65.	My American counterpart sympathizes with others.	1	2	3	4	5	6	7
66.	My American counterpart was part of my unit.	1	2	3	4	5	6	7
67.	My American counterpart advanced the interests of my military unit.	1	2	3	4	5	6	7
68.	My unit is receptive to the Military Transition Team concept.	1	2	3	4	5	6	7
69.	My unit wants advice from our Military Transition Team.	1	2	3	4	5	6	7
70.	My unit primarily wants only the assets that the Military Transition Team can bring us (for example fire support, military assets, money, etc.).	1	2	3	4	5	6	7
71.	My unit has adopted the goals that our Military Transition Team has helped us to set for our unit.	1	2	3	4	5	6	7
72.	My unit has accepted the advice of our American counterparts.	1	2	3	4	5	6	7
73.	My unit took our American counterparts advice on significant issues.	1	2	3	4	5	6	7
74.	My unit collaborated with the Military Transition Team to reach a working solution.	1	2	3	4	5	6	7
75.	My unit sought and requested advice from the Military Transition Team.	1	2	3	4	5	6	7
76.	I accepted and acted on the advice of my American counterpart.	1	2	3	4	5	6	7
77.	My American counterpart was persuasive in getting me to see his point of view.	1	2	3	4	5	6	7
78.	I had a good relationship with my American counterpart.	1	2	3	4	5	6	7

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79. My American counterpart communicated effectively with me.....	1	2	3	4	5	6	7
80. My American counterpart was easy to get along with.....	1	2	3	4	5	6	7
81. Overall, my American counterpart was effective.....	1	2	3	4	5	6	7
82. In general, I was satisfied with the job that my American counterpart did.....	1	2	3	4	5	6	7