

Technical Report 1248

**The Human Dimension of Advising:
An Analysis of Interpersonal, Linguistic, Cultural,
and Advisory Aspects of the Advisor Role**

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for the Behavioral and Social Sciences**

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and Training Technology**

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THE HUMAN DIMENSION OF ADVISING: AN ANALYSIS OF INTERPERSONAL, LINGUISTIC, CULTURAL, AND ADVISORY ASPECTS OF THE ADVISOR ROLE

EXECUTIVE SUMMARY

Research Requirement:

The job of a security force advisor is multifaceted and complex, but critical to American interests in the Middle East (Committee on Armed Services, 2007; U.S. Department of Army 2006b). The United States House of Representatives Committee on Armed Services reported that, in Iraq alone, over 6,000 transition team advisors were engaged in preparing 347,000 Iraqis to be self-sustaining military and police forces (Committee on Armed Services, 2007). Given the criticality of the advisor mission, it is imperative to gain a better understanding of the advisor's roles and responsibilities. In particular, it is vital to understand the behaviors required for effective advisor performance, as these are the behaviors that should be the target of training interventions. Moreover, knowledge about advisor behaviors can aid in the identification of the requisite knowledge, skills, abilities, and other personal characteristics (KSAs) required of successful advisors, and knowledge of the requisite KSAs can help in the selection and training of advisors who are more likely to be successful. The present research applied a job-analytic approach to examine empirically the interpersonal, linguistic, cultural, and advisory activities performed by advisors while deployed and to use that information to gain a better understanding of KSAs required for advisor success.

Procedure:

A post-deployment survey was administered to 565 Army and Marine advisors returning from Iraq and Afghanistan. Advisors rated how frequently they engaged in 151 activities, as well as indicated how important those activities were to their performance as advisors. Activities on the survey were derived initially from the learning objectives of transition team training and subsequently reviewed and refined following a pilot study of 118 advisors. The 151 activities targeted language and interpreter skills, influence activities, relationship building, cultural behavior and cognition, interacting with coalition forces, managing information, and managing group dynamics. The 151 activities also were grouped into 42 KSAs to facilitate analysis of knowledge and skill sets required for advisor performance. In addition to the 151 activities, advisors provided self-reports regarding how receptive they believed their host nation counterparts were to their advice and the advisor mission.

Findings:

Analyses with respect to the 151 activities and the 42 KSAs are described in greater detail in this report. A brief summary of the most important findings is below:

- The single most important and frequent activity reported by advisors was using an interpreter. Skill at interpreter usage is critical for advisor success and involves activities such as using an interpreter and evaluating the competence and trustworthiness of one's interpreter.
- The least frequent and least important activities as reported by advisors were activities requiring significant language proficiency, such as maintaining a conversation about tribal affiliations in the host nation language or reading in the host nation language. Advisors use interpreters extensively, but do not converse at great length in the counterpart's language.
- Speaking common words and greetings appears to be a necessary skill for advisors to possess and is related to the exhibition of several other important advisor skills, such as rapport building, demonstrating consideration and respect, and establishing credibility.
- Skill at interpreting nonverbal behavior is one of the most frequent and important communication skills that advisors reported using while deployed. Demonstrating the nonverbal behavior of a culture is a less frequently employed skill, but still maintains some importance with respect to advisor performance.
- Advisors interact extensively with many types of individuals in their operating environment, including counterparts, interpreters, local civilians, and coalition forces. Advisors in Afghanistan interact more frequently with foreign coalition forces than do advisors in Iraq, suggesting that advisors in Afghanistan may need to be prepared to deal with a greater diversity of cultures in their operating environment.
- Of the 42 KSAs measured by the survey, the two skills reported by advisors as most critical to their performance were impression management skills. Specifically, establishing credibility with one's counterpart and serving as a positive role model are highly important to advisor success. Results indicated that these two skills were predictive of advisors' reports of how receptive their counterparts were to their advice and influence.
- Managing the counterpart's perceptions about the advisor and communicating the legitimacy of the transition team's work also were reported to be important to advisor performance. Skill in using proactive influence tactics was rated as moderately important to advisor success.
- With respect to relationship building, skill at conveying consideration and respect and skill at building rapport are essential advisor functions. These two skills were predictive of advisor reports of the counterpart's willingness to accept their advice.
- Of the cultural KSAs examined, the ability to sense when one was being manipulated by someone from another culture, the ability to compare one's culture with the counterpart culture, and skill at adopting the perspective of the counterpart received the highest ratings from advisors. The ability to suppress one's cultural biases and the ability to judge the counterpart's actions using the counterpart's cultural standards also appear to be important to advisor effectiveness. Tailoring one's interactions with

individuals based on knowledge of their demographic characteristics was rated as moderately important, suggesting that both interpersonal skills and knowledge about how to treat individuals based on culturally relevant demographics are necessary to advise effectively. Knowledge of religious influences also was rated as important by advisors.

- Several advisory KSAs received high Frequency-Importance (F-I) composite scores, indicating these KSAs were both frequent and important for advisors. Instructing a counterpart with an interpreter appears to be critical to advisor success, but other skills essential to advisor success include identifying training needs, mentoring and coaching, assessing the performance of the counterpart's unit, and managing the performance of the counterpart.

Utilization and Dissemination of Findings:

This research provides an empirical description of the “human” aspect of advising. The results of this research have important implications for security force training, as well as lay the foundation for future research on advisor selection. For example, an examination of the most critical advisor activities can help with the prioritization of training activities to ensure that important content areas are addressed. The results of this research indicate that advisors must be able to establish credibility with their counterparts, serve as positive role models, be able to demonstrate consideration and respect, instruct their counterpart through an interpreter, be able to speak common words and greetings in the counterpart's language, detect manipulation, interpret nonverbal behavior, compare one's culture to the counterpart's culture, use an interpreter, and identify the training needs of their counterpart. In addition to implications for training and selection, correlational analyses reported in this research provide a foundation for future theoretical research in the areas of language and cultural skills, interpersonal and cultural skills, and cultural skills and advising activities. An abbreviated version of these findings were presented at the 2008 Army Science Conference, and these findings have been briefed at several JCISFA working group meetings to individuals responsible for pre-deployment training of security force advisors across the services.

THE HUMAN DIMENSION OF ADVISING: AN ANALYSIS OF INTERPERSONAL,
LINGUISTIC, CULTURAL, AND ADVISORY ASPECTS OF THE ADVISOR ROLE

CONTENTS

| | Page |
|--|------|
| OVERVIEW | 1 |
| The Post-Deployment Survey | 2 |
| Advisor Activities for Cross-Cultural Interactions | 2 |
| The Application of Task Survey Methodology to Understanding Advisor Activities | 6 |
| Organization of the Remainder of this Report | 7 |
| METHOD | 8 |
| Sample and Survey Administration | 8 |
| Team Member Positions Represented in Sample | 10 |
| Advisor Team Types Represented in Sample | 11 |
| Previous Deployment Experience to Iraq or Afghanistan Prior to Advisor Mission..... | 11 |
| Measures Embedded in the Post-Deployment Survey..... | 14 |
| Linguistic and Communication KSAs | 15 |
| Influencing KSAs..... | 16 |
| Relationship Building KSAs..... | 17 |
| Cultural KSAs..... | 18 |
| Advisory KSAs | 20 |
| Skill in Dealing with Corruption..... | 21 |
| Skills in Interacting with Coalition Forces | 21 |
| Managing Information Skills | 22 |
| Group Management Skills | 22 |
| Additional Measures | 22 |
| Demographic Measures | 23 |
| Counterpart Receptiveness to Advisor Mission..... | 23 |
| Language Proficiency by the End of Deployment..... | 23 |
| Frequency of Interactions with Types of Individuals Found in the Operating Environment..... | 24 |
| RESULTS: OVERALL SAMPLE OF ADVISORS..... | 24 |
| Frequency of Interactions with Individuals Found in the Operating Environment | 24 |
| Frequency Ratings of Advisor Activities..... | 26 |

CONTENTS (Cont.)

| | Page |
|--|---------|
| Importance Ratings of Advisor Activities | 33 |
| F-I Composite Scores of Advisor Activities..... | 37 |
| Linguistic, Interpersonal, Cultural and Advisory Domains of the Advisor Role | 43 |
| Linguistic and Communication KSAs | 43 |
| The Advisor and the Ability to Influence | 50 |
| Relationship Building KSAs..... | 63 |
| Cultural KSAs..... | 67 |
| Advisory KSAs | 73 |
| RESULTS: THE ADVISOR’S EXPERIENCE IN AFGHANISTAN VERSUS IRAQ..... | 76 |
| KSAs: Frequency Ratings..... | 76 |
| KSAs: Importance Ratings | 76 |
| KSAs: F-I Composite Ratings | 80 |
| DISCUSSION..... | 84 |
| Linguistic and Communication Capabilities..... | 85 |
| Influence | 87 |
| Building Relationships and Cultural Understanding | 91 |
| Advisory Behaviors | 93 |
| Conclusion | 94 |
| REFERENCES | 96 |
| APPENDIX A: POST-DEPLOYMENT SURVEY..... | A-1 |
| APPENDIX B: KSA SCALES EMBEDDED IN THE ADVISOR SURVEY | B-1 |
| APPENDIX C: ADVISOR ACTIVITIES ORDERED FROM MOST FREQUENTLY DEMONSTRATED TO LEAST FREQUENTLY DEMONSTRATED | C-1 |
| APPENDIX D: PERCEIVED IMPORTANCE OF ADVISOR ACTIVITIES ORDERED FROM MOST TO LEAST IMPORTANT | D-1 |
| APPENDIX E: ADVISOR ACTIVITIES ARRANGED BY DESCENDING ORDER OF F-I COMPOSITE SCORES..... | E-1 |
| APPENDIX F: FREQUENCY, IMPORTANCE, AND F-I COMPOSITE RATINGS BY TEAM TYPES | F-1 |

CONTENTS (Cont.)

APPENDIX G: FREQUENCY, IMPORTANCE, AND F-I COMPOSITE RATINGS
BY MILITARY SERVICE..... G-1

APPENDIX H: FREQUENCY, IMPORTANCE, AND F-I COMPOSITE RATINGS
BY COUNTRY OF ADVISOR DEPLOYMENT..... H-1

| LIST OF TABLES | Page |
|--|------|
| TABLE 1. SUMMARY OF PROACTIVE INFLUENCE TACTICS | 4 |
| TABLE 2. PERCENTAGE OF DIFFERENT RANKS REPRESENTED IN THE ADVISOR SAMPLE..... | 9 |
| TABLE 3. NUMBER OF ACTIVE ARMY, ACTIVE MARINE, AND ARMY RESERVE ADVISORS DEPLOYED TO IRAQ OR AFGHANISTAN..... | 9 |
| TABLE 4. FREQUENCY OF TEAM MEMBER POSITIONS BY DEPLOYMENT TO IRAQ OR AFGHANISTAN..... | 10 |
| TABLE 5. FREQUENCY OF TEAM TYPES REPRESENTED IN THE SAMPLE..... | 12 |
| TABLE 6. FREQUENCY OF ADVISORS BELONGING TO DIFFERENT TEAMS BY COUNTRY OF DEPLOYMENT | 13 |
| TABLE 7. FREQUENCY OF ACTIVE ARMY, ARMY RESERVE, AND ACTIVE MARINE ADVISORS ON DIFFERENT TEAM TYPES IN IRAQ..... | 13 |
| TABLE 8. FREQUENCY OF ADVISORS REPORTING PREVIOUS DEPLOYMENTS TO IRAQ AND/OR AFGHANISTAN | 14 |
| TABLE 9. MEANS, STANDARD DEVIATIONS, AND T-TESTS OF DIFFERENT PERSONAL INTERACTIONS BY COUNTRY OF DEPLOYMENT..... | 25 |
| TABLE 10. MEAN FREQUENCY RATINGS FOR ADVISOR ACTIVITIES PERFORMED MORE THAN ONCE A DAY TO ONCE A WEEK | 27 |
| TABLE 11. MEAN FREQUENCY RATINGS FOR ADVISOR ACTIVITIES PERFORMED ONCE A MONTH TO NEVER..... | 29 |
| TABLE 12. REPORTED FREQUENCIES OF ADVISOR KSAS ORDERED FROM MOST FREQUENTLY TO LEAST FREQUENTLY DEMONSTRATED | 31 |

| LIST OF TABLES (CONTINUED) | Page |
|---|------|
| TABLE 13. ADVISOR ACTIVITIES RATED AS VERY IMPORTANT TO EXTREMELY IMPORTANT | 34 |
| TABLE 14. ADVISOR ACTIVITIES RECEIVING THE LOWEST IMPORTANCE RATINGS (LITTLE TO SOME IMPORTANCE)..... | 35 |
| TABLE 15. IMPORTANCE OF ADVISOR KSAS ORDERED FROM MOST TO LEAST IMPORTANT | 36 |
| TABLE 16. F-I COMPOSITE SCORES, FREQUENCY RATINGS, AND IMPORTANCE RATINGS FOR ADVISOR ACTIVITIES OF RELATIVE HIGHEST AND LOWEST CRITICALITY | 40 |
| TABLE 17. ADVISOR KSAS ORDERED BY DESCENDING F-I COMPOSITE SCORE MEANS | 41 |
| TABLE 18. LINGUISTIC AND COMMUNICATION ACTIVITIES ORDERED BY DESCENDING F-I COMPOSITE RATINGS..... | 43 |
| TABLE 19. CORRELATIONS BETWEEN THE FREQUENCY OF LINGUISTIC/COMMUNICATION KSAS AND OTHER ADVISOR KSAS..... | 47 |
| TABLE 20. CORRELATIONS BETWEEN COUNTERPART RECEPTIVITY AND FREQUENCY OF ADVISOR KSAS..... | 51 |
| TABLE 21. CORRELATIONS BETWEEN THE FREQUENCY OF INFLUENCE KSAS AND OTHER ADVISOR KSAS..... | 55 |
| TABLE 22. CORRELATIONS BETWEEN THE FREQUENCY OF PROACTIVE INFLUENCE TACTICS AND OTHER ADVISOR KSAS | 58 |
| TABLE 23. MEAN F-I COMPOSITE, FREQUENCY, AND IMPORTANCE RATINGS FOR PROACTIVE INFLUENCE TACTICS ORDERED BY DESCENDING F-I COMPOSITE RATINGS | 60 |
| TABLE 24. MEAN F-I COMPOSITE, FREQUENCY, AND IMPORTANCE RATINGS FOR PROACTIVE INFLUENCE TACTICS BY COUNTRY OF DEPLOYMENT | 62 |
| TABLE 25. RELATIONSHIP BUILDING ACTIVITIES ARRANGED IN DESCENDING ORDER BY F-I COMPOSITE SCORES..... | 64 |

| LIST OF TABLES (CONTINUED) | Page |
|--|------|
| TABLE 26. CORRELATIONS BETWEEN RELATIONSHIP BUILDING KSAS AND OTHER ADVISOR KSAS | 65 |
| TABLE 27. CULTURAL ACTIVITIES ARRANGED IN DESCENDING ORDER BY MEAN F-I COMPOSITE SCORES..... | 68 |
| TABLE 28. CORRELATIONS BETWEEN THE FREQUENCY OF CULTURAL KSAS AND OTHER ADVISOR KSAS..... | 71 |
| TABLE 29. ADVISORY ACTIVITIES ARRANGED IN DESCENDING ORDER BY MEAN F-I COMPOSITE SCORES..... | 74 |
| TABLE 30. CORRELATIONS BETWEEN THE FREQUENCY OF ADVISORY KSAS AND OTHER KSAS..... | 75 |
| TABLE 31. MEANS AND STANDARD DEVIATIONS OF FREQUENCY RATINGS FOR KSAS BY COUNTRY OF DEPLOYMENT AND SORTED BY DESCENDING T-VALUES | 77 |
| TABLE 32. MEANS AND STANDARD DEVIATIONS OF IMPORTANCE RATINGS FOR KSAS BY COUNTRY OF DEPLOYMENT AND SORTED BY DESCENDING T-VALUES..... | 79 |
| TABLE 33. MEAN F-I COMPOSITE RATINGS FOR KSAS BY COUNTRY OF DEPLOYMENT AND SORTED BY DESCENDING T-VALUES | 82 |

| LIST OF FIGURES | Page |
|------------------------------------|------|
| FIGURE 1. SUMMARY OF FINDINGS..... | 86 |

THE HUMAN DIMENSION OF ADVISING: AN ANALYSIS OF INTERPERSONAL, LINGUISTIC, CULTURAL, AND ADVISORY ASPECTS OF THE ADVISOR ROLE

OVERVIEW

The job of a security force advisor is multifaceted and complex, but critical to American interests in the Middle East (Committee on Armed Services, 2007; U.S. Department of Army 2006b). The United States House of Representatives Committee on Armed Services reported that, in Iraq alone, over 6,000 transition team advisors were engaged in preparing 347,000 Iraqis to be self-sustaining military and police forces (Committee on Armed Services, 2007). Given the criticality of the advisor mission, it is imperative to gain a better understanding of the advisor's roles and responsibilities. In particular, it is vital to understand the behaviors required for effective advisor performance, as these are the behaviors that should be the target of training interventions. Moreover, knowledge about advisor behaviors can aid in the identification of the requisite knowledge, skills, abilities, and other personal characteristics (KSAs) required of successful advisors, and knowledge of the requisite KSAs can help in the selection and training of advisors who are more likely to be successful.

The primary mission of transition team and security force advisors is to enable their host nation counterparts and units to become self-sustaining entities (Committee on Armed Services, 2007). This requires that advisors teach and coach their host nation counterparts in tactics, logistics, intelligence gathering, and other military and police functions. Advisors also are involved in developing and improving the leadership abilities of their counterparts, as well as supporting training of their counterpart's units. Additionally, advisors and advisor teams may assist in providing logistical and battlefield support, such as air support and medical evacuation (Committee on Armed Services, 2007). To accomplish this mission, advisors often live alongside their host nation counterparts and serve in advisor teams ranging from 10 to 15 U.S. military personnel.

While many anecdotal and insightful reports exist regarding the advisor mission and advisor effectiveness (e.g., Crozier, 2007; Fox & Stowell, 2008; Jacobs, 2008; McConnell, Matson, Clemmer, & Kite, 2008; Ryan, 2008; Tucker, 2008), a scientific and empirically-based understanding of an advisor's behaviors can be obtained through the use of well-established job analytic techniques. This empirical understanding can then serve as a foundation for more targeted training and informed instructional interventions, as well as identify critical factors for advisor selection. To this end, the Joint Center for International Security Force Assistance (JCISFA) and the United States Army Research Institute for the Behavioral and Social Sciences (ARI) developed a post-deployment survey to provide an empirical understanding of the cross-cultural aspects of transition team advisors. The results of this survey can supplement other job-relevant information such as the current body of literature and the collection of critical incidents. To our knowledge, this is the first survey of this scope and magnitude to collect empirical information about the cross-cultural activities of military advisors. This report describes the post-deployment survey, data collection efforts, and the descriptive results of that effort.

The Post-Deployment Survey

Although the job of advisor likely requires both tactical proficiency and technical expertise (Committee on Armed Services, 2007; U.S. Department of Army, 2006b), the post-deployment survey focused on the portion of the advisor's role that is understood least well—specifically, interacting with others in the operating environment as part of a reconstruction effort. The post-deployment survey was modeled after a task analysis questionnaire, which is a commonly used approach in job analysis (Williams & Crafts, 1997). The post-deployment survey consisted of 151 behavioral and cognitive activities that advisors may demonstrate while interacting with others in their operating environment. These advisor activities were derived from the learning objectives for transition team training that emerged from the Cultural Optimization Working Group Meeting hosted by JCISFA in April 2007, refined and expanded in subsequent meetings between members of JCISFA and ARI, and later added to and revised on the basis of data collected from a pilot version of the survey administered to 118 advisors returning from Iraq. A description of the content areas included in the survey is provided in the sections that follow.

Advisor Activities for Cross-Cultural Interactions

Advisors interact with a variety of individuals in the operating environment, including their counterparts, interpreters, the indigenous population, and U.S. and foreign coalition forces. Consequently, it is likely advisors need well-developed communication, interpersonal, and cultural skills in order to function effectively (Committee on Armed Services, 2007; U.S. Department of the Army, 2006b, 2009). Moreover, because the job of an advisor is to help prepare their counterparts to assume military and police responsibilities, advisors need skills in coaching, teaching, and mentoring (Committee on Armed Services, 2007; U.S. Department of the Army, 2009). The broad areas of advisor KSAs addressed by the survey are described below, and more information about how those KSAs were measured is presented in the Method section of this report.

Linguistic and communication capabilities. In order to interact effectively with their counterparts and others in the operating environment, advisors need to be able to communicate with those individuals (Hickey & Davison, 1965). The Army's Counterinsurgency Field Manual indicates that advisors should "learn enough of the language for simple conversation" (U.S. Department of Army, 2006b, p. 6-18), and the Committee of Armed Services report on building Iraqi Security Forces (2007) suggested greater training emphasis should be placed on language. Given doctrinal and Congressional emphasis on the language skills of advisors, this research will examine the extent to which advisors report using the host nation's language during the course of their job activities.

In lieu of or in conjunction with speaking the host nation language, advisors may communicate with their counterparts and other individuals of the host nation through interpreters. Communicating effectively through an interpreter requires more than using the interpreter as a translation machine. Effective use of interpreters also requires building rapport with an interpreter, preparing an interpreter for meetings, and evaluating the reliability and competence of one's interpreter (U.S. Department of Army, 2006b). Currently, it is unclear how

frequently advisors must perform these various activities or how important each of these activities is to advisor performance.

In addition to the verbal content of communications between an advisor and counterpart, communication entails nonverbal communication (U.S. Department of the Army, 2006b, 2009). The ability to interpret nonverbal behavior is an integral part of being culturally aware (Abbe, Gulick, & Herman, 2007; Wojdakowski, 2008), and researchers have noted that how individuals express and interpret nonverbal behaviors can vary depending on the individual's culture (Matsumoto & Hee Yoo, 2005). Moreover, nonverbal behavior might play a role in rapport building (Tickle-Degnen & Rosenthal, 1990) and in military counseling (U.S. Department of Army, 2006a), although the extent to which interpreting and using nonverbal behaviors is required in the advising context is unknown.

Building relationships. The importance of the relationship between the advisor and counterpart was noted well before current engagements in Afghanistan and Iraq (Hickey & Davison, 1965), and the ability of advisors to build rapport with their counterparts has been reported to be critical to advisor performance (Committee on Armed Services, 2007; Ryan, 2008; Tucker, 2008). Relationship building also requires conveying respect to one's counterpart (Committee on Armed Services, 2007; McConnell et al., 2008; Ryan, 2008). While it seems likely relationship building activities are paramount to advisor success, it is less clear how often advisors must engage in relationship building activities as part of their behavioral repertoire and how important relationship building activities are relative to other cross-cultural advisor behaviors.

Managing group dynamics. In addition to building relationships with counterparts, advisors may need to be knowledgeable in how to manage group dynamics in a cross-cultural setting. Advisors might need to advise their counterparts in how to build effective teams. Additionally, advisors might need to know how to manage interpersonal conflict within the context of another culture, as well as how to build consensus and avoid conflict with individuals from the host nation culture. For example, an interview question that was part of the Committee on Armed Services report on Iraqi Security Force Assistance (2007) asked if conflicts between the Iraqi unit commander and transition team commander were managed effectively.

Influencing others. The relationship between an advisor and counterpart is different from the formal hierarchal relationship specified between a military leader and subordinate. Advisors do not command their counterparts; instead they mentor and guide their counterparts (Kranc, 2007). Because advisors do not have direct authority over their counterparts in the same way as a supervisor, advisors might need to implement a variety of other influence techniques to persuade a counterpart to adopt a desirable course of action, goal, way of thinking, or training approach. Thus, advisors may rely on a number of influence strategies to accomplish the advising mission (U.S. Department of the Army, 2009). For example, in one classification of influence techniques, Yukl and colleagues differentiated between proactive influence tactics, which are tactics used to enlist a target in achieving a specific objective, and impression management tactics, which are used to influence a target's beliefs or perceptions about one's skills and capabilities or to build a better relationship (Yukl, Chavez, & Seifert, 2005; Yukl, Seifert, & Chavez, 2008).

Proactive influence tactics include strategies such as using rational arguments and making emotional appeals to persuade an individual to adopt a course of action (Yukl & Falbe, 1990). Numerous proactive influence tactics have been identified in both the psychology and management literature (e.g., Yukl et al., 2008) and military doctrine (U.S. Department of Army, 2006a, 2009), and many of these influence tactics are taught as part of transition team training. However, the extent to which advisors employ proactive influence tactics in the cross-cultural environment has not yet been studied, and advisor training could be informed by the knowledge of what tactics are most required or effective in the advising environment. A summary of some of the proactive influence tactics outlined in both the Army's Leadership Field Manual (U.S. Department of Army, 2006a) and the Security Assistance Field Manual (U.S. Department of Army, 2009) are presented in Table 1.

Table 1
Summary of Proactive Influence Tactics

| Tactic | Description |
|---------------------|---|
| Pressure | The requestor attempts to force compliance with a demand through the use of verbal coercion and threats of negative consequences for noncompliance. |
| Legitimizing | The requestor attempts to gain compliance by indicating that he or she is the legitimate requesting authority. As an example, when a supervisor informs a subordinate to complete a task and then expects the subordinate to complete the task because the request originated from the supervisor (i.e., "the subordinate should do what I say because I'm the supervisor), the supervisor is relying on his or her legitimate position of authority as a leader. |
| Exchange | The requestor offers something of value in exchange for compliance with the request. This influence tactic focuses on the exchange of rewards or desirable outcomes that are within the control of the requestor. |
| Apprising | The requestor explains how compliance will personally benefit the target of the influence tactic (e.g., providing a sense of satisfaction or development of skill sets). Unlike exchange tactics, the resulting personal benefits to the target of influence are outside the control of the requestor. |
| Rational Persuasion | The requestor presents facts, logical arguments, and rational explanations to demonstrate why compliance with a request is feasible and applicable to specific objectives. |
| Participation | The requestor involves the target of influence in helping to plan a strategy in addressing a problem or achieving a goal. This tactic is used to help gain the support of the influence target in achieving the goal or desired end state. <i>Participation</i> is sometimes referred to as <i>consultation</i> in the influence literature (Yukl et al., 2008). |
| Collaboration | The requestor offers to provide resources and other assistance toward accomplishing a course of action if the influence target will approve or execute that course of action. |
| Personal Appeal | The requestor appeals to the target's sense of friendship or loyalty to gain compliance toward a desired course of action. |
| Inspiration | The requestor appeals to the influence target's personal values, ideals, and/or emotions to gain commitment for a course of action. |

In addition to proactive influence tactics, advisors might seek to build influence by engaging in impression management activities. For instance, the importance of establishing one's credibility and competence with a counterpart has been noted in several places (e.g., Ryan, 2008; U.S. Department of Army, 2006b, 2009). Thus, advisors might engage in attempts to emphasize their credibility so that counterparts will come to view them as expert authorities. If advisors are perceived as expert and credible, counterparts may be more receptive to mentorship and future requests for compliance. Another approach to compelling counterparts to enact desirable behavior is to model and embody the behavior the advisor wishes the counterpart to adopt. Specifically, from the observer's perspective, "observing a model is a type of vicarious learning that can lead to behavioral change without the learner actually performing the behavior or directly experiencing the consequences" (Manz & Sims, 1981, p. 106). As an influence approach and impression management tactic, role modeling also has been referred to as *exemplification* (Ammeter, Douglas, Gardner, Hochwarter, & Ferris, 2002), and within the military community, this influence approach is often referred to as *leading by example* (U.S. Department of Army, 2006a, 2006b).

Cultural knowledge and skills. The majority of publications on the advisor mission highlight the importance of understanding the culture of the counterpart (e.g., Allardice & Prather, 2008; Committee on Armed Services, 2007; Crozier, 2007; Hickey & Davison, 1965; Ryan, 2008; Tucker, 2008; U.S. Department of Army, 2006b, 2009), and advisor pre-deployment training often includes some form of cultural instruction (Committee on Armed Services, 2007). Nevertheless, the House Committee on Armed Services (2007) indicated a stronger emphasis should be placed on the cultural instruction of advisors. A question remains, however, as to what it is about a host nation's culture that advisors most need to know in order to perform well. This question becomes particularly important given the length of pre-deployment training and constraints on how much content is feasible to place in the advisor curriculum.

Lessons from the advising mission during Vietnam indicated U.S. advisors needed to understand the similarities and differences between their culture and their counterpart's culture. Moreover, advisors needed to be able to judge counterparts using Vietnamese standards of appropriate behavior; suppress Western cultural biases; and be knowledgeable about the host nation's history, economy, government, religious, ethnic diversity, and customs (Hickey & Davison, 1965). The lessons from Vietnam might be equally relevant for today's advisors. Additionally, a recent study conducted on language and culture needs for the Army indicated cultural knowledge is not enough for conducting full spectrum operations, but that cultural skills and attitudes also are required (Abbe, 2008).

Advisory skills. One of the specified purposes of the advisor role is to coach, mentor, and train their counterparts—in effect, advise (Committee on Armed Services, 2007; Department of Army, 2006b, 2009). The act of advising a counterpart, therefore, likely requires a series of mentor-related skills, such as instructing a counterpart, assessing counterpart performance, providing feedback on counterpart performance, establishing goals with the counterpart, and identifying training needs.

Interacting with coalition forces. Depending on the area to which an advisor is deployed, the advisor might need to interact with U.S. and/or foreign coalition forces. Such interactions

might involve explaining to coalition forces the progress of their counterpart's units or communicating information about their counterparts to coalition forces in the area. For example, a Committee on Armed Services report (2007) indicated coalition forces confiscated the weapons of Iraqi Police at checkpoints because Iraqi Police did not have uniforms and it was difficult to identify them as police. It might be expected in such situations that advisors and coalition forces in the area might have ongoing discussions about these types of issues.

Dealing with corruption. Both the Army's Counterinsurgency Field Manual (2006b) and the Committee on Armed Services report (2007) indicated that dealing with corruption can be a challenge when helping a fledgling government to stabilize. This also was an issue for advisors during the Vietnam era (Hickey & Davison, 1965) and could potentially be an issue for advisors in future operations. However, while anecdotal reports of corruption exist, it is unclear to what extent encountering corruption is a problem for the majority of advisors and to what degree corruption can impact advisor success. Moreover, what is viewed as corrupt by Western standards may be viewed as a legitimate way of behaving in another culture, posing another challenge for advisors who are trying to navigate the cultural complexity of the advising environment.

Managing sensitive information. One aspect of preparing police and military counterparts to be self-sustaining entities is assisting counterparts in learning how to gather and manage intelligence. Because of their close contact with their counterparts, advisors also have knowledge of the operational activities of the counterpart units. Additionally, advisors may have access to intelligence through their coalition contacts. Advisors, therefore, must exercise judgment about what information they share with their counterparts and what information may need to be withheld from their counterparts. However, the prevalence of sharing and withholding such information and its impact on advisor success is unknown.

The Application of Task Survey Methodology to Understanding Advisor Activities

One-hundred-fifty-one items addressing advisor activities related to the previously described content areas were included on the post-deployment survey. Advisor activities primarily targeted specific advisor behaviors (e.g., preparing an interpreter for a meeting), but activities also included cognitive activities (e.g., recognizing differences between Western culture and the counterpart culture). Similar to methodology employed in task analysis questionnaires, advisors were asked to provide two types of ratings for each activity. First, advisors were asked to indicate how frequently they performed each activity while deployed. Second, advisors were asked to indicate how important each activity was to their performance as a transition team member. Thus, the survey provided two types of information: how often certain advisor activities were performed and how important each of those activities was. The rating scales (Williams & Crafts, 1997) used for measuring frequency and importance ratings are presented on the next page, and a copy of the post-deployment survey can be found in Appendix A.

Frequency Ratings

- 0—Did not perform
- 1—A few times
- 2—Once a month
- 3—Once a week
- 4—Once a day
- 5—More than once a day

Importance Ratings

- 0—None
- 1—Little importance
- 2—Some importance
- 3—Moderately important
- 4—Very important
- 5—Extremely important

Although frequency and importance ratings provide unique and relevant pieces of information about the job (Manson, Levine, & Brannick, 2000; Sanchez & Fraser, 1992), frequency and importance ratings also can be combined to provide an indicator of the most and least critical tasks. Specifically, a composite index can be computed by multiplying the frequency and importance ratings for each activity (Cascio, 1991). Once frequency-importance (F-I) composite scores are created for each activity, advisor activities can be sorted according to the value of their composite scores. Those activities with the highest composite scores indicate advisor activities that are both perceived as critical to job performance and demonstrated frequently on the job. Such activities would be likely candidates for training and selection interventions. Conversely, activities with low composite scores tend to be either unimportant or not often conducted on the job and therefore might be considered a lower priority for selection and training interventions.

It should be noted that, because survey methodology was used, ratings supplied by advisors reflect advisors' perceptions about how often they performed certain activities and how important those activities were. Because ratings are not tied to any external criteria of advisor success, the results of this research primarily reflect what advisors *believe* to be important to success. However, the approach employed in this research is consistent with methods utilized in established job analysis practices in which job incumbents are surveyed about the activities they perform as part of their work. Additionally, the sample size used in this research is fairly large, reducing error in measurement. The sample of advisors, having just performed the job, also are a knowledgeable source for providing observations about the types of activities performed by advisors. Thus, this research provides a useful foundation for understanding the "human" elements of the advisor role, but additional approaches should be used to verify the findings of the survey results reported in this document. For example, critical incidents techniques and exploration of objective indicators of advisor success could provide additional insights regarding the various aspects of advisor performance.

Organization of the Remainder of This Report

This report presents a summary of the descriptive findings from the post-deployment survey in order to provide a general picture of some of the interpersonal, linguistic, cultural, and advisory KSAs required of a typical advisor. This report does not address the tactical or technical expertise required for advisors to be effective, nor does this report delve into many of the contextual elements that likely play a role in the success of an advisor. It is anticipated that subsequent reports will present analyses that examine more specific research and theoretical questions, and it is hoped that the results from this report can serve as an empirical foundation for others to expand upon the ideas and concepts explored in the present research. More

importantly, the results of this research can be used by trainers and curriculum designers who must prioritize what to target in their cultural and interpersonal skills training, and also can be used by advisors preparing to deploy to formulate realistic expectations of the types of interpersonal interactions they might encounter once in-country.

This report first describes the sample from which the survey responses were obtained, followed by a description of the measures included in the post deployment survey. The report then presents the results of the survey for the sample as a whole. These results are presented for each of the 151 advisor activities on the survey, as well as at a conceptual-level of analysis (i.e., by scales of conceptually similar activities) to help illustrate the most important and frequently demonstrated skills and knowledge required for advisor interactions in the operating environment. These results also are presented for advisors returning from Iraq as compared to advisors returning from Afghanistan to illustrate some potential differences between advising requirements based on country and to underscore the importance of situational influences on the relevance of advisor behaviors. Last, the implications of the findings from this report are presented in the discussion section.

METHOD

Sample and Survey Administration

Six-hundred-thirty-seven advisors returning from Iraq and Afghanistan completed the post deployment survey between October 2007 and April 2008. Advisors from the Army were administered the survey by members of the research team when they returned to Fort Riley for redeployment from their transition team mission. Advisors from the United States Marine Corps (USMC) completed the survey at their home stations and mailed the survey back to the research team.

Data from 72 advisors were discarded from analyses because they either did not complete the survey or were missing over 10% of the ratings for the 151 items. This resulted in a final sample of 565 advisors. The sample was predominantly male ($n = 96.1\%$). Two advisors reported they were female, and 20 individuals did not indicate their gender. Advisors consisted of a variety of ranks, reported in Table 2.

Three-hundred-thirty-seven respondents reported they had been advisors in Iraq, 221 advised in Afghanistan, and seven did not report their country of deployment. Approximately 85% of the sample indicated they were Army personnel ($n = 482$), 13% were Marines ($n = 73$), and 1% were Navy personnel ($n = 7$). With respect to component, approximately 77% indicated they were Active duty ($n = 437$), 18% were Reserve ($n = 102$), and three percent were National Guard ($n = 17$). Ninety-three percent of the sample could be classified as Active Army, Active Marine, or Army Reserve. Table 3 indicates how many advisors from each of these groups had deployed as advisors to Iraq or Afghanistan. Individuals who were not Active Army, Active Marine, or Army Reserve or did not report country of deployment are not included in Table 3.

Table 2
Percentage of Different Ranks Represented in the Advisor Sample

| Rank | Frequency | Percent of Sample (%) |
|--------------------|------------------|------------------------------|
| Colonel | 1 | 0.2 |
| Lieutenant Colonel | 19 | 3.4 |
| Major | 76 | 13.5 |
| Captain | 148 | 26.2 |
| First Lieutenant | 16 | 2.8 |
| E-9 | 6 | 1.1 |
| E-8 | 45 | 8.0 |
| E-7 | 142 | 25.1 |
| E-6 | 75 | 13.3 |
| E-5 | 14 | 2.5 |
| E-4 | 7 | 1.2 |
| E-2 | 1 | 0.2 |
| CW4 | 1 | 0.2 |
| CW3 | 1 | 0.2 |
| CW2 | 1 | 0.2 |
| Did not report | 12 | 2.1 |

Table 3
Number of Active Army, Active Marine, and Army Reserve Advisors Deployed to Iraq or Afghanistan

| | Iraq (% of sample) | Afghanistan (% of sample) | Total |
|----------------|---------------------------|----------------------------------|------------------|
| Active Army | 157 (28%) | 202 (36%) | 359 (64%) |
| Army Reserve | 96 (17%) | 1 (0%) | 97 (17%) |
| Active Marines | 69 (12%) | 0 (0%) | 69 (12%) |
| Total | 322 (57%) | 203 (36%) | 525 (93%) |

Team Member Positions Represented in Sample

Advisors in the sample served in a variety of team member positions, with the most frequently reported position being Logistics Advisor ($n = 90$, 16%). Approximately 19% of the sample ($n = 106$) indicated serving in two or more positions on a transition team, suggesting that advisors sometimes perform more than one function at a time or may change positions on the team during a deployment. The frequency of the more commonly reported transition team member positions is presented in Table 4. Twelve advisors did not answer the survey question with respect to their position on their team.

Table 4
Frequency of Team Member Positions by Deployment to Iraq or Afghanistan

| Position on Team | Iraq | Afghanistan | Total (% of sample) |
|---|-------------|--------------------|----------------------------|
| Logistics Advisor | 57 | 33 | 90 (16%) |
| Operations Advisor | 54 | 18 | 74 (13%) |
| Team Chief | 35 | 32 | 67 (12%) |
| Intelligence Advisor | 43 | 11 | 54 (10%) |
| Medic | 29 | 11 | 41 (7%) |
| Staff/Maneuver Advisor | 16 | 24 | 40 (7%) |
| Deputy Team Chief | 21 | 17 | 38 (7%) |
| Communications Advisor | 26 | 7 | 34 (6%) |
| Personnel Advisor | 20 | 11 | 31 (6%) |
| Maintenance Advisor | 22 | 6 | 28 (5%) |
| FA Effects Advisor | 19 | 7 | 26 (5%) |
| NCO in charge | 16 | 9 | 25 (4%) |
| Company Advisor | 2 | 18 | 20 (4%) |
| Security | 10 | 8 | 18 (3%) |
| Infantry/Tactical/Weapons Advisor | 1 | 15 | 16 (3%) |
| Medical Advisor | 1 | 12 | 13 (2%) |
| Police Advisor | 1 | 7 | 8 (1%) |
| NCO Mentor | 1 | 7 | 8 (1%) |
| Did Not Serve in at Least One Position | | | |
| Listed Above or Did Not Report a Position | 95 | 49 | 147 (26%) |

Note: One-hundred-six advisors indicated they served in more than one role on an advising team, and 66 of these individuals indicated serving in two or more of the roles explicitly listed in this table. Thus, 66 individuals are represented more than once in the above table in the reported frequencies.

Advisor Team Types Represented in Sample

Several types of transition teams were represented in the sample. The number of advisors indicating which type of team they belonged to is reported in Table 5. Eighty-five advisors (15%) indicated they served on more than one type of team during their deployment, and five advisors did not indicate the type of team on which they served. Thirty-one miscellaneous team types were reported in an “Other” category, and are not reflected in Table 5.

Because the types of teams advisors served on were diverse, the research team created higher-order categories of team types: Border, Military Combat Arms, Military Combat Service Support (CSS), and Police Teams. Approximately 87% of advisors could be classified into one of these higher-order team types. The remaining 13.27% could not be classified because those advisors either did not indicate a team type, indicated two or more team types that were of different classification from one another (e.g., BN Embedded Transition Team and Police Mentor Team), or indicated a team type that could not be categorized as one of the four higher-order categories (e.g., National Command Center Advisory Support Team, Noncommissioned Officer Training Team). Table 6 indicates how many advisors were in each of the higher-order team types and presents the number of advisors from different team types based on deployments to Iraq or Afghanistan.

Analyses also were performed to determine how many advisors from the Active Army, Army Reserves, and Active Marines served on the different types of advisor teams. Because many of the advisors from the Army Reserves and the Active Marines did not serve in Afghanistan, analyses are reported only for advisors who deployed to Iraq. These results are presented in Table 7 and indicate Army Reserve advisors in the sample tended to serve on Police Advisor Teams (77% of Reservists), while Active Marine advisors tended to serve on Border Teams (78% of Active Marines). Like Active Marines, Active Army advisors in the sample also were most likely to serve on a Border Team in Iraq (34%), but they also served on other types of teams: Military Combat Arms (17%), Military CSS (13%), and Police Teams (20%).

Previous Deployment Experience to Iraq or Afghanistan Prior to Advisor Mission

Prior to deployment as an advisor, several individuals reported serving in either Iraq or Afghanistan on previous deployments, and 26 advisors indicated they had prior deployments in both Afghanistan and Iraq. Approximately 49% of the sample reported at least one deployment to Iraq ($n = 276$) prior to their advisor mission. Of these individuals, 208 had deployed once to Iraq, 57 had deployed twice to Iraq, 10 had deployed three times to Iraq, and one advisor had deployed four times to Iraq. Approximately 9% of the sample ($n = 53$) reported at least one previous deployment to Afghanistan: 49 had deployed once to Afghanistan, three had deployed twice to Afghanistan, and one had deployed three times to Afghanistan.

Table 8 presents the prior deployment experience of advisors relative to the country in which they served as advisors. Results indicate that regardless of whether advisors deployed to Iraq or Afghanistan for their advisor mission, advisors were more likely to have prior deployment experience in Iraq rather than Afghanistan. This is not surprising given that more

American military personnel, in general, had previously deployed to Iraq than to Afghanistan at the time of data collection.

Table 5
Frequency of Team Types Represented in the Sample

| Team Type | Frequency |
|---|------------------|
| Battalion National Police Transition Team (TT) | 73 |
| Battalion Military Transition Team (MiTT) | 71 |
| Battalion Embedded TT | 69 |
| Battalion Border TT | 65 |
| Miscellaneous Types of Police TT | 55 |
| Brigade Embedded TT | 48 |
| Brigade National Police TT | 41 |
| Port of Entry TT | 35 |
| Brigade Border TT | 33 |
| Regional Border TT | 23 |
| Logistical & Administration TT | 22 |
| Medical Operations Embedded TT | 15 |
| Combat Support Battalion Embedded TT | 13 |
| Combat Service Support Embedded TT | 11 |
| Motorized Transport Regional MiTT | 10 |
| Brigade MiTT | 6 |
| Border Mentor Team | 6 |
| CORPS Embedded TT | 5 |
| Recon Surveillance Target Acquisition Embedded TT | 5 |
| Garrison Support Embedded TT | 4 |
| CORPS Support Embedded TT | 3 |
| Division National Police TT | 1 |

Note. Eighty-five individuals indicated that they were on more than one type of team and these individuals are included in the frequencies for the team types listed. Five individuals did not answer this item.

Table 6
Frequency of Advisors Belonging to Different Teams by Country of Deployment

| Team Type | Iraq | Afghanistan | Total |
|----------------------|-------------|--------------------|--------------|
| Border | 118 | 15 | 133 |
| Military Combat Arms | 50 | 98 | 148 |
| Military CSS | 25 | 31 | 56 |
| Police | 110 | 37 | 147 |
| Not Classified Above | 34 | 40 | 74 |

Note. Seven advisors did not indicate their country of deployment and are not included in the table.

Table 7
Frequency of Active Army, Army Reserve, and Active Marine Advisors on Different Team Types in Iraq

| Team Type | <u>Active Army</u> | | <u>Army Reserve</u> | | <u>Active Marines</u> | |
|----------------------|---------------------------|----------|----------------------------|----------|------------------------------|----------|
| | <i>Frequency</i> | <i>%</i> | <i>Frequency</i> | <i>%</i> | <i>Frequency</i> | <i>%</i> |
| Border | 53 | 34% | 0 | 0% | 54 | 78% |
| Military Combat Arms | 27 | 17% | 12 | 13% | 10 | 14% |
| Military CSS | 21 | 13% | 4 | 4% | 0 | 0% |
| Police | 32 | 20% | 74 | 77% | 2 | 3% |
| Not Classified Above | 24 | 15% | 6 | 6% | 3 | 4% |

Table 8***Frequency of Advisors Reporting Previous Deployments to Iraq and/or Afghanistan***

| Number of Prior Deployments | ADVISOR IN IRAQ | | ADVISOR IN AFGHANISTAN | |
|------------------------------------|--------------------------------|---------------------------|--------------------------------|---------------------------|
| | <i>Prior Deployment</i> | | <i>Prior Deployment</i> | |
| | <i>Iraq</i> | <i>Afghanistan</i> | <i>Iraq</i> | <i>Afghanistan</i> |
| 4 | 1 | 0 | 0 | 0 |
| 3 | 6 | 1 | 4 | 0 |
| 2 | 37 | 1 | 20 | 2 |
| 1 | 111 | 19 | 95 | 28 |
| 0 | 181 | 307 | 99 | 191 |
| Did not report | 1 | 9 | 3 | 0 |

Note: Seven advisors did not report the country in which they served as advisors and are not included in the table. Of those seven advisors, two reported having previously deployed to both Afghanistan and Iraq once.

Measures Embedded in the Post-Deployment Survey

As stated previously, the post-deployment survey consisted of 151 items describing cross-cultural activities potentially demonstrated by advisors. For each of these activities, advisors provided two ratings: one for how frequently the advisor conducted the activity and one for how important completing that activity was to the advisor’s performance. Moreover, a third “rating” was computed for each activity by multiplying the frequency rating by the importance rating. This F-I composite score was then used to identify advisor actions that were both frequent and important, as well as actions that were infrequent and/or unimportant (Cascio, 1991).

Although the examination of behaviors and cognitive activities provides information about specific actions taken by advisors, those activities also are indicative of the knowledge, skills, and abilities required to perform those actions. That is, similar activities can be grouped together to provide a better picture of the knowledge, skills, and abilities required of an advisor. For example, multiple advisor behaviors that required the use of an interpreter could be combined into a single scale that represents the skill, “using an interpreter.” Grouping similar items into knowledge, skill, and ability-related categories (i.e., scales) is beneficial because (1) it is conceptually easier to understand a small number of concepts than 151 distinct advisor actions, and (2) combining like items together into a scale helps to reduce measurement error (Nunnally, 1978), which in turn contributes to more reliable (i.e., stable) and valid (i.e., accurate) results. Consequently, analyses were conducted at both the item and scale levels of analysis. Scales were determined *a priori* based on a review of the literature and discussion among members of the research team. Scales represent some of the knowledge, skills, and abilities that advisors might require to be effective in their mission.

Like each of the 151 activities (i.e., survey items), each scale had three scores: one for frequency ratings, one for importance ratings, and one for F-I composite scores. Frequency scale scores were computed by calculating the mean of the frequency ratings for items within that scale. Similarly, importance scores were computed by calculating the mean of the importance ratings for items within that scale. F-I composite scores were operationalized as the mean of the F-I ratings for items within that scale.

Given the length of the survey, some advisors had missing data on some items. If an advisor was missing more than 20% of the ratings for items within a scale, he or she did not receive a score for that scale. For example, if an advisor only provided three out of four importance ratings on a four-item scale (i.e., 25% of importance ratings were missing), that advisor's importance score was treated as missing for that scale. As another example, if an advisor provided 10 importance ratings for a scale consisting of 13 items (i.e., 23% of ratings missing), that advisor did not receive an importance score for that scale. However, if the advisor completed 11 of the 13 importance ratings (i.e., 15% of ratings missing), the advisor's importance score for that scale was based on the mean of the 11 items for which he or she provided ratings.

The next several paragraphs describe the scales used to examine advisor knowledge, skills, and abilities. Appendix B contains a list of the scales and the items that comprise the scales. In general, the scales were reliable and tended to exceed the $\alpha = .70$ standard recommended by Nunnally (1978) for measures used for research purposes.

Linguistic and Communication KSAs

The Army's Counterinsurgency Field Manual (U.S. Department of Army, 2006b) notes the importance of linguistic capability in counterinsurgency operations. Consequently, one section of the survey dealt with general issues surrounding the use of an interpreter, and two items dealt with use of an unfamiliar interpreter and the use of an unvetted interpreter. Scales also addressed linguistic issues involving communication without the aid of an interpreter. Three scales focused on advisors' use of the host nation language, and two additional scales targeted nonverbal communication.

Using an interpreter. Ten items focused on the advisor's use of an interpreter. Sample items included "Conduct a meeting through an interpreter," "Share personal information about yourself with an interpreter," and "Evaluate the trustworthiness of your interpreter." Frequency ratings demonstrated high internal consistency reliability ($\alpha = .86$), as did importance ratings ($\alpha = .85$). The F-I composite scale also was reliable ($\alpha = .87$).

Working with an unfamiliar interpreter. One item asked advisors whether they were required to "work with an unfamiliar interpreter." Frequency, importance, and F-I composite scales for using an unfamiliar interpreter were based on ratings for this single item.

Working with an unvetted interpreter. Another item asked advisors whether they were required to "Work with an interpreter from the local population who has not been vetted."

Frequency, importance, and F-I composite scales for using an unvetted interpreter were based on ratings for this single item.

Maintaining a conversation in the counterpart's language. Six items examined whether advisors conversed about various topics in the host nation's language. These items tapped behaviors representative of skills requiring significant language proficiency. Sample items included "Talk about politics in your counterpart's language," "Talk about religion in your counterpart's language," and "Talk about tribal issues in your counterpart's language." Frequency ($\alpha = .82$), importance ($\alpha = .87$), and composite ratings ($\alpha = .89$) all demonstrated an acceptable degree of internal consistency reliability.

Speaking common words in the counterpart's language. Two items examined whether advisors used common words and greetings in the host nation language. These two items were "Exchange common greetings in the counterpart's language" and "Speak common words in your counterpart's language." These behaviors reflect some knowledge of the counterpart's language, without requiring a high degree of language proficiency to demonstrate. Frequency ($\alpha = .90$), importance ($\alpha = .91$), and composite ratings ($\alpha = .91$) demonstrated a high degree of internal consistency reliability.

Reading and writing in the counterpart's language. Two items examined whether advisors needed to read or write in their counterpart's language. These items were "Read the host nation's language" and "Write in the host nation language." Frequency ratings demonstrated adequate reliability ($\alpha = .80$), and importance ratings demonstrated a high degree of reliability ($\alpha = .90$). The F-I composite scale also demonstrated acceptable reliability ($\alpha = .78$).

Interpreting nonverbal behaviors. Three items assessed the advisor's need to interpret the nonverbal behaviors of individuals from the counterpart's culture. The three items were "Interpret the gestures of individuals from your counterpart's culture," "Interpret the body language of individuals from your counterpart's culture," and "Read the facial expressions of individuals from your counterpart's culture." Both frequency ($\alpha = .95$) and importance ($\alpha = .95$) scales had high reliability. The reliability of the F-I composite scale also was high ($\alpha = .95$).

Using nonverbal behaviors. Three items also assessed the advisor's need to demonstrate nonverbal behaviors used by the host nation's culture. These items were "Use gestures commonly found in the host nation's culture," "Display the body language and posture commonly found in the host nation's culture," and "Display the facial expressions commonly used by individuals from the host nation." Frequency ($\alpha = .85$), importance ($\alpha = .87$), and F-I composite ($\alpha = .86$) scales each demonstrated high reliability.

Influencing KSAs

Several scales focused on the advisor's need to engage in influence activities. Four scales targeted various types of impression management activities geared toward influencing the perceptions and beliefs of the counterpart, and one scale addressed proactive influence tactics.

Role Modeling. Four items examined the frequency and importance of role modeling behaviors. Example items included “Exhibiting a strong work ethic” and “Serving as a role model for your counterpart.” Frequency ($\alpha = .83$), importance ($\alpha = .84$), and F-I composite ($\alpha = .86$) scales all demonstrated adequate reliability.

Establishing credibility. Two items examined behaviors that involved establishing the credibility of the advisor team. These items were “Establish credibility with your counterpart” and “Demonstrate to your counterpart that the transition team provides something of value.” Frequency ($\alpha = .88$), importance ($\alpha = .87$), and F-I composite ($\alpha = .89$) scales demonstrated adequate reliability. A third item, “Stress the legitimacy of the transition team work,” was included originally as part of this class of behaviors, but inclusion of this item greatly reduced the reliability of the establishing credibility scales (e.g., $\alpha = .75$ versus $.88$), and was therefore treated separately from the *establishing credibility* scales.

Communicating the legitimacy of advisor work. One item asked advisors if they stressed “the legitimacy of the transition team work.” This item originally was part of the “establishing credibility” scale. The frequency, importance, and composite measures for communicating the legitimacy of the transition team work were based on ratings for this single item.

Managing counterpart perceptions about the advisor team. Two items addressed advisor behaviors that targeted how counterparts perceived the advisor and the advising team. These items were “Influence how your counterpart perceives you” and “Influence how your counterpart perceives your transition team.” Both frequency ($\alpha = .91$) and importance ($\alpha = .90$) scales demonstrated high reliability. The reliability of the F-I composite scale also was high ($\alpha = .92$).

Applying proactive influence tactics. Eleven items examined whether advisors used proactive influence tactics explicitly outlined in the influence literature (e.g., Yukl & Falbe, 1990; Yukl et al., 2008) and Army Leadership Doctrine (U.S. Army, 2006a). While each proactive influence tactic may be viewed as a unique behavior in its own right, it also is useful to examine the extent to which advisors engage in proactive influence tactics as a whole since influence training may target a set of proactive tactics rather than a single proactive tactic. Examining influence tactics at the scale level provides an indication of the extent to which proactive influence attempts, in general, are required for the job of advisor. Example items on the proactive influence scale included “Apply pressure tactics as a way to influence your counterpart,” “Explain to your counterpart how compliance with your request would benefit him (i.e., apply ‘appraising’ tactics to influence your counterpart),” and “Appeal to the emotions of your counterpart (i.e., engage in inspirational influence tactics) to influence him.” Frequency ($\alpha = .88$), importance ($\alpha = .85$), and F-I composite ($\alpha = .86$) scales each demonstrated adequate reliability.

Relationship Building KSAs

Because advisors often must work closely with their counterparts, several items on the survey addressed behaviors that can be classified generally as relationship building activities.

Most basic among these behaviors are being respectful toward and developing rapport with one's counterpart.

Consideration and respect. Six items examined advisor behaviors that involved being considerate and respectful of individuals from the counterpart's culture. Example items included "Actively listen to individuals from another culture," and "Communicate to your counterpart that you respect him." Frequency ($\alpha = .85$), importance ($\alpha = .87$), and F-I composite ($\alpha = .88$) scales were reliable.

Rapport building. Six items examined behaviors that targeted building rapport with individuals from the counterpart's culture. Items included "Ask about your counterpart's Family," "Gain the trust of individuals from the relevant culture," and "Be supportive of a counterpart's decisions and activities." Frequency ($\alpha = .82$) and importance ($\alpha = .82$) scales for rapport building behaviors both demonstrated acceptable reliability, as did the F-I composite scale ($\alpha = .83$).

Employing a Rapport Plan. While the previous rapport building scale contained behaviors stemming primarily from interpersonal skills, an additional item addressed building rapport through a more cognitive and proceduralized approach. This item specifically asked the question of whether advisors had "employ[ed] a Rapport Plan (continuously plan, execute, and refine methods to increase the closeness of the relationship with your counterpart)." Frequency, importance, and F-I composite measures for the specific activity of employing a Rapport Plan are based on ratings for this item.

Cultural KSAs

Advisors work extensively with and around individuals from another culture. Thus, several items on the survey targeted knowledge about the other culture, knowledge about one's counterpart, dealing with one's cultural biases, and adjusting behavior based on knowledge about the culture.

Understanding one's counterpart. Six items assessed whether advisors engaged in activities that required understanding their counterpart's perspective or point of view. Example items included "Capitalize on your counterpart's perspective or point of view," "Predict how your counterpart will behave," and "Understand how your counterpart's understanding of time impacts his behaviors and actions." The frequency ($\alpha = .88$), importance ($\alpha = .86$), and F-I composite ($\alpha = .88$) scales all demonstrated adequate reliabilities.

Judging by counterpart's standards. One item asked advisors if they were required to "Judge your counterpart's actions according to his cultural standards." Frequency, importance, and composite measures for the advisor's use of the counterpart's standards were based on ratings for this single item.

Suppressing cultural biases. Five items examined whether advisors needed to suppress their cultural biases and become comfortable with the norms of a non-Western culture. These items included "Become comfortable with non-Western cultural norms," "Become comfortable

with same-sex activities (e.g., male-male hand holding, kissing during greetings),” and “Limit how your cultural bias affects your perceptions of your counterpart’s behavior.” The reliability of the frequency scale ($\alpha = .78$) was somewhat lower than other scales in the survey, but still within acceptable limits. The reliability of the importance scale was adequate ($\alpha = .83$), and the reliability of the F-I compliance scale also was within acceptable limits ($\alpha = .81$).

Comparing one’s culture with the counterpart’s culture. Three items addressed whether advisors needed to examine similarities and differences between their culture and the culture of their counterparts. These items were “Capitalize on the similarities between your beliefs, values, and goals and those of your counterpart,” “Recognize differences between U.S. military culture and your counterpart’s military culture,” and “Recognize differences between Western culture and your counterpart’s culture.” Both frequency ($\alpha = .83$) and importance ($\alpha = .86$) scales were reliable, as was the F-I composite scale ($\alpha = .86$).

Leveraging cultural knowledge. Eight items examined whether advisors capitalized on their declarative knowledge of the counterpart’s culture. Example items included “Take advantage of the role of power and authority in the relevant culture” and “Take advantage of the concept of honor in your counterpart’s culture.” The frequency ($\alpha = .87$), importance ($\alpha = .86$), and F-I composite ($\alpha = .87$) scales all demonstrated high reliabilities.

Sensing manipulation. One item asked advisors about their need to “Recognize when individuals from the other culture were trying to manipulate you.” Frequency, importance, and composite measures for sensing manipulation were based on ratings for this single item.

Tailoring interactions to cultural demographics. Five items examined whether advisors adjusted their interpersonal behaviors with individuals from another culture based on various demographic characteristics of the individual. Example items included “Adjust the way you treated individuals from the other culture, depending on their age” and “Adjust the way you treated individuals from the other culture, depending on their gender.” Frequency ($\alpha = .83$) and importance ($\alpha = .81$) scales possessed acceptable reliabilities. The F-I composite scale also was reliable ($\alpha = .83$).

Knowledge of religious influences. Because religion is an important element of many cultures, five items specifically addressed the need for knowledge about religious aspects of the counterpart’s culture. These items included “Understand the implications of religion for military operations,” “Understand the general theology of different religions found in your operating area,” and “Identify and manage potential divisions among religious groups.” The frequency ($\alpha = .90$), importance ($\alpha = .88$), and F-I composite ($\alpha = .91$) scale reliabilities were high.

Understanding the operating environment. Twelve items addressed the need for knowledge about various influences (e.g., military, religious, historical) on the operating environment. Sample items included “Use knowledge about geography to understand the behavior of an individual from the relevant culture,” “Use knowledge about economic influences to understand the behavior of an individual from the relevant culture,” and “Use knowledge about customs and traditions to understand the behavior of an individual from the relevant

culture.” Frequency ($\alpha = .96$) and importance ($\alpha = .95$) scale reliabilities were high. The reliability of the F-I composite scale also was high ($\alpha = .96$).

Advisory KSAs

A key component of the advisor mission is to advise counterparts in such a way that the counterparts’ units and organizations become self-sustaining entities. Several items on the survey addressed a variety of *advisory* behaviors and cognitive activities, which involve mentoring, coaching, training, instructing, advising, and guiding counterparts to improve counterpart and counterpart unit performance.

Mentoring and coaching. Three items examined the application of the general advising skills of teaching, coaching, and mentoring. These items were “Teach or instruct a counterpart in acquiring or improving a skill or ability,” “Coach or guide a counterpart to reach the next level of knowledge or skill,” and “Mentor or provide a counterpart with advice or counsel to assist him in making a decision through a mutually developed bond of trust.” Frequency ($\alpha = .91$) and importance ($\alpha = .88$) scale reliabilities were fairly high. The F-I composite scale also was reliable ($\alpha = .91$).

Instructing a counterpart without interpreter. One item asked advisors if they were required to “Instruct a counterpart without the aid of an interpreter.” Frequency, importance, and composite measures for the advisor’s use of the counterpart language to advise a counterpart were based on ratings for this single item.

Instructing a counterpart through an interpreter. Another item asked advisors if they were required to “Instruct a counterpart with the aid of an interpreter.” Frequency, importance, and composite measures for the advisor’s use of an interpreter to advise a counterpart were based on ratings for this single item.

Preparing a counterpart for meetings/negotiations. One item asked advisors if they needed to “Prepare your counterpart to conduct negotiations and meetings.” Frequency, importance, and composite measures for preparing a counterpart for meetings and negotiations were based on the ratings for this item.

Assessing counterpart unit performance. Two items examined the frequency and importance of assessing the performance of the counterpart’s unit. These items were “Assess the readiness of your counterpart’s unit to perform missions” and “Assess the strengths and weaknesses of your counterpart’s unit.” The frequency ($\alpha = .93$), importance ($\alpha = .91$), and F-I composite ($\alpha = .93$) scales all demonstrated high reliabilities.

Managing counterpart performance. Four items examined the frequency and importance of managing the performance of a counterpart. Sample items included “Follow-up with your counterpart to ensure that work has been accomplished” and “Praise your counterpart for good performance.” Both the frequency ($\alpha = .84$) and importance ($\alpha = .84$) scales demonstrated adequate reliability. The F-I composite scale also demonstrated adequate reliability ($\alpha = .85$).

Establishing goals. Coaching and advising requires setting goals (U.S. Department of Army, 2009), and five items specifically addressed behaviors regarding the communication and establishment of goals. Sample items included “Stress unity of effort/purpose with one’s counterpart,” “Communicate organizational goals and objectives to the counterpart,” and “Establish short term goals for your counterpart to accomplish.” Frequency ($\alpha = .85$), importance ($\alpha = .83$), and F-I composite ($\alpha = .85$) scales demonstrated adequate reliabilities.

Identifying training needs. Two items examined the extent to which advisors were required to identify the training needs of their counterparts. These items were “Identify the training needs of your counterpart” and “Identify the training needs of your counterpart’s unit.” Frequency ($\alpha = .97$) and importance ($\alpha = .97$) scale reliabilities were very high. The F-I composite scale also was very high ($\alpha = .98$).

Managing a training program. One item asked advisors if they were required to “Manage a training program that targets individuals from another culture.” Frequency, importance, and composite measures for managing a training program were based on ratings for this single item.

Skill in Dealing with Corruption

During the pilot survey, a few advisors indicated one challenge they had encountered was dealing with corruption in the local environment. To explore this issue more systematically, three items about corruption were added to the final version of the post-deployment survey. These items were “Identify sources of local corruption in the environment,” “Find ways to deal with or work around corruption in the local environment,” and “Deal with corruption in your counterpart’s organization.” Both the frequency ($\alpha = .86$) and importance scales ($\alpha = .84$) demonstrated internal consistency reliability. The F-I composite scale also had acceptable reliability ($\alpha = .87$).

Skills in Interacting with Coalition Forces

Depending on where an advisor is deployed, an advisor might interact with U.S. or foreign coalition forces or both. Thus, several items were included in the survey that addressed interactions with coalition forces and whether those forces were U.S. or foreign forces.

Interacting with foreign coalition forces. In addition to dealing with foreign counterparts, coalition forces from other countries (e.g., Britain, Poland) might be operating in the same area as an advisor. Two items examined the frequency and importance of interacting with foreign coalition forces. These items were “Interact with foreign coalition forces” and “Deal with foreign coalition partners who do not understand the transition team purpose and mission.” Both the frequency ($\alpha = .77$) and importance scales ($\alpha = .78$) had acceptable reliabilities. The F-I composite scale also had acceptable reliability ($\alpha = .78$).

Interacting with U.S. coalition forces. Two items also examined the frequency and importance of interacting with U.S. coalition forces. These items were “Interact with U.S. coalition forces (non-transition team members)” and “Deal with U.S. coalition partners who do

not understand the transition team purpose and mission.” Both the frequency ($\alpha = .64$) and importance scales ($\alpha = .65$) had reliabilities lower than Nunally’s (1978) recommended .70 standard, although this is not necessarily unusual for a two-item scale. The composite scale had a similar degree of reliability ($\alpha = .67$).

Informing and engaging coalition forces. Five items addressed different types of interactions that might occur with coalition forces (either U.S. or foreign). Sample items included “Explain the role of the transition team to coalition forces,” “Deal with chain of command issues with coalition forces,” and “Stress to coalition forces that the advisor is not in command of the counterpart.” Both the frequency ($\alpha = .87$) and importance scales ($\alpha = .86$) were at acceptable levels of reliability, as was the composite scale ($\alpha = .87$).

Managing Information Skills

Eight items addressed issues of managing sensitive information as part of the advisor’s responsibilities. Sample items included “Manage the release of information to local civilians,” “Disclose sensitive information to a counterpart,” and “Assess the impact of information on local economic factors.” The frequency ($\alpha = .88$) and importance scales ($\alpha = .89$) had acceptable levels of reliability. The reliability of the composite scale also was acceptable ($\alpha = .87$).

Group Management Skills

Three items on the survey addressed issues pertaining to managing group dynamics or interpersonal processes among two or more people. Although these items loosely dealt with issues involving group dynamics, each item seemed to touch on different conceptual issues and the items are therefore treated as distinct, but related, scales.

Cross-cultural team building. One item asked advisors if they were required to “Apply principles of team building in a cross-cultural setting.” Frequency, importance, and F-I composite measures for cross-cultural team building were based on ratings for this single item.

Managing interpersonal conflict. One item asked advisors if they were required to “Manage interpersonal conflict effectively in a cross-cultural setting.” Frequency, importance, and composite scales for managing interpersonal conflict were based on ratings for this single item.

Building consensus. One item asked advisors if they were required to “Build a consensus with individuals from the relevant culture,” and frequency, importance, and composite measures for building consensus were based on this item.

Additional Measures

In addition to asking advisors to report on the frequency and importance of various activities, advisors completed several items that provided additional information about the advisor’s role and experience.

Demographic Measures

Advisors completed several demographic items pertaining to gender, rank, team position, area of operations, service, component, previous Iraq or Afghanistan deployment experience, and team type. These items can be found in the survey located in Appendix A. The demographic items were used to describe the characteristics of the sample and the results from the demographic items were interwoven into the previous section of this report regarding the sample.

Counterpart Receptiveness to Advisor Mission

After the first data collection effort, the research team discussed whether it would be worthwhile to include a measure that would provide an indication of whether the advisor was able to establish a good relationship with the counterpart. Consequently, fourteen items were developed that asked advisors to indicate whether they believed their counterparts were receptive to their advice or influence. To the extent that part of the job of advisor is to influence counterparts to accept the mission, these items can serve as an indicator of one form of success or effectiveness. Because these items are self-report and do not take into account objective indicators of performance, caution should be used when drawing any conclusions about advisor performance from this measure. However, these items can provide an indication of whether or not advisors believed that counterparts were willing to be advised by U.S. Forces.

The 14 items were anchored on a 7-point scale of Strongly Disagree (1) to Strongly Agree (7), and sample items included “our Host Nation Counterparts sought or requested our advice” and “My Host Nation Counterpart accepted and acted on my advice.” Three items were reverse-scored: “The Host Nation Military or Police Units wanted *only* the assets that our Transition Team could bring them (e.g., fire support, money),” “Our Host Nation Counterparts *only* listened to us on matters of little importance,” and “My Host Nation Counterpart was difficult to influence.” High scores on the scale indicate the advisor believed the counterpart was more receptive to the advisor mission; lower scores indicate the advisor believed the counterpart was difficult and resistant. Internal consistency reliability of the scale was high ($\alpha = .89$). Because this scale was added after the first data collection effort, data on these scales are present for 511 advisors in the sample.

Language Proficiency by the End of Deployment

In addition to the 14 items addressing counterpart receptivity to the advisor mission, an item was included that assessed how well advisors could speak the host nation language by the end of their deployment. That item was “By the end of my deployment, I was able to converse with Counterparts in the host nation language without using an interpreter.” This item was anchored on a seven-point scale ranging from Strongly Disagree (1) to Strongly Agree (7). This item takes into account an advisor’s self-assessment of how well they could speak by the end of the deployment, but does not provide an indication of the level of language proficiency that an advisor had at the beginning of the deployment. Additionally, because this item is a self-report measure, it is not an objective indicator of language proficiency. This item was added to the survey at the same time as the counterpart receptivity measure and 512 advisors completed this item.

Frequency of Interactions with Types of Individuals Found in the Operating Environment

Advisors might need to interact with a variety of different individuals in their operating environment during their deployment. Five items asked advisors to indicate the frequency with which they interacted with (a) their counterparts, (b) their interpreters, (c) local civilians, (d) other members of their advisor team, and (e) coalition forces. Each item was anchored on a five-point frequency scale: 1 = Less than once a month, 2 = Once or twice a month, 3 = Once or twice a week, 4 = Once a day, 5 = More than once a day.

RESULTS: OVERALL SAMPLE OF ADVISORS

This section presents results based on an analysis of the advisor sample as a whole. Thus, the results presented in this section provide a picture of advisor activities aggregated across different team member positions, team types, and countries to which advisors were deployed. Because advisors may be expected to receive a common core of training regardless of team member position, region of deployment, and type of transition team, the results presented in this section are useful for understanding the “typical” advisor experience. However, individuals preparing for a specific team member position might be interested in reviewing the analyses for their particular position. These results are presented in ARI Research Note 2009-17 (Ramsden Zbylut, Metcalf, McGowan, Beemer, Brunner, & Vowels, 2009).

This section first describes how frequently advisors interacted with different types of individuals in their operating environment. Next, the results section presents descriptive results on how frequently different activities were performed, followed by a description of how important those activities were. This section then presents F-I composite ratings to highlight which advisor activities were the most critical for advisor performance. Results are presented at both the item and scale-levels of analysis. Finally, this section presents results for the advisor KSAs measured by this survey, including an analysis of how different advisor KSAs were related to one another.

Frequency of Interactions with Individuals Found in the Operating Environment

A counterpart is only one of many individuals who an advisor might interact with as part of the job. Specifically, advisors also might interact with interpreters, other advisors on their team, coalition forces, and local civilians. Advisors were asked to report how frequently they interacted with these different groups on a five-point scale.

On average, advisors reported interacting once or more a day with their interpreters ($M = 4.62$, $SD = .69$) and other members of their advisor teams ($M = 4.76$, $SD = .67$). The next most frequently reported interactions were with counterparts ($M = 3.65$, $SD = 1.07$) and coalition forces ($M = 3.96$, $SD = 1.17$)—approximately once a day to once or twice a week. Advisors interacted least frequently with local civilians ($M = 2.92$, $SD = 1.24$); however, these interactions were still frequent, occurring once or twice a week.

The frequency of advisor interactions with different groups of individuals also was examined for both Iraq and Afghanistan. Table 9 summarizes how the frequency of interactions

of advisors in Iraq differed from advisors deployed to Afghanistan. The results of independent samples *t*-tests indicated advisors in Iraq and Afghanistan interacted with fellow team members with similar frequency and also interacted with their interpreters with the same frequency. However, advisors in Afghanistan interacted more frequently with their counterparts and local civilians than did advisors in Iraq, whereas advisors in Iraq interacted more frequently with members of coalition forces than did advisors in Afghanistan.

These findings suggest that, depending on the country of deployment, different levels of interaction with individuals in the population may be required in order to perform advisor functions. While these differences are small, such differences are important to document because such differences might be larger if advisor teams were to deploy to a different operating environment with different operational and cultural conditions. Consequently, training that might be effective for preparing advisors for Iraq and Afghanistan may not be required for training advisors who will deploy to other countries. For example, frequent interactions with coalition forces might be required for advisors in one country, but not necessarily in another country.

Additionally, although the differences between advisors in Iraq and Afghanistan were statistically significant, it should be noted that the magnitude of difference was relatively small and may not have practical implications. That is, these findings should not be interpreted as indicating that different training and/or selection interventions are required for Afghanistan vice Iraq. Differences in the frequency of interactions also should not be viewed as indicators of the effectiveness or ineffectiveness of advisors in different countries, but should instead be viewed as slight differences in the potential requirements of the job and operating environment.

Table 9
Means, Standard Deviations, and T-tests of Different Personal Interactions by Country of Deployment

| Target of Interaction | <u>Iraq</u> | | | <u>Afghanistan</u> | | | <i>t</i> |
|-----------------------|-------------|-----------|----------|--------------------|-----------|----------|----------|
| | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | |
| Counterpart | 3.51 | 1.04 | 330 | 3.88 | 1.08 | 217 | 4.00*** |
| Interpreter | 4.65 | .65 | 335 | 4.59 | .73 | 220 | 1.03 |
| Civilians | 2.68 | 1.22 | 336 | 3.28 | 1.18 | 219 | 5.76*** |
| Transition Team | 4.76 | .64 | 337 | 4.78 | .68 | 219 | .34 |
| Coalition | 4.07 | 1.10 | 335 | 3.80 | 1.25 | 220 | 2.66** |

Note: *** $p < .001$, ** $p < .01$

Frequency Ratings of Advisor Activities

The previous results indicated with whom advisors were interacting; this section describes what advisors were doing in some of those interactions. To examine how often different advisor activities were performed, the mean frequency rating was computed for each of the 151 activities across the full sample of advisors. Table 10 presents the 42 advisor activities that advisors reported performing more than once a day to at least once a week. These activities are sorted in descending order with respect to how frequently those activities were performed. The most frequently reported behavior was communicating through an interpreter, which occurred multiple times a day. The next most frequently demonstrated behavior was exhibiting a strong work ethic. Additionally, three influence behaviors that involved role modeling activities were listed among the 10 most frequently reported advisor activities: (1) “Exhibit a strong work ethic” ($M = 3.99$, $SD = 1.13$), (2) “Demonstrate a positive attitude” ($M = 3.91$, $SD = 1.16$), and (3) “Serve as a role model for your counterpart” ($M = 3.78$, $SD = 1.34$). Four behaviors that targeted respectful and considerate behaviors also were rated among the 10 most frequent advisor activities: (1) “Demonstrate tolerance toward individuals from another culture” ($M = 3.97$, $SD = 1.25$), (2) “Be tactful toward individuals from another culture” ($M = 3.91$, $SD = 1.20$), (3) “Actively listen to individuals from another culture” ($M = 3.76$, $SD = 1.25$), and (4) “Behave respectfully within the constraints of the relevant culture” ($M = 3.66$, $SD = 1.23$).

Table 11 lists the 37 advisor activities that were performed infrequently—that is, activities performed once a month to activities not performed during the deployment. Activities that involved communicating with counterparts without the aid of an interpreter were among the least frequent activities performed by advisors in this sample. Reading and writing in the host nation language also were rarely performed by advisors. It should be noted that reports of infrequent performance of these activities may be due to a lack of need for these behaviors in performing the job or an inability to perform these activities.

The frequency ratings provided by advisors for each of the 151 activities can be found in Appendix C. This appendix includes numerous activities not reported in either Tables 10 or 11 and that advisors reported performing once a week to once a month.

Analyses also were conducted at the scale-level of analysis to examine if some KSAs were demonstrated more frequently than others. These results are presented in Table 12. In interpreting these results, it is important to note these results reflect analyses based on the advisor sample in its entirety, and that specific positions on the team might require more or less of these knowledge, skills, and abilities than the sample as a whole. Additionally, differences might exist depending on the country of deployment, operational requirements, and the type of advisor team deployed.

Table 10
Mean Frequency Ratings for Advisor Activities Performed More than Once a Day to Once a Week

| Advisor Activity | <i>M</i> | <i>SD</i> |
|--|-----------------|------------------|
| Communicate through an interpreter. | 4.17 | 1.02 |
| Exhibit a strong work ethic. | 3.99 | 1.13 |
| Demonstrate tolerance toward individuals from another culture. | 3.97 | 1.25 |
| Demonstrate a positive attitude. | 3.91 | 1.16 |
| Be tactful toward individuals from another culture. | 3.91 | 1.20 |
| Serve as a role model for your counterpart. | 3.78 | 1.34 |
| Actively listen to individuals from another culture. | 3.76 | 1.25 |
| Behave respectfully within the constraints of the relevant culture. | 3.66 | 1.23 |
| Establish your credibility with your counterpart. | 3.66 | 1.28 |
| Recognize differences between Western culture and your counterpart's culture. | 3.65 | 1.38 |
| Recognize differences between U.S. military culture and your counterpart's military culture. | 3.62 | 1.36 |
| Demonstrate to your counterpart that the transition team provides something of value. | 3.61 | 1.27 |
| Conduct a meeting through an interpreter. | 3.61 | 1.31 |
| Understand the capabilities of your interpreter. | 3.60 | 1.44 |
| Exchanging common greetings in your counterpart's language. | 3.54 | 1.80 |
| Evaluate the trustworthiness of your interpreter. | 3.48 | 1.51 |
| Instruct a counterpart with the aid of an interpreter. | 3.46 | 1.41 |
| Build a close relationship with your counterpart. | 3.45 | 1.42 |
| Read the facial expressions of individuals from your counterpart's culture. | 3.43 | 1.63 |
| Interact with U.S. coalition forces (non-transition team members). | 3.41 | 1.48 |
| Communicate to your counterpart that you respect him. | 3.40 | 1.27 |
| Interpret the body language of individuals from your counterpart's culture. | 3.36 | 1.65 |
| Understand your interpreter's cultural biases. | 3.35 | 1.54 |
| Become comfortable with non-Western cultural norms. | 3.33 | 1.57 |

| Advisor Activity | <i>M</i> | <i>SD</i> |
|---|-----------------|------------------|
| Understand the background of your interpreter. | 3.32 | 1.49 |
| Interpret the gestures of individuals from your counterpart's culture. | 3.30 | 1.67 |
| Speak common words in your counterpart's language. | 3.28 | 1.79 |
| Ask about your counterpart's Family. | 3.26 | 1.39 |
| Understand the background of your counterpart. | 3.17 | 1.42 |
| Spend "unstructured time" with your interpreter. | 3.16 | 1.54 |
| Follow-up with your counterpart to ensure that work has been accomplished. | 3.15 | 1.29 |
| Use gestures commonly found in the host nation's culture. | 3.14 | 1.74 |
| Gain the trust of individuals from the relevant culture. | 3.11 | 1.47 |
| Praise your counterpart for good performance. | 3.11 | 1.33 |
| Mentor or provide a counterpart with advice or counsel to assist him in making a decision through a mutually developed bond of trust. | 3.09 | 1.42 |
| Recognize when individuals from the other culture were trying to manipulate you. | 3.07 | 1.56 |
| Be supportive of a counterpart's decisions and activities. | 3.06 | 1.38 |
| Teach or instruct a counterpart in acquiring or improving a skill or ability. | 3.06 | 1.39 |
| Stress unity of effort/purpose with one's counterpart. | 3.06 | 1.45 |
| Identify the training needs of your counterpart. | 3.02 | 1.35 |
| Become comfortable with eating the food of another culture. | 3.01 | 1.44 |
| Predict how your counterpart will behave. | 3.00 | 1.56 |

Note. 5—More than once a day, 4—Once a day, 3—Once a week, 2—Once a month, 1—A few times, 0—Did not perform.

Table 11
Mean Frequency Ratings for Advisor Activities Performed Once a Month to Never

| Advisor Activity | <i>M</i> | <i>SD</i> |
|--|-----------------|------------------|
| Use knowledge about demographic influences (e.g., age, sex) to understand the behavior of an individual from the relevant culture. | 2.00 | 1.52 |
| Adjust the way you treated individuals from the other culture, depending on their gender. | 2.00 | 1.77 |
| Display the facial expressions commonly used by individuals from the host nation. | 2.00 | 1.84 |
| Use knowledge about geography to understand the behavior of an individual from the relevant culture. | 2.00 | 1.55 |
| Take advantage of the role of reconciliation in your counterpart's culture. | 1.98 | 1.68 |
| Use knowledge about historical influences to understand the behavior of an individual from the relevant culture. | 1.97 | 1.53 |
| Take advantage of the host nation's military culture. | 1.90 | 1.64 |
| Promote your counterpart's authority to coalition forces. | 1.87 | 1.63 |
| Use personal appeal (i.e., ask an individual to comply out of loyalty or friendship) to influence your counterpart. | 1.85 | 1.58 |
| Appeal to the emotions of your counterpart (i.e., engage in inspirational influence tactics) to influence him. | 1.83 | 1.55 |
| Let your counterpart participate in transition team activities or decisions in order to gain his compliance and commitment (i.e., use participation as an influence tactic). | 1.81 | 1.62 |
| Assess the impact of information on social factors. | 1.81 | 1.62 |
| Provide symbolic rewards (e.g., certificates, coins) to your counterpart for good performance. | 1.81 | 1.47 |
| Use knowledge about criminal influences to understand the behavior of an individual from the relevant culture. | 1.79 | 1.57 |
| Preparing your counterpart to conduct negotiations and meetings. | 1.79 | 1.52 |
| Instruct a counterpart without the aid of an interpreter. | 1.78 | 1.57 |
| Use your legitimate authority (i.e., your position, rank, or status) to influence your counterpart. | 1.70 | 1.61 |
| Take advantage of the social hierarchy of the relevant culture. | 1.68 | 1.61 |
| Deal with foreign coalition partners who do not understand the transition team purpose and mission. | 1.64 | 1.75 |
| Offer your counterpart a desired item or action in exchange for compliance with a request (i.e., us exchange tactics as a way to influence your counterpart). | 1.62 | 1.44 |

| Advisor Activity | <i>M</i> | <i>SD</i> |
|---|-----------------|------------------|
| Assess the impact of information on local economic factors. | 1.62 | 1.59 |
| Work with an unfamiliar interpreter. | 1.57 | 1.19 |
| Prepare coalition partners to conduct cross-cultural negotiations and meetings. | 1.55 | 1.66 |
| Assess the impact of information on politics. | 1.55 | 1.59 |
| Adjust the way you treated individuals from the other culture, depending on his/her tribal affiliation. | 1.36 | 1.63 |
| Disclose sensitive information to a counterpart. | 1.11 | 1.44 |
| Manage the release of information to local civilians. | 1.09 | 1.52 |
| Talk about Family in your counterpart's language. | .94 | 1.42 |
| Capitalize on the concept of “revenge” in your counterpart’s culture. | .82 | 1.34 |
| Talk about economic issues in your counterpart's language | .77 | 1.32 |
| Work with an interpreter from the local population who has not been vetted. | .70 | 1.24 |
| Talk about tribal issues in your counterpart's language. | .69 | 1.24 |
| Talk about sports in your counterpart's language. | .59 | 1.14 |
| Talk about religion in your counterpart's language. | .59 | 1.12 |
| Read the host nation’s language. | .54 | 1.16 |
| Talk about politics in your counterpart's language. | .43 | 1.01 |
| Write in the host nation’s language. | .26 | .81 |

Note. 5—More than once a day, 4—Once a day, 3—Once a week, 2—Once a month, 1—A few times, 0—Did not perform.

Table 12
Reported Frequencies of Advisor KSAs Ordered from Most Frequently to Least Frequently Demonstrated

| How Often Demonstrated | Advisor Knowledge, Skill, or Ability | <i>M</i> | <i>SD</i> |
|--|--|-----------------|------------------|
| ONCE A DAY TO ONCE A WEEK | Role Modeling | 3.66 | 1.05 |
| | Establishing Credibility | 3.63 | 1.21 |
| | Consideration and Respect | 3.59 | 0.98 |
| | Instructing CP through Interpreter | 3.46 | 1.41 |
| | Speaking Common Words in CP Language | 3.41 | 1.71 |
| | Interpreting Nonverbal Behavior | 3.36 | 1.57 |
| | Comparing One's Culture with CP Culture | 3.34 | 1.22 |
| | Using an Interpreter | 3.21 | 0.99 |
| | Sensing Manipulation | 3.07 | 1.56 |
| | Interacting with US Coalition Forces | 3.06 | 1.37 |
| ONCE A WEEK TO ONCE A MONTH | Mentoring and Coaching | 3.04 | 1.29 |
| | Building Rapport | 3.03 | 1.05 |
| | Identifying Training Needs | 3.00 | 1.34 |
| | Understanding One's CP | 2.84 | 1.19 |
| | Assessing CP Unit Performance | 2.84 | 1.37 |
| | Judging by CP's Standards | 2.79 | 1.55 |
| | Establishing Goals | 2.77 | 1.14 |
| | Managing CP Perceptions about Advisor's Team | 2.77 | 1.50 |
| | Suppressing Cultural Bias | 2.76 | 1.19 |
| | Managing CP Performance | 2.70 | 1.15 |
| Communicating Legitimacy of Advisor Work | 2.67 | 1.57 | |

| How Often Demonstrated | Advisor Knowledge, Skill, or Ability | <i>M</i> | <i>SD</i> |
|--|---|-----------------|------------------|
| ONCE A WEEK TO ONCE A MONTH | Dealing with Corruption | 2.63 | 1.50 |
| | Cross-cultural Team Building | 2.57 | 1.61 |
| | Using Nonverbal Behavior | 2.53 | 1.58 |
| | Employing a Rapport Plan | 2.48 | 1.64 |
| | Knowledge of Religious Influences | 2.48 | 1.35 |
| | Tailoring Interactions to Cultural Demographics | 2.32 | 1.27 |
| | Managing Interpersonal Conflict | 2.27 | 1.55 |
| | Building Consensus | 2.27 | 1.56 |
| | Understanding the Operating Environment | 2.20 | 1.27 |
| | Using Proactive Influence Tactics | 2.19 | 1.03 |
| ONCE A MONTH | Managing a Training Program | 2.18 | 1.68 |
| | Informing and Engaging Coalition Forces | 2.03 | 1.35 |
| ONCE A MONTH | Leveraging Cultural Knowledge | 2.00 | 1.17 |
| ONCE A MONTH TO A FEW TIMES DURING DEPLOYMENT | Interacting with Foreign Coalition Forces | 1.89 | 1.61 |
| | Preparing CP to Conduct Meetings/Negotiations | 1.79 | 1.52 |
| | Instructing CP without an Interpreter | 1.78 | 1.57 |
| | Managing Information | 1.77 | 1.19 |
| | Working with an Unfamiliar Interpreter | 1.57 | 1.19 |
| A FEW TIMES TO NEVER | Working with an Unvetted Interpreter | 0.70 | 1.24 |
| | Maintaining a Conversation in CP Language | 0.67 | 1.00 |
| | Reading and Writing in CP Language | 0.40 | 0.91 |

Note. 5= More than once a day, 4 = Once a day, 3 = Once a week, 2 = Once a month, 1 = A few times, 0 = Did not perform

The most frequently performed KSAs included role modeling ($M = 3.66$, $SD = 1.05$), establishing credibility with counterparts ($M = 3.63$, $SD = 1.21$), and being considerate and respectful ($M = 3.59$, $SD = 0.98$). These KSAs were demonstrated by advisors, on average, approximately once a day to once a week. Instructing a counterpart with the aid of an interpreter ($M = 3.46$, $SD = 1.41$), speaking common words in the counterpart language ($M = 3.41$, $SD = 1.71$), interpreting the nonverbal behavior of an individual from another culture ($M = 3.36$, $SD = 1.57$), comparing one's culture with the counterpart's culture ($M = 3.34$, $SD = 1.22$), and using an interpreter ($M = 3.21$, $SD = 0.99$) also occurred with regularity—at least once a week. Advisors also reported they tended to interact with U.S. coalition forces approximately once a week ($M = 3.06$, $SD = 1.37$). As a whole, advisors interacted less frequently with foreign coalition forces ($M = 1.89$, $SD = 1.61$), with such interactions occurring once a month or less.

While role modeling and establishing credibility were utilized frequently, other methods of influencing counterparts were used less frequently. Specifically, managing counterpart perceptions about the advisor team ($M = 2.77$, $SD = 1.50$) and communicating the legitimacy of advisor work ($M = 2.67$, $SD = 1.57$) occurred, on average, once a month to once a week. Using proactive influence tactics as a whole was less frequent ($M = 2.19$, $SD = 1.03$), occurring on average a little more than once a month.

The least frequent KSAs demonstrated by advisors were reading and writing in the counterpart's language ($M = .40$, $SD = .91$), conversing at length in the counterpart's language ($M = .67$, $SD = 1.00$), and working with an interpreter who had not been vetted ($M = .70$, $SD = 1.24$). Advisors reported using these KSAs only a few times during their deployment, if at all.

Importance Ratings of Advisor Activities

While frequency ratings provide an indication of what activities advisors demonstrated on the job, importance ratings indicate what activities advisors believed were critical for effective advisor performance. Importance ratings are particularly important to examine because they provide some context for understanding and interpreting frequency ratings. Specifically, low frequency ratings could be due to multiple factors: (1) advisors do not need to perform those activities to succeed at their job because those activities are unimportant, (2) the activities are highly important for the job, but only need to be performed rarely, or (3) advisors need to perform the activities because they are important, but are unable to do so because of skill deficiencies or other obstacles. Importance ratings, thus, provide a sense of how integral a given activity is to job performance apart from the frequency with which the activity is performed.

Table 13 presents importance ratings provided by advisors with respect to activities they viewed as extremely important to very important for advisor performance. Twenty-one activities were within the very important to extremely important range (i.e., had mean importance ratings between 4 and 5). From the advisor's point of view, these 21 activities are critical to advisor success. Several activities involving the use of an interpreter were viewed as very important, and communicating through an interpreter was viewed as the most important activity that an advisor would engage in during deployment ($M = 4.53$, $SD = .87$). Several role modeling behaviors (e.g., demonstrating a positive attitude, exhibiting a strong work ethic) also were viewed as important, as were respectful behaviors (e.g., being tactful toward individuals from another culture).

Table 13
Advisor Activities Rated as Very Important to Extremely Important

| Advisor Activity | M | SD |
|---|----------|-----------|
| Communicate through an interpreter. | 4.53 | 0.87 |
| Evaluate the trustworthiness of your interpreter. | 4.40 | 1.07 |
| Establish your credibility with your counterpart. | 4.33 | 1.08 |
| Understand the capabilities of your interpreter. | 4.33 | 1.16 |
| Conduct a meeting through an interpreter. | 4.26 | 1.17 |
| Demonstrate a positive attitude. | 4.22 | 1.05 |
| Demonstrate to your counterpart that the transition team provides something of value. | 4.22 | 1.10 |
| Exhibit a strong work ethic. | 4.21 | 1.13 |
| Be tactful toward individuals from another culture. | 4.16 | 1.09 |
| Build a close relationship with your counterpart. | 4.15 | 1.21 |
| Recognize when individuals from the other culture were trying to manipulate you. | 4.14 | 1.29 |
| Behave respectfully within the constraints of the relevant culture. | 4.14 | 1.15 |
| Serve as a role model for your counterpart. | 4.14 | 1.26 |
| Demonstrate tolerance toward individuals from another culture. | 4.14 | 1.17 |
| Instruct a counterpart with the aid of an interpreter. | 4.12 | 1.23 |
| Praise your counterpart for good performance. | 4.09 | 1.16 |
| Communicate to your counterpart that you respect him. | 4.07 | 1.13 |
| Understand the background of your interpreter. | 4.06 | 1.21 |
| Understand your interpreter's cultural biases. | 4.06 | 1.27 |
| Actively listen to individuals from another culture. | 4.05 | 1.16 |
| Follow-up with your counterpart to ensure that work has been accomplished. | 4.04 | 1.17 |

Note. 5—Extremely important, 4—Very important, 3—Moderately important, 2—Some importance, 1—Little importance, 0—None

Eighty-six activities were reported in the moderately to very important range (i.e., received mean importance ratings between 3 and 4). These activities also should be considered as an integral component of advisor performance. The importance ratings for these activities, as well as the ratings for all the advisor activities, are presented in Appendix D.

Advisors rated many of the behaviors that targeted speaking, reading, and writing in the host language nation of little to some importance, suggesting that advisors viewed significant language proficiency as unimportant to their performance. Working with an unvetted interpreter ($M = 1.62$, $SD = 1.90$) and capitalizing on the concept of “revenge” ($M = 1.55$, $SD = 1.76$) also

were rated of low importance. The activities that advisors rated of lesser importance are presented in Table 14.

Importance ratings for advisor KSAs also were examined. These results are presented in Table 15. Overall, advisors indicated the most important KSAs to success in the advisor mission were establishing credibility ($M = 4.28, SD = 1.02$), sensing manipulation ($M = 4.14, SD = 1.29$), instructing a counterpart with the aid of an interpreter ($M = 4.12, SD = 1.23$), role modeling ($M = 4.03, SD = 1.00$), and consideration and respect ($M = 4.00, SD = .92$). While these were rated as the most important KSAs, any KSAs with ratings higher than three should be viewed as being, at a minimum, moderately important to performance as an advisor. Thirty-one KSA scales had mean importance scores higher than three, and three scales had importance scores slightly lower than three.

KSAs rated as least important were reading and writing in the counterpart language ($M = 1.25, SD = 1.48$) and maintaining a conversation in the counterpart language ($M = 1.46, SD = 1.42$). These KSAs were rated as having little to some importance.

Table 14
Advisor Activities Receiving the Lowest Importance Ratings (Little to Some Importance)

| Advisor Activity | M | SD |
|---|------|------|
| Talk about Family in your counterpart's language. | 1.83 | 1.81 |
| Work with an interpreter from the local population who has not been vetted. | 1.63 | 1.90 |
| Talk about economic issues in your counterpart's language | 1.60 | 1.73 |
| Talk about tribal issues in your counterpart's language. | 1.56 | 1.75 |
| Capitalize on the concept of “revenge” in your counterpart’s culture. | 1.55 | 1.76 |
| Read the host nation’s language. | 1.44 | 1.62 |
| Talk about religion in your counterpart's language. | 1.38 | 1.60 |
| Talk about sports in your counterpart's language. | 1.21 | 1.54 |
| Talk about politics in your counterpart's language. | 1.15 | 1.48 |
| Write in the host nation’s language. | 1.07 | 1.48 |

Note. 5—Extremely important, 4—Very important, 3—Moderately important, 2—Some importance, 1—Little importance, 0—None

Table 15
Importance of Advisor KSAs Ordered from Most to Least Important

| General Level of Importance | Advisor Knowledge, Skill, or Ability | M | SD |
|---|--|----------|-----------|
| EXTREMELY IMPORTANT TO VERY IMPORTANT | Establishing Credibility | 4.28 | 1.02 |
| | Sensing Manipulation | 4.14 | 1.29 |
| | Instructing through an Interpreter | 4.12 | 1.23 |
| | Role Modeling | 4.03 | 1.00 |
| | Consideration and Respect | 4.00 | 0.92 |
| VERY IMPORTANT TO MODERATELY IMPORTANT | Identifying Training Needs | 3.99 | 1.25 |
| | Mentoring and Coaching | 3.91 | 1.13 |
| | Using an Interpreter | 3.86 | 0.86 |
| | Assessing CP Unit Performance | 3.85 | 1.32 |
| | Managing CP Performance | 3.84 | 1.10 |
| | Building Rapport | 3.75 | 0.97 |
| | Comparing One's Culture with CP Culture | 3.75 | 1.18 |
| | Dealing with Corruption | 3.72 | 1.34 |
| | Establishing Goals | 3.68 | 1.07 |
| | Interacting with US Coalition Forces | 3.65 | 1.29 |
| | Interpreting Nonverbal Behavior | 3.62 | 1.39 |
| | Understanding One's CP | 3.55 | 1.08 |
| | Speaking Common Words in CP Language | 3.54 | 1.59 |
| | Cross-cultural Team Building | 3.45 | 1.49 |
| | Managing Perceptions About the Advisor Team | 3.44 | 1.45 |
| | Suppressing Cultural Bias | 3.39 | 1.20 |
| | Communicating the Legitimacy of Transition Team Work | 3.35 | 1.58 |
| Judging by CP's Standards | 3.33 | 1.48 | |
| Knowledge of Religious Influences | 3.28 | 1.29 | |

| General Level of Importance | Advisor Knowledge, Skill, or Ability | M | SD |
|---|---|----------|-----------|
| VERY IMPORTANT To MODERATELY IMPORTANT | Employing a Rapport Plan | 3.21 | 1.61 |
| | Managing Interpersonal Conflict | 3.19 | 1.63 |
| | Building Consensus | 3.10 | 1.65 |
| | Tailoring Interactions to Cultural Demographics | 3.09 | 1.29 |
| | Informing and Engaging Coalition Forces | 3.08 | 1.44 |
| | Understanding the Operating Environment | 3.05 | 1.25 |
| | Using Proactive Influence Tactics | 3.02 | 1.01 |
| MODERATELY IMPORTANT To OF SOME IMPORTANCE | Managing a Training Program | 2.99 | 1.82 |
| | Using Nonverbal Behavior | 2.90 | 1.49 |
| | Working with an Unfamiliar Interpreter | 2.90 | 1.64 |
| | Instructing in the CP's Language | 2.78 | 1.72 |
| | Managing Information | 2.76 | 1.38 |
| | Leveraging Cultural Knowledge | 2.74 | 1.20 |
| | Preparing a CP for meetings/negotiations | 2.72 | 1.72 |
| OF SOME IMPORTANCE TO LITTLE IMPORTANCE | Interacting with Foreign Coalition Forces | 2.65 | 1.71 |
| | Working with an Unvetted Interpreter | 1.63 | 1.90 |
| | Maintaining a Conversation in CP Language | 1.46 | 1.42 |
| | Reading and Writing in CP Language | 1.25 | 1.48 |

Note. 5—Extremely important, 4—Very important, 3—Moderately important, 2—Some importance, 1—Little importance, 0—None

F-I Composite Scores of Advisor Activities

Frequency-importance (F-I) composite scores simultaneously take into account how often an activity was performed and how important that activity was. Thus, activities with high composite scores indicate the activities were both important and frequently performed on the job. Conversely, activities with composite scores of 0 indicate the activity either was never performed or was viewed as unimportant. Table 16 presents the activities receiving the highest and lowest F-I composite scores.

Activities that have F-I composite scores ranging from 16 to 25 are activities that received mean ratings of 4 or 5 on both frequency and importance ratings. Thus, activities with a mean F-I composite score of 16 or higher were performed very often and also were rated as very to extremely important to advisor performance. Because these activities were both frequent and important for job performance, these activities should be viewed as critical to performance and might be the target of selection and/or training interventions.

Twelve activities had average F-I composite scores greater than 16, and four of these activities dealt with using an interpreter. Similar to results reported on frequency and importance ratings, communicating through an interpreter was the activity with the highest F-I composite score ($M = 19.28$, $SD = 6.34$), indicating that communicating through an interpreter is one of the most pervasive and important requirements of an advisor's job. The three other interpreter issues—understanding the capabilities of the interpreter ($M = 16.42$, $SD = 7.82$), conducting a meeting through an interpreter ($M = 16.30$, $SD = 7.41$), and evaluating the trustworthiness of an interpreter ($M = 16.08$, $SD = 8.06$)—also had high F-I composite scores, although not quite as high as communicating through an interpreter. These slightly lower scores are likely due to these activities being required less often for job performance. For example, an advisor might need to communicate through an interpreter several times a day, but only need to revisit the interpreter's trustworthiness periodically. The occasional need to revisit how trustworthy an interpreter is does not detract from the importance of making an accurate assessment of trustworthiness.

Three of the 12 activities with the highest F-I scores involved serving as a positive role model for one's counterpart, and one behavior targeted establishing credibility with one's counterpart. Such results suggest that influencing counterparts through impression management tactics is an essential part of the advisor's job. Four additional activities reflected that considerate and respectful behaviors are both vital to the advisor job and need to be demonstrated frequently.

F-I composite ratings between 12 and 16 are achieved through two combinations of ratings: 3 X 4 and 4 X 4. Thus, activities with F-I composite scores ranging between 12 and 16 also should be considered as pertinent to the advisor's role. These activities were rated as occurring at least once a week and being of at least moderate importance to the job. Activities receiving an F-I composite score higher than 9 also should be investigated for their criticality to the advisor role through closer inspection of the importance and frequency ratings. F-I composites between 9 and 12 can be achieved through the following combinations of ratings: 3 X 3 and 2 X 5, and thus, such activities might still be important to successful advising. The mean F-I composite scores for these activities and for the other advisor activities can be found in Appendix E.

F-I composite scores less than 8 indicate that at least one of the frequency and importance ratings was less than or equal to two. Thus, F-I composite scores less than 8 indicate the activity was either evaluated as occurring once a month or less or of being of some to no importance. When interpreting how essential these particular activities are to the role of advisor, it might be especially important to review the frequency and importance ratings for those specific activities to determine how critical the activity is. For example, an activity might be rare (i.e., low frequency rating), but extremely important to job performance (i.e., high importance rating). Thus, for activities with lower F-I composite scores, it also is important to review both the

individual frequency ratings and importance ratings before dismissing the activity as irrelevant for training or selection purposes. However, it should be noted that F-I composite scores between 0 and 1 likely received many zero ratings on either frequency or importance and these activities are either rarely demonstrated and/or viewed as unimportant for the job. An examination of the frequency and importance ratings can be used to confirm whether a low F-I composite score is due to low importance, low frequency of performance, or low ratings on both ratings.

Forty activities had F-I composite ratings between 12 and 16, and eight additional activities had composite ratings close to 12 (i.e., between 11.5 and 12). Of particular note are the behaviors “Speak common words in your counterpart’s language” ($M = 13.52$, $SD = 9.13$) and “Exchange common greetings in your counterpart’s language” ($M = 14.94$, $SD = 9.32$). While speaking common words and greetings in the counterpart’s language appear to be a necessary element of the advisor’s job, the lowest F-I composite scores were found with those behaviors targeting reading, writing, and deep-level language skills. These low F-I scores are consistent with the low frequency and importance ratings obtained for maintaining a conversation in the counterpart’s language. Thus, it appears that, while the advisor’s role requires a passing knowledge of some terms in the host nation’s language, proficiency in the host nation language is not a job requirement if competent and trustworthy interpreters are available.

F-I composite scores also were examined for KSAs (see Table 17)¹. The two KSAs with the highest F-I composite scores were impression management tactics. The KSA receiving the highest F-I composite score was establishing credibility ($M = 16.24$, $SD = 6.97$), followed by role modeling ($M = 15.86$, $SD = 6.21$). The relationship-building KSA of being respectful and considerate ($M = 15.45$, $SD = 5.82$) received the third highest F-I composite scale score. The ability to ascertain when someone from the other culture was being manipulative ($M = 13.93$, $SD = 8.20$) also appears to be essential for advisors.

Skill in using an interpreter also received a high F-I composite score ($M = 13.84$, $SD = 5.31$), reinforcing results elsewhere in this report that indicated using and assessing an interpreter are prevalent aspects of an advisor’s job. Instructing a counterpart with the aid of an interpreter also appears to be a frequent and important component of the advisor’s responsibilities ($M = 15.40$, $SD = 7.76$), while instructing a counterpart without the aid of an interpreter appears to be less frequent and less important ($M = 6.58$, $SD = 7.20$). In general, maintaining a conversation without the aid of an interpreter ($M = 2.18$, $SD = 3.80$) and reading and writing in the counterpart language ($M = 1.21$, $SD = 3.34$) are the least required skills of an advisor’s job. However, speaking common words in the counterpart’s language appears to be an integral component of the advisor’s job ($M = 14.24$, $SD = 8.82$), suggesting advisors might need knowledge of some language to conduct their work effectively, but do not necessarily require significant language proficiency.

¹Appendix F includes the descriptive statistics for frequency, importance, and F-I composite ratings for activities, as well as KSAs for different team types in the sample. Appendix G presents the same analyses for Active Army, Active Marines, and Army Reserves.

Table 16

F-I Composite Scores, Frequency Ratings, and Importance Ratings for Advisor Activities of Relative Highest and Lowest Criticality

| Advisor Activity | <i>M (F-I)</i> | <i>SD (F-I)</i> | <i>M (F)</i> | <i>M (I)</i> |
|--|-----------------------|------------------------|---------------------|---------------------|
| <u>Highest Relative Criticality</u> | | | | |
| Communicate through an interpreter | 19.28 | 6.34 | 4.17 | 4.53 |
| Exhibit a strong work ethic | 17.55 | 7.10 | 3.99 | 4.21 |
| Demonstrate tolerance toward individuals from another culture | 17.33 | 7.51 | 3.97 | 4.14 |
| Demonstrate a positive attitude | 17.22 | 7.07 | 3.91 | 4.22 |
| Be tactful toward individuals from another culture | 17.09 | 7.31 | 3.91 | 4.16 |
| Serve as a role model for your counterpart | 16.82 | 7.70 | 3.78 | 4.14 |
| Establish your credibility with your counterpart | 16.50 | 7.33 | 3.66 | 4.33 |
| Understand the capabilities of your interpreter | 16.42 | 7.82 | 3.60 | 4.33 |
| Conduct a meeting through an interpreter | 16.30 | 7.41 | 3.61 | 4.26 |
| Actively listen to individuals from another culture | 16.17 | 7.44 | 3.76 | 4.05 |
| Evaluate the trustworthiness of your interpreter | 16.08 | 8.06 | 3.48 | 4.40 |
| Behave respectfully within the constraints of the relevant culture | 16.02 | 7.23 | 3.66 | 4.14 |
| <u>Lowest Relative Criticality</u> | | | | |
| Talk about Family in your counterpart's language | 3.34 | 5.96 | .94 | 1.83 |
| Capitalize on the concept of "revenge" in your counterpart's culture | 2.86 | 5.43 | .82 | 1.55 |
| Talk about economic issues in your counterpart's language | 2.64 | 5.21 | .77 | 1.60 |
| Talk about tribal issues in your counterpart's language | 2.39 | 4.94 | .69 | 1.56 |
| Work with an interpreter from the local population who has not been vetted | 2.29 | 4.97 | .70 | 1.63 |
| Talk about religion in your counterpart's language | 1.78 | 4.22 | .59 | 1.38 |
| Talk about sports in your counterpart's language | 1.72 | 4.02 | .59 | 1.21 |
| Read the host nation's language | 1.68 | 4.36 | .54 | 1.44 |
| Talk about politics in your counterpart's language | 1.24 | 3.54 | .43 | 1.15 |
| Write in the host nation's language | 0.73 | 2.87 | .26 | 1.07 |

Note. An F-I composite score for each advisor was computed by multiplying the frequency rating by the importance rating for that activity. Thus, the mean F-I composite score appearing in the table represents the average F-I composite score for that activity across advisors.

Table 17
Advisor KSAs Ordered by Descending F-I Composite Score Means

| Knowledge, Skill, or Ability | <i>M</i> | <i>SD</i> |
|---|-----------------|------------------|
| Establishing Credibility | 16.24 | 6.97 |
| Role Modeling | 15.86 | 6.21 |
| Consideration and Respect | 15.45 | 5.82 |
| Instructing CP with Interpreter | 15.40 | 7.76 |
| Speaking Common Words in CP Language | 14.24 | 8.82 |
| Sensing Manipulation | 13.93 | 8.20 |
| Interpreting Nonverbal Behavior | 13.90 | 8.15 |
| Comparing Your Culture with CP Culture | 13.88 | 6.86 |
| Using an Interpreter | 13.84 | 5.31 |
| Identifying Training Needs | 13.01 | 7.20 |
| Mentoring and Coaching | 12.95 | 6.91 |
| Building Rapport | 12.77 | 5.69 |
| Interacting with US Coalition Forces | 12.69 | 7.27 |
| Assessing CP Unit Performance | 12.14 | 7.11 |
| Understanding CP | 11.61 | 6.03 |
| Managing CP Performance | 11.54 | 5.96 |
| Establishing Goals | 11.52 | 5.86 |
| Dealing with Corruption | 11.35 | 7.50 |
| Managing Perceptions of the Advisor Team | 11.32 | 7.71 |
| Suppressing Cultural Bias | 11.10 | 6.21 |
| Judging by CP's Standards | 11.02 | 7.84 |
| Communicating Legitimacy of Advisor Team Work | 10.79 | 8.17 |
| Cross-cultural Team Building | 10.46 | 7.97 |
| Knowledge of Religious Influences | 9.95 | 6.75 |

| Knowledge, Skill, or Ability | <i>M</i> | <i>SD</i> |
|---|-----------------|------------------|
| Employing a Rapport Plan | 9.87 | 7.98 |
| Using Nonverbal Behavior | 9.85 | 7.68 |
| Tailoring Interactions to Cultural Demographics | 9.43 | 6.14 |
| Managing Interpersonal Conflict | 8.90 | 7.41 |
| Building Consensus | 8.87 | 7.47 |
| Managing a Training Program | 8.79 | 8.18 |
| Using Proactive Influence Tactics | 8.46 | 4.82 |
| Understanding the Operating Environment | 8.39 | 5.99 |
| Informing and Engaging Coalition Forces | 8.38 | 6.49 |
| Leveraging Cultural Knowledge | 7.75 | 5.43 |
| Interacting with Foreign Coalition Forces | 7.44 | 7.55 |
| Managing Information | 6.96 | 5.34 |
| Preparing CP to Conduct Meetings/Negotiations | 6.69 | 6.82 |
| Instructing CP without Interpreter | 6.58 | 7.20 |
| Working with an Unfamiliar Interpreter | 5.17 | 5.20 |
| Working with an Unvetted Interpreter | 2.29 | 4.97 |
| Maintaining a Conversation in CP Language | 2.18 | 3.80 |
| Reading and Writing in CP Language | 1.21 | 3.34 |

Linguistic, Interpersonal, Cultural, and Advisory Domains of the Advisor Role

Linguistic and Communication KSAs

This survey measured the frequency and importance of several linguistic and communication activities, and these results have been extracted from the list of 151 advisor activities and summarized in Table 18. The frequency and importance ratings provided by advisors indicated that the ability to maintain a conversation in the host nation language was not a requirement of the advisor’s job and an advisor can function without mastering a high degree of language proficiency. Such findings also explain why interpreter usage is critical; if advisors are not proficient in the host nation language, then they must use other means for communicating with their counterparts. Despite having access to interpreters, however, these results suggest speaking common words and greetings in the host nation language appears to be a useful skill for advisors to possess in performing their duties.

Table 18
Linguistic and Communication Activities Ordered by Descending F-I Composite Scores

| Communication Activity | Mean F-I Composite | Mean Importance Rating | Mean Frequency Rating |
|--|---------------------------|-------------------------------|------------------------------|
| Communicate through an interpreter | 19.28 | 4.53 | 4.17 |
| Understand the capabilities of your interpreter | 16.42 | 4.33 | 3.60 |
| Conduct a meeting through an interpreter | 16.30 | 4.26 | 3.61 |
| Evaluate the trustworthiness of your interpreter | 16.08 | 4.40 | 3.48 |
| Exchange common greetings in your counterpart’s language | 14.94 | 3.60 | 3.54 |
| Understand your interpreter’s cultural biases | 14.64 | 4.06 | 3.35 |
| Understand the background of your interpreter | 14.42 | 4.06 | 3.32 |
| Read the facial expressions of individuals from your counterpart’s culture | 14.20 | 3.64 | 3.43 |
| Interpret the body language of individuals from your counterpart’s culture | 13.89 | 3.63 | 3.36 |
| Interpret the gestures of individuals from your counterpart’s culture | 13.59 | 3.58 | 3.30 |
| Speak common words in your counterpart’s language | 13.52 | 3.48 | 3.28 |
| Use gestures commonly found in the host nation’s culture | 12.77 | 3.39 | 3.14 |
| Spend “unstructured time” with your interpreter | 12.32 | 3.43 | 3.16 |

| Communication Activity | Mean F-I Composite | Mean Importance Rating | Mean Frequency Rating |
|---|-----------------------------------|---------------------------------------|--------------------------------------|
| Prepare an interpreter for a meeting | 11.67 | 3.58 | 2.82 |
| Display the body language and posture commonly found in the host nation's culture | 9.41 | 2.84 | 2.46 |
| Share personal information about yourself with your interpreter | 8.93 | 2.94 | 2.52 |
| Speak to others in the host nation's language | 8.87 | 3.03 | 2.33 |
| Prepare one's transition team for a meeting in which an interpreter would be used | 8.21 | 2.90 | 2.09 |
| Display the facial expressions commonly used by individuals from the host nation | 7.39 | 2.45 | 2.00 |
| Work with an unfamiliar interpreter | 5.17 | 2.90 | 1.57 |
| Talk about Family in your counterpart's language | 3.34 | 1.83 | .94 |
| Talk about economic issues in your counterpart's language | 2.64 | 1.60 | .77 |
| Talk about tribal issues in your counterpart's language | 2.39 | 1.56 | .69 |
| Work with an interpreter from the local population who has not been vetted | 2.29 | 1.63 | .70 |
| Talk about religion in your counterpart's language | 1.78 | 1.38 | .59 |
| Talk about sports in your counterpart's language | 1.72 | 1.21 | .59 |
| Read the host nation's language | 1.68 | 1.44 | .54 |
| Talk about politics in your counterpart's language | 1.24 | 1.15 | .43 |
| Write in the host nation's language | 0.73 | 1.07 | .26 |

Note. Standard deviations can be found in Appendices C, D, and E. Importance scale: 5—Extremely important, 4—Very important, 3—Moderately important, 2—Some importance, 1—Little importance, 0—None. Frequency scale: 5—More than once a day, 4—Once a day, 3—Once a week, 2—Once a month, 1—A few times, 0—Did not perform.

In addition to the frequency and importance ratings collected on the survey, one item asked advisors to indicate whether they were able to converse with their counterparts in the host nation language by the end of their deployment. This item was anchored on a 7-point scale ranging from strongly disagree (1) to strongly agree (7). In general, advisors reported they were unable to converse with counterparts by the end of their deployment without using an interpreter ($M = 2.55, SD = 1.82$). This finding was the same in both Afghanistan ($M = 2.38, SD = 1.79$) and Iraq ($M = 2.65, SD = 1.80$), with advisors from both countries reporting a similar level of language proficiency by the end of their deployment, $t(503) = 1.68, p = ns$.

Because an individual's prior deployment experience to a country might have bearing on their ability to speak the local language, relationships among prior deployment experience and advisor reports of language proficiency at the end of deployment were examined. For advisors deployed to Iraq ($n = 284$), the correlation between the number of prior deployments to Iraq and language proficiency by the end of deployment was not statistically significant ($r = -.02$)². Similarly, for advisors deployed to Afghanistan, previous experience in Afghanistan was unrelated to the advisor's ability to speak the language by the end of the deployment ($r = -.07$). Thus, it appears one's prior deployment to a country does not correspond to one's degree of language proficiency for that country.

Correlational analyses were used to determine if relationships existed between the frequency with which linguistic and communication capabilities were used and the frequency with which other advisor KSAs were demonstrated. Although causal inferences cannot be drawn from correlations because of the research methodology employed in this survey, correlations provide an indication of the degree to which two variables are associated with one another. Correlations are reported in Table 19.

In general, results indicated that language proficiency was related primarily to other variables that involved speaking the language, such as maintaining a conversation in the counterpart language ($r = .30, p < .01$), reading and writing in the counterpart language ($r = .30, p < .01$), and advising the counterpart in the counterpart's language ($r = .35, p < .01$). A reasonable interpretation of the presence of these relationships is that, if one possesses the ability to speak the language, then that advisor will speak the language while performing his or her job.

Maintaining a conversation in the counterpart language was related to the frequency with which advisors demonstrated other KSAs. Specifically, maintaining a conversation in the counterpart's language was related to building rapport ($r = .27, p < .01$), using proactive influence tactics ($r = .30, p < .01$), interpreting ($r = .26, p < .01$) and using ($r = .27, p < .01$) nonverbal behavior, leveraging cultural knowledge ($r = .28, p < .01$), and understanding the operating environment ($r = .26, p < .01$). However, in each of those cases, using an interpreter had stronger relationships with those variables than did speaking in the host nation language: building rapport ($r = .64, p < .01$), using proactive influence tactics ($r = .49, p < .01$), interpreting nonverbal behavior ($r = .43, p < .01$), using nonverbal behavior ($r = .39, p < .01$), leveraging

² Treating previous deployment experience as a dichotomous variable (i.e., 0 = no prior deployment to Iraq and 1 = previous deployment experience in Iraq) also resulted in a non-significant correlation ($r = -.07$). For advisors deployed to Afghanistan, treatment of prior experience in Afghanistan as a dichotomous variable also yielded a non-significant correlation with language skills by the end of deployment ($r = -.10$).

cultural knowledge ($r = .38, p < .01$), and understanding the operating environment ($r = .41, p < .01$). Such findings are consistent with the idea these advisor KSAs are enacted either through the use of the counterpart's native language or an interpreter, but these skills are demonstrated more systematically through the use of an interpreter than by speaking the native language. Frequency ratings indicating that the use of an interpreter was common, while use of foreign language was uncommon, support this assertion.

Speaking common words in the host nation's language was correlated with the demonstration of a variety of important advisor KSAs: understanding one's counterpart ($r = .35, p < .01$), comparing one's culture with the counterpart culture ($r = .45, p < .01$), establishing credibility ($r = .40, p < .01$), role modeling ($r = .37, p < .01$), building rapport ($r = .43, p < .01$), showing consideration and respect ($r = .44, p < .01$), and interpreting nonverbal behavior ($r = .69, p < .01$). Conversely, maintaining a conversation in the CP's language had weaker relationships with those same advisor KSAs. Such findings are intriguing because the verbal content of speaking common words and greetings (e.g., hello, thank you, and how are you doing) is substantively less than the information provided in a detailed conversation, but the relationships between speaking common words and greetings and advisor KSAs tend to be substantively greater than the relationships between conversing in the host nation language and other advisor KSAs. Although causal conclusions should not be drawn from a correlational research design, one potential explanation for this finding is that there is something different (e.g., underlying personality trait, motivation, or attitude) about an advisor who makes attempts to speak common words and phrases and that same underlying trait or attitude also may encourage an advisor to engage in a host of other interpersonal and culturally competent behaviors, such as rapport building, impression management, and judging one's counterpart by his cultural standards.

The data, however, may not support the inference of an unknown hypothesized variable that drives both learning common phrases and the demonstration of other KSAs. It might be expected that such a hypothesized trait also would be related to language skills and proficiency in that a person high in this trait might be motivated to become proficient in a language. If this were the case, one would expect higher correlations than those observed between language skills and other advisor KSAs. However, if advisors high in the hypothesized trait were motivated to become proficient in the language but had inadequate opportunity to develop the language skills, this would account for why the hypothesized variable did not contribute to a stronger observed relationship between language skills and other KSAs. More research is necessary to determine if an underlying and unknown variable (such as motivation to interact with members of other cultures) contributes to the development of cultural and interpersonal KSAs and whether this variable is related to development of language skills given opportunity to learn a new language. Identification of such a variable might be useful in identifying individuals who would be successful in language programs, as well as training interventions targeting interpersonal and cultural skills.

Table 19***Correlations between the Frequency of Linguistic/Communication KSAs and Other Advisor KSAs***

| | Use Interpreter | Use Unfamiliar Interpreter | Use Unvetted Interpreter | Language Proficiency | Maintain Conversation in CP Language | Speak Common Words in CP Language | Read and Write in CP Language | Interpret NVB | Use NVB |
|--------------------------------------|----------------------------|---|---|---------------------------------|---|--|--|--------------------------|--------------------|
| <u>Linguistic KSAs</u> | | | | | | | | | |
| Use Unfamiliar Interpreter | .34** | | | | | | | | |
| Use Unvetted Interpreter | .23** | .26** | | | | | | | |
| Language Proficiency | .15** | .08 | .11* | | | | | | |
| Maintain Conversation in CP Language | .24** | .17** | .24** | .30** | | | | | |
| Speak Common Words in CP Language | .35** | .05 | .06 | .19** | .31** | | | | |
| Read and Write in CP Language | .18** | .16** | .31** | .30** | .37** | .12** | | | |
| Interpret Nonverbal Behavior (NVB) | .43** | .02 | .04 | .16** | .26** | .69** | .12** | | |
| Use Nonverbal Behavior (NVB) | .39** | .06 | .06 | .19** | .27** | .47** | .18** | .66** | |
| <u>Relationship Building</u> | | | | | | | | | |
| Consideration and Respect | .53** | .13** | .05 | .06 | .08* | .44** | .07 | .54** | .44** |
| Build Rapport | .64** | .22** | .16** | .16** | .27** | .43** | .16** | .51** | .48** |
| Employ Rapport Plan | .37** | .17** | .14** | .11* | .17** | .16** | .12** | .26** | .29** |
| <u>Influence KSAs</u> | | | | | | | | | |
| Role Model | .51** | .14** | .04 | .09* | .09* | .37** | .07 | .45** | .37** |
| Use Proactive Tactics | .49** | .31** | .24** | .14** | .30** | .28** | .22** | .33** | .37** |
| Establish Credibility | .52** | .18** | .08 | .07 | .13** | .40** | .03 | .45** | .37** |
| Stress Legitimacy of Advisor Work | .32** | .18** | .13** | .07 | .10* | .10* | .15** | .17** | .21** |

Note. ** $p < .01$, * $p < .05$

| | Use Interpreter | Use Unfamiliar Interpreter | Use Unvetted Interpreter | Language Proficiency | Maintain Conversation in CP Language | Speak Common Words in CP Language | Read and Write in CP Language | Interpret NVB | Use NVB |
|--|-----------------|----------------------------|--------------------------|----------------------|--------------------------------------|-----------------------------------|-------------------------------|---------------|---------|
| <i>Cultural KSAs</i> | | | | | | | | | |
| Understand CP | .51** | .22** | .13** | .11* | .20** | .35** | .14** | .47** | .45** |
| Judge by CP Standards | .50** | .11* | .12** | .07 | .18** | .37** | .11** | .50** | .43** |
| Suppress Cultural Bias | .50** | .18** | .06 | .13** | .19** | .43** | .15** | .50** | .50** |
| Compare One's Culture with CP Culture | .48** | .13** | -.03 | .09* | .17** | .45** | .09* | .55** | .45** |
| Leverage Cultural Knowledge | .38** | .21** | .18** | .14** | .28** | .25** | .20** | .30** | .33** |
| Sense Manipulation | .31** | .21** | .06 | .06 | .08* | .19** | .09* | .26** | .23** |
| Tailor Interactions to Cultural Demographics | .33** | .20** | .21** | .13** | .19** | .13** | .17** | .22** | .29** |
| Knowledge of Religious Influences | .39** | .18** | .16** | .12** | .21** | .22** | .21** | .32** | .31** |
| Understand Operating Environment | .41** | .20** | .19** | .14** | .26** | .23** | .19** | .32** | .31** |
| <i>Advisory KSAs</i> | | | | | | | | | |
| Mentoring and Coaching | .40** | .25** | .12** | .11* | .16** | .21** | .17** | .28** | .30** |
| Advise CP in CP Language | .23** | .25** | .19** | .35** | .24** | .15** | .17** | .17** | .21** |
| Advise CP with Interpreter | .44** | .18** | .06 | .02 | .06 | .24** | .05 | .32** | .29** |
| Prepare CP for Meetings/Negotiations | .38** | .25** | .21** | .11* | .17** | .14** | .16** | .18** | .24** |
| Assess CP Unit Performance | .36** | .18** | .08 | .04 | .10* | .23** | .18** | .27** | .31** |
| Manage CP Performance | .45** | .23** | .20** | .16** | .23** | .26** | .20** | .31** | .32** |
| Establish Goals | .47** | .27** | .19** | .13** | .20** | .28** | .18** | .36** | .35** |
| Identify Training Needs | .40** | .18** | .10* | .09 | .09* | .21** | .16** | .28** | .28** |
| Manage Training | .32** | .22** | .17** | .07 | .15** | .13** | .17** | .15** | .16** |

Note. ** $p < .01$, * $p < .05$

| | Use Interpreter | Use Unfamiliar Interpreter | Use Unvetted Interpreter | Language Proficiency | Maintain Conversation in CP Language | Speak Common Words in CP Language | Read and Write in CP Language | Interpret NVB | Use NVB |
|---|--------------------|----------------------------------|--------------------------------|-------------------------|--|---|-------------------------------------|------------------|------------|
| <i>Coalition Forces</i> | | | | | | | | | |
| Interact with Foreign Coalition Forces | .19** | .18** | .25** | .02 | .13** | .04 | .11** | .07 | .08 |
| Interact with US Coalition Forces | .25** | .13** | .12** | .04 | .11* | .13** | .06 | .16** | .16** |
| Inform and Engage Coalition Forces | .33** | .23** | .21** | .06 | .20** | .09* | .13** | .13** | .22** |
| <i>Other KSAs</i> | | | | | | | | | |
| Deal with Corruption | .39** | .22** | .13** | .02 | .15** | .18** | .18** | .30** | .29** |
| Manage Information | .38** | .29** | .27** | .17** | .26** | .15** | .25** | .19** | .24** |
| <i>Group Management KSAs</i> | | | | | | | | | |
| Cross-cultural Team Build | .37** | .21** | .18** | .15** | .21** | .19** | .21** | .29** | .26** |
| Manage Interpersonal Conflict | .38** | .26** | .20** | .09 | .21** | .16** | .16** | .24** | .30** |
| Build Consensus | .32** | .22** | .22** | .09 | .20** | .15** | .16** | .24** | .28** |

Note. ** $p < .01$, * $p < .05$

The Advisor and the Ability to Influence

The counterpart's willingness to be influenced. To the extent that one aspect of an advisor's job is to influence a counterpart toward desired objectives and courses of action, the willingness of a counterpart to accept the advisor team and the advice of advisors can be viewed as an indicator of advisor success. In general, results suggest that advisors believed their counterparts were slightly receptive to the U.S. advisor mission ($M = 4.65, SD = .93$). Advisors returning from Afghanistan indicated they believed that their counterparts ($M = 4.81, SD = .89$) were slightly more receptive than did advisors returning from Iraq ($M = 4.54, SD = .95$), $t(502) = 3.26, p < .001$.

Because advisors are more likely to be effective when counterparts are willing to accept advisor advice, the relationships between different advisor KSAs and counterpart receptivity were examined. A better understanding of which advisor knowledge, skills, and abilities are related to counterpart receptivity can direct future research with respect to identifying different behaviors that might contribute to a counterpart's willingness to be influenced. Correlations between counterpart receptivity and advisor KSAs are presented in Table 20. As noted earlier in this report, causal inferences should not be drawn from correlations because of the research methodology employed in this survey.

Results indicated that advisors who had more receptive counterparts also tended to engage in more considerate behaviors ($r = .32, p < .01$), rapport building behaviors ($r = .34, p < .01$), actions to establish credibility ($r = .31, p < .01$), and role modeling behaviors ($r = .29, p < .01$) than advisors with less receptive counterparts. Language proficiency ($r = .08, p = ns$) and other high-level language skills were unrelated to counterpart receptivity, although the more basic language skill of speaking common words and greetings in the counterpart language was related to counterpart receptivity ($r = .21, p < .01$).

Of the cultural KSAs, the KSAs most highly correlated with counterpart receptivity were comparing one's culture with the culture of the counterpart ($r = .23, p < .01$), suppressing one's cultural biases ($r = .21, p < .01$), and understanding one's counterpart ($r = .21, p < .01$). Because causal inferences cannot be drawn from correlational analyses, it is unclear whether the relationship between these variables is because (a) demonstrating these cultural KSAs enhances the relationship between advisor and counterpart, (b) advisors who are better able to see through the cultural lens of their counterpart also are more likely to view their counterpart as more receptive, or (c) some alternative explanation, such as a third variable that influences both variables.

With respect to advisory KSAs, the advisory KSAs most related to counterpart receptivity were establishing goals ($r = .25, p < .01$), advising the counterpart with an interpreter ($r = .23, p < .01$), and managing counterpart performance ($r = .22, p < .01$). Advising KSAs such as assessing counterpart performance ($r = .15, p < .01$), preparing the counterpart for meetings and negotiations ($r = .13, p < .01$), identifying training needs ($r = .12, p < .01$), and managing a training program ($r = .13, p < .01$) had substantively weaker relationships with counterpart receptivity. It should be noted that, although there was a weak relationship between the frequency of these advisory KSAs and the willingness of counterparts to accept the advisor

mission, this does not necessarily mean these advisory KSAs are unimportant in accomplishing the overall mission. For example, in providing importance ratings of different behaviors, advisors indicated that identifying training needs ($M = 3.99$, $SD = 1.25$) and assessing counterpart performance ($M = 3.85$, $SD = 1.32$) were moderate to very important responsibilities of an advisor's job. Thus, while it appears that these advisory behaviors may not play a role in gaining a counterpart's acceptance of the advisor mission, these behaviors likely play a role in other aspects of advisor performance, such as providing the necessary direction counterparts need in order to improve counterpart performance.

Table 20
Correlations between Counterpart Receptivity and Frequency of Advisor KSAs

| Advisor Behavior | CP Receptivity |
|---|----------------|
| <i><u>Linguistic and Communication KSAs</u></i> | |
| Interpret Nonverbal Behavior | .24** |
| Use Nonverbal Behavior | .22** |
| Speak Common Words in CP Language | .21** |
| Use Interpreter | .21** |
| Language Proficiency | .08 |
| Maintain Conversation in CP Language | .04 |
| Use Unfamiliar Interpreter | .03 |
| Read and Write in CP Language | -.00 |
| Use Unvetted Interpreter | .00 |
| <i><u>Relationship Building KSAs</u></i> | |
| Build Rapport | .34** |
| Consideration and Respect | .32** |
| Employ Rapport Plan | .13** |
| <i><u>Influence KSAs</u></i> | |
| Establish Credibility | .31** |
| Role Model | .29** |
| Stress Legitimacy of Advisor Work | .17** |
| Manage CP Perceptions About Advisor Team | .13** |
| Use Proactive Influence Tactics | .10* |
| <i><u>Group Management KSAs</u></i> | |
| Cross-Cultural Team Build | .24** |
| Build Consensus | .21** |
| Manage Interpersonal Conflict | .17** |

| Advisor Behavior | CP Receptivity |
|--|-----------------------|
| <u>Cultural KSAs</u> | |
| Compare One's Culture with CP Culture | .23** |
| Understand CP | .21** |
| Suppress Cultural Bias | .21** |
| Understand the Operating Environment | .19** |
| Judging by CP Standards | .15** |
| Knowledge of Religious Influences | .12** |
| Tailor Interactions to Cultural Demographics | .10* |
| Leverage Cultural Knowledge | .08 |
| Sense Manipulation | -.09* |
| <u>Advisory KSAs</u> | |
| Establish Goals | .25** |
| Instruct CP with Interpreter | .23** |
| Manage CP Performance | .22** |
| Mentoring and Coaching | .19** |
| Assess CP Unit Performance | .15** |
| Prepare CP for Meetings/Negotiations | .13** |
| Manage Training | .13** |
| Identify Training Needs | .12** |
| Instruct CP without Interpreter | .08 |
| <u>Skill in Interacting with Coalition Forces</u> | |
| Interact with Foreign Coalition Forces | .07 |
| Inform and Engage Coalition Forces | .06 |
| Interact with US Coalition Forces | .05 |
| <u>Other KSAs</u> | |
| Manage Information | .12** |
| Deal with Corruption | .09 |

Note. ** $p < .01$, * $p < .05$. With the exception of the language proficiency and counterpart receptivity variables, all other scales in this table are based on the frequency ratings provided by advisors. Because the first data collection did not include the counterpart receptivity or self-report language proficiency measures, the sample size is $n = 511$.

The advisor's use of different influence strategies. Five scales in the survey addressed different aspects of influence that might be employed by an advisor. First, advisors could serve as an example to counterparts so that counterparts would adopt desirable behavior. Second, advisors could engage in behaviors to shape the counterpart's perceptions of the advisor team, thereby influencing the way counterparts think about the advisor team. Third, advisors could establish credibility with their counterparts to lay a foundation for expert power. Fourth, advisors could emphasize the legitimacy of the advisor's mission and work, thereby laying a foundation for the legitimate authority to request counterparts to behave in a desirable way. Fifth, advisors could employ proactive influence tactics to encourage certain counterpart behavior, such as offering a counterpart something in exchange for enacting a behavior or providing a counterpart with a logical explanation about why he should behave a certain way. The first four scales addressed different impression management tactics advisors might employ to shape the beliefs and perceptions of their counterparts, while the fifth scale explored different proactive influence tactics advisors might use to persuade their counterparts to adopt a specific course of action.

As reported elsewhere in this paper, role modeling and establishing credibility were among the most frequent and important skills advisors employed while deployed. Thus, it is not surprising that role modeling behaviors ($r = .29, p < .01$) and establishing credibility ($r = .31, p < .01$) were moderately related to a counterpart's willingness to be influenced by the advisor and advisor team. With respect to proactive influence tactics, proactive influence tactics had a weak relationship with counterpart receptivity ($r = .10, p < .05$). While this might seem counterintuitive, it is likely the goal of many proactive influence attempts is to get a counterpart to adopt a certain course of action or to provide a specific service rather than to get the counterpart to like the advisor. That is, the purpose of many proactive influence attempts may not be to gain counterpart acceptance of the advisor's role or to strengthen the advisor-counterpart relationship, and so it is not necessarily expected that the general use of various persuasion techniques would be related to counterpart receptivity. Instead, different proactive influence tactics might be used to accomplish different goals, (e.g., offering an incentive to encourage a behavior), and those specific tactics might have stronger relationships with the specific outcomes they are intended to produce, rather than counterpart receptivity in general. Additionally, different influence tactics might have different outcomes (e.g., use of pressure tactics might lead to a lack of trust in the relationship), and the combination of effective and less effective tactics into a common scale might obscure a potential relationship between specific proactive influence behaviors and counterpart receptivity. An alternative explanation is that the advisor's use of proactive tactics is not effective in the same way that those tactics are effective in Western cultures. More analysis regarding specific proactive influence tactics is presented later in this report.

Correlations between influencing KSAs and other KSAs are presented in Table 21. Correlations indicate advisors who engaged in role modeling and behaviors to establish credibility also tended to spend more time building rapport and conveying respect ($r = .66$ to $.73$). Using proactive influence tactics also was highly correlated with rapport building ($r = .62, p < .01$) and conveying respect ($r = .48, p < .01$), indicating that advisors who tended to employ more proactive influence tactics also tended to spend more time building relationships.

Results also indicated understanding one's counterpart had strong correlations with all of the influencing activities ($r = .50$ to $.69$), particularly the use of proactive influence tactics ($r = .69, p < .01$) and managing the counterpart's perceptions of the advisor team ($r = .66, p < .01$). Leveraging cultural knowledge also had high correlations with using proactive influence tactics ($r = .65, p < .01$) and managing perceptions about the advisor team ($r = .68, p < .01$). While causality cannot be inferred from these data, results are consistent with the idea that knowledge about one's counterpart and the counterpart's culture enables advisors to use influence tactics more frequently and can assist advisors in shaping counterpart perceptions.

The five types of influencing KSAs were significantly correlated with all of the advisory KSAs, but were most strongly correlated with the advisory skill of establishing goals with one's counterpart ($r = .52$ to $.65$). Because working with a counterpart to formulate goals that address the objectives of both the advisor and the counterpart likely requires the balancing of opinions and viewpoints of the involved parties, the magnitude of these correlations is not surprising. Of the influencing KSAs, stressing the legitimacy of the advisor's mission and work had a strong relationship with establishing goals ($r = .65, p < .01$), the use of proactive influence tactics ($r = .64, p < .01$), and role modeling ($r = .63, p < .01$).

Table 21
Correlations between the Frequency of Influence KSAs and Other Advisor KSAs

| | Role Model | Proactive Influence Tactics | Establish Credibility | Stress Legitimacy Of Advisor Work | Manage CP Perceptions About Advisor Team |
|--|-------------------|------------------------------------|------------------------------|--|---|
| <u>Influence KSAs</u> | | | | | |
| Proactive Influence Tactics | .51** | | | | |
| Establish Credibility | .69** | .51** | | | |
| Stress Legitimacy of Advisor Work | .47** | .44** | .41** | | |
| Manage CP Perceptions of Advisor Team | .46** | .53** | .43** | .46** | |
| <u>Relationship Building KSAs</u> | | | | | |
| Consideration and Respect | .67** | .48** | .66** | .43** | .52** |
| Build Rapport | .70** | .62** | .73** | .44** | .54** |
| Employ Rapport Plan | .50** | .54** | .45** | .41** | .44** |
| <u>Cultural KSAs</u> | | | | | |
| Understand CP | .63** | .69** | .60** | .50** | .66** |
| Judge by CP Standards | .42** | .54** | .47** | .22** | .40** |
| Suppress Cultural Bias | .54** | .52** | .55** | .30** | .41** |
| Compare One's Culture with CP Culture | .57** | .51** | .56** | .30** | .43** |
| Leverage Cultural Knowledge | .41** | .65** | .38** | .43** | .68** |
| Sense Manipulation | .34** | .39** | .30** | .27** | .32** |
| Tailor Interactions to Cultural Demographics | .37** | .51** | .34** | .42** | .44** |
| Knowledge of Religious Influences | .39** | .50** | .38** | .41** | .44** |
| Understand Operating Environment | .42** | .53** | .38** | .38** | .44** |

Note. ** $p < .01$, * $p < .05$. Correlations reported elsewhere are not repeated in this table.

| | Role Model | Proactive Influence Tactics | Establish Credibility | Stress Legitimacy Of Advisor Work | Manage CP Perceptions About Advisor Team |
|--|-------------------|--|----------------------------------|--|---|
| <u>Advisory KSAs</u> | | | | | |
| Mentor and Coach | .56** | .53** | .53** | .57** | .44** |
| Instruct CP in CP Language | .27** | .33** | .32** | .32** | .27** |
| Instruct CP through Interpreter | .52** | .42** | .51** | .45** | .35** |
| Prepare CP for Meetings/Negotiations | .40** | .53** | .38** | .30** | .34** |
| Assess CP Unit Performance | .46** | .50** | .41** | .38** | .39** |
| Manage CP Performance | .53** | .58** | .53** | .50** | .44** |
| Establish Goals | .63** | .64** | .61** | .65** | .52** |
| Identify Training Needs | .46** | .49** | .41** | .41** | .38** |
| Manage Training | .33** | .43** | .28** | .47** | .32** |
| <u>Interact with Coalition Forces</u> | | | | | |
| Interact with Foreign Coalition Forces | .19** | .25** | .15** | .22** | .14** |
| Interact with US Coalition Forces | .27** | .27** | .23** | .22** | .20** |
| Inform and Engage Coalition Forces | .27** | .51** | .28** | .38** | .35** |
| <u>Other KSAs</u> | | | | | |
| Deal with Corruption | .39** | .50** | .35** | .36** | .41** |
| Manage Information | .36** | .57** | .30** | .41** | .48** |
| <u>Group Management KSAs</u> | | | | | |
| Cross-Cultural Team Build | .47** | .50** | .46** | .51** | .38** |
| Manage Interpersonal Conflict | .39** | .50** | .36** | .42** | .38** |
| Build Consensus | .39** | .50** | .37** | .46** | .38** |

Note. ** $p < .01$, * $p < .05$. Correlations reported elsewhere are not repeated in this table.

Proactive influence tactics. Results from the previous section indicated that the use of proactive influence tactics as a whole was correlated with several KSAs (e.g., establishing goals, leveraging cultural knowledge). However, this variable is composed of a variety of different proactive influence tactics, each with potentially different goals and outcomes. To determine whether differential relationships existed between different proactive tactics and various advisor KSAs, correlations were computed and are presented in Table 22.

Correlations indicated that, of the 10 proactive influence tactics rated, the advisor's willingness to offer support had the strongest relationship with the counterpart's willingness to be influenced by the advisor ($r = .19, p < .01$). Although the relationship between the two variables was statistically significant, the magnitude of this relationship is still relatively weak. It should be noted, however, that of the 10 proactive influence tactics, advisors rated providing support as the most important of the influence tactics with respect to their performance as an advisor ($M = 3.58, SD = 1.50$). The mean importance, frequency, and F-I composite ratings for the 10 proactive influence tactics are presented in Table 23.

While proactive tactics had weak to non-existent relationships with counterpart receptivity, proactive tactics were related to other KSAs of interest. Relationship building skills, such as being considerate and building rapport, were related to the influence tactics of rational persuasion and adopting a supportive role ($r = .50$ and higher). Conversely, using one's legitimate authority and exchange tactics had weaker relationships with relationship building skills ($r = .17$ to $.30$). This indicates that advisors who engaged in relationship building activities tended to use rational persuasion and providing support to counterparts as their preferred influence tactics, rather than tactics that drew on their position power, such as their status as an advisor or the ability to provide rewards in exchange for services. In general, using one's legitimate authority and exchange tactics tended to have weaker correlations with other advisor KSAs than did the other influence tactics. The one exception was the correlation between legitimate authority and stressing the legitimacy of the advisor mission ($r = .31, p < .01$). In this instance, the use of legitimate authority had a relationship similar in magnitude to other tactics, such as participation, rational persuasion, and being supportive.

More indirect influence approaches that targeted counterpart perceptions, such as role modeling and establishing credibility, had strongest correlations with rational persuasion and support ($r = .46$ to $.49$), followed by the advisor's use of apprising tactics ($r = .40$ and $.38$). Advisors who attempted to shape their counterpart's perceptions about the advisor team, however, also tended to engage in personal appeals ($r = .35, p < .01$) and collaboration tactics ($r = .37, p < .01$), as well as rational persuasion ($r = .41, p < .01$), supportiveness ($r = .35, p < .01$), and apprising tactics ($r = .37, p < .01$).

Table 22
Correlations between the Frequency of Proactive Influence Tactics and Other Advisor KSAs

| | Pressure | Legitimate | Exchange | Apprise | Participation | Personal Appeal | Collaborate | Rational Persuasion | Inspirational Appeal | Supportive Role |
|---|----------|------------|----------|---------|---------------|-----------------|-------------|---------------------|----------------------|-----------------|
| Counterpart Receptivity | .01 | .03 | -.09 | .02 | .07 | .03 | .02 | .14** | .03 | .19** |
| <i>Linguistic/Communication KSAs</i> | | | | | | | | | | |
| Maintain Conversation in CP Language | .14** | .24** | .26** | .20** | .25** | .23** | .24** | .13** | .25** | .08 |
| Read and Write in CP Language | .14** | .19** | .16** | .11** | .14** | .17** | .10* | .12** | .23** | .10* |
| Speak Common Words in CP Language | .15* | .10* | .14** | .20** | .19** | .14** | .20** | .28** | .16** | .30** |
| Interpret NVB | .17* | .11* | .14** | .24** | .19** | .16** | .20** | .33** | .20** | .36** |
| Use NVB | .23** | .17** | .17** | .23** | .24** | .22** | .23** | .32** | .25** | .35** |
| Use Interpreter | .35** | .28** | .25** | .38** | .32** | .25** | .31** | .41** | .31** | .42** |
| Use Unfamiliar Interpreter | .24** | .15** | .19** | .20** | .28** | .18** | .19** | .26** | .26** | .12** |
| Use Unvetted Interpreter | .15** | .21** | .24** | .14** | .17** | .19** | .14** | .07 | .20** | .05 |
| <i>Relationship Building KSAs</i> | | | | | | | | | | |
| Consideration and Respect | .25** | .17** | .17** | .37** | .28** | .25** | .30** | .50** | .20** | .52** |
| Build Rapport | .35** | .30** | .29** | .44** | .39** | .39** | .39** | .54** | .39** | .57** |
| Employ Rapport Plan | .26** | .25** | .28** | .37** | .45** | .35** | .32** | .45** | .36** | .49** |
| <i>Other Influence KSAs</i> | | | | | | | | | | |
| Role Model | .33** | .21** | .19** | .40** | .33** | .26** | .30** | .49** | .29** | .46** |
| Establish Credibility | .38** | .26** | .20** | .38** | .30** | .27** | .28** | .45** | .27** | .48** |
| Stress Legitimacy of Advisor Work | .27** | .31** | .20** | .26** | .30** | .29** | .27** | .34** | .25** | .30** |
| Manage CP Perceptions of Adv Team | .29** | .31** | .24** | .37** | .30** | .35** | .37** | .41** | .31** | .35** |
| <i>Cultural KSAs</i> | | | | | | | | | | |
| Understand CP | .38** | .31** | .35** | .49** | .44** | .43** | .46** | .61** | .48** | .53** |
| Judge by CP Standards | .34** | .30** | .33** | .44** | .31** | .32** | .36** | .45** | .34** | .45** |
| Suppress Cultural Bias | .30** | .25** | .30** | .42** | .34** | .32** | .32** | .44** | .32** | .49** |
| Compare Culture with CP Culture | .27** | .25** | .26** | .41** | .33 | .32** | .34** | .48** | .27** | .45** |

Note. ** $p < .01$, * $p < .05$. Correlations reported elsewhere are not repeated in this table.

| | Pressure | Legitimate | Exchange | Apprise | Participation | Personal Appeal | Collaborate | Rational Persuasion | Inspirational Appeal | Supportive Role |
|---|----------|------------|----------|---------|---------------|-----------------|-------------|---------------------|----------------------|-----------------|
| Leverage Cultural Knowledge | .35** | .41** | .42** | .44** | .42** | .48** | .48** | .46** | .51** | .41** |
| Sense Manipulation | .29** | .15** | .31** | .36** | .21** | .21** | .28** | .33** | .20** | .32** |
| Tailor Interactions to Demographics | .29** | .27** | .31** | .31** | .35** | .42** | .37** | .35** | .39** | .30** |
| Knowledge of Religious Influences | .24** | .29** | .27** | .31** | .32** | .39** | .35** | .39** | .35** | .31** |
| Understand Operating Environment | .25** | .27** | .27** | .33** | .36** | .39** | .35** | .43** | .39** | .37** |
| <u>Advisory KSAs</u> | | | | | | | | | | |
| Mentor and Coach | .33** | .23** | .22** | .37** | .36** | .30** | .29** | .47** | .33** | .44** |
| Instruct CP in CP Language | .17** | .20** | .16** | .26** | .22** | .18** | .18** | .24** | .24** | .28** |
| Instruct CP with Interpreter | .24** | .16** | .15** | .31** | .28** | .20** | .20** | .45** | .24** | .42** |
| Prepare CP for Meetings/Negotiations | .31** | .31** | .33** | .38** | .35** | .31** | .33** | .39** | .37** | .37** |
| Assess CP Unit Performance | .35** | .20** | .22** | .33** | .35** | .28** | .32** | .47** | .32** | .38** |
| Manage CP Performance | .40** | .29** | .26** | .43** | .39** | .35** | .36** | .46** | .33** | .41** |
| Establish Goals | .42** | .31** | .29** | .46** | .43** | .36** | .39** | .55** | .35** | .47** |
| Identify Training Needs | .33** | .20** | .20** | .36** | .34** | .28** | .33** | .46** | .30** | .35** |
| Manage Training | .27** | .13** | .21** | .26** | .31** | .30** | .27** | .33** | .33** | .28** |
| <u>Interacting with Coalition Forces</u> | | | | | | | | | | |
| Interact with Foreign Coalition Forces | .12** | .12** | .16** | .11** | .19** | .14** | .18** | .21** | .22** | .09* |
| Interact with US Coalition Forces | .15** | .12** | .18** | .20** | .39** | .22** | .22** | .22** | .16** | .13** |
| Inform and Engage Coalition Forces | .28** | .26** | .34** | .32** | .34** | .36** | .36** | .38** | .36** | .30** |
| <u>Other KSAs</u> | | | | | | | | | | |
| Deal with Corruption | .32** | .28** | .26** | .33** | .34** | .34** | .34** | .43** | .30** | .32** |
| Manage Information | .31** | .31** | .34** | .37** | .41** | .42** | .40** | .41** | .42** | .35** |
| <u>Group Management KSAs</u> | | | | | | | | | | |
| Cross-cultural Team Build | .32** | .26** | .17** | .35** | .33** | .31** | .25** | .43** | .32** | .37** |
| Manage Interpersonal Conflict | .29** | .26** | .23** | .29** | .38** | .32** | .26** | .36** | .37** | .34** |
| Build Consensus | .29** | .28** | .22** | .27** | .34** | .33** | .28** | .36** | .34** | .36** |

Note. ** $p < .01$, * $p < .05$. Correlations reported elsewhere are not repeated in this table.

Table 23

Mean F-I Composite, Frequency, and Importance Ratings for Proactive Influence Tactics Ordered by Descending F-I Composite Ratings

| Influence Tactic | Mean F-I Composite Ratings | Mean Frequency Ratings | Mean Importance Ratings |
|-------------------------|---|---------------------------------------|--|
| Supportive Role | 11.52 | 2.74 | 3.58 |
| Rational Persuasion | 10.32 | 2.65 | 3.38 |
| Apprising | 10.03 | 2.55 | 3.38 |
| Pressure Tactics | 9.20 | 2.31 | 3.26 |
| Collaboration | 8.30 | 2.18 | 3.04 |
| Participation | 6.94 | 1.81 | 2.69 |
| Personal Appeal | 6.85 | 1.85 | 2.62 |
| Inspirational Appeal | 6.52 | 1.83 | 2.55 |
| Legitimizing | 6.24 | 1.70 | 2.52 |
| Exchange Tactics | 5.72 | 1.62 | 2.57 |

Note. Standard deviations for each tactic can be found in Appendices C, D, and E. Importance scale: 5—Extremely important, 4—Very important, 3—Moderately important, 2—Some importance, 1—Little importance, 0—None. Frequency scale: 5—More than once a day, 4—Once a day, 3—Once a week, 2—Once a month, 1—A few times, 0—Did not perform.

Different advisory KSAs had a different pattern of correlations with proactive influence tactics, although supportiveness and rational persuasion yielded consistently stronger correlations than the other eight influence tactics. For example, advisors who spent time identifying training needs for their counterparts also tended to use the proactive influence tactic of rational persuasion more frequently than did advisors who spent less time identifying training needs ($r = .46, p < .01$). Managing a training program also was related to the demonstration of rational persuasion ($r = .33, p < .01$), as well as inspirational appeals ($r = .33, p < .01$), consulting with a counterpart ($r = .31, p < .01$), and personal appeals ($r = .30, p < .01$). Rational persuasion ($r = .55, p < .01$), supportiveness ($r = .47, p < .01$), pressure tactics ($r = .42, p < .01$), apprising tactics ($r = .46, p < .01$), and participation ($r = .43, p < .01$) correlated with the frequency of goal setting

behaviors, indicating that advisors who spent time establishing goals with their counterparts also tended to engage in a variety of proactive influence tactics.

Advisors who spent more time managing counterpart performance (e.g., following up with counterparts, providing feedback) tended to engage more in pressure tactics than did advisors who spent less time managing counterpart performance ($r = .40, p < .01$). Apprising tactics also were related to managing performance ($r = .43, p < .01$). Advisors who spent more time managing performance also tended to offer opportunities for their counterparts to participate in advising activities ($r = .39, p < .01$) than did advisors who spent less time managing counterpart performance.

In sum, advisory KSAs were related to a variety of proactive influence attempts. Moreover, some advisory KSAs had stronger relationships with some influence tactics than others, suggesting different influence tactics might be applicable for different advisory functions (e.g., pressure tactics might be useful in managing counterpart performance, but less helpful in instructing a counterpart). Future research should investigate these relationships more fully and use the present findings as a basis for hypothesis development.

The use of participation and inspirational appeals had stronger relationships with skills addressing group dynamics than did several of the other influence tactics. Specifically, advisors who engaged in participation as an influence tactic also tended to spend more time dealing with the management of interpersonal conflict ($r = .38, p < .01$) and building consensus ($r = .34, p < .01$). Advisors who managed interpersonal conflict ($r = .37, p < .01$) and built consensus ($r = .34, p < .01$) also tended to engage in more inspirational appeals. Advisors who managed interpersonal conflict and built consensus also tended to engage in rational persuasion and adopting a supportive advisor role ($r = .34$ to $.37$). Conversely, tactics such as apprising, exchanging, and legitimating were significantly related to managing interpersonal conflict and building consensus, but to a lesser extent ($r = .22$ to $.29$).

In addition to examining the relationships among different proactive influence tactics and advisor KSAs, differences in the occurrence and importance of proactive tactics for Iraq versus Afghanistan were explored. Frequency, importance, and F-I composite ratings for advisor reports of the proactive influence tactics used in Iraq versus Afghanistan are presented in Table 24. An examination of advisor ratings indicated that the preferred proactive tactic of advisors was to adopt a supportive role in dealing with their counterparts by promoting the legitimacy and authority of their counterpart. This was the case for advisors returning from Iraq, as well as from Afghanistan.

However, advisors in Iraq differed from advisors in Afghanistan in other proactive tactics with respect to both how frequently influence tactics were performed and how important those tactics were believed to be. With respect to the frequency of influence tactics, advisors in Iraq tended to use more exchange tactics ($M = 1.75, SD = 1.46$), than did advisors in Afghanistan ($M = 1.46, SD = 1.39$), $t(552) = 2.28, p < .05$. Advisors in Afghanistan, however, tended to use participation ($M = 2.12, SD = 1.67$) more frequently than did advisors in Iraq ($M = 1.60, SD = 1.54$), $t(550) = 3.71, p < .001$. While these findings were statistically significant and suggest differences exist between the advisor groups, it is important to note those differences are still

Table 24

Mean F-I Composite, Frequency, and Importance Ratings for Proactive Influence Tactics by Country of Deployment

| Proactive Tactic | IRAQ | | | AFGHANISTAN | | |
|----------------------|----------------------------|------------------------|-------------------------|----------------------------|------------------------|-------------------------|
| | Mean F-I Composite Ratings | Mean Frequency Ratings | Mean Importance Ratings | Mean F-I Composite Ratings | Mean Frequency Ratings | Mean Importance Ratings |
| Supportive Role | 11.06 | 2.65 | 3.57 | 12.18 | 2.87 | 3.63 |
| Rational Persuasion | 9.91 | 2.55 | 3.35 | 10.85 | 2.78 | 3.41 |
| Apprise | 10.38 | 2.60 | 3.49* | 9.42 | 2.45 | 3.22 |
| Pressure | 9.46 | 2.35 | 3.35 | 8.84 | 2.26 | 3.14 |
| Collaborate | 8.69 | 2.26 | 3.16* | 7.66 | 2.03 | 2.85 |
| Participation | 5.88*** | 1.60* | 2.52** | 8.52 | 2.12 | 2.97 |
| Personal Appeal | 7.21 | 1.92 | 2.76* | 6.22 | 1.73 | 2.40 |
| Inspirational Appeal | 6.72 | 1.87 | 2.65 | 6.08 | 1.74 | 2.39 |
| Legitimate Authority | 6.54 | 1.75 | 2.68** | 5.80 | 1.63 | 2.27 |
| Exchange | 6.38** | 1.75* | 2.81*** | 4.83 | 1.46 | 2.24 |

Note. Asterisks indicate that the mean values for the ratings between Iraq and Afghanistan differ significantly as determined by an independent-samples *t*-test. *** $p < .001$, ** $p < .01$, * $p < .05$. Importance scale: 5—Extremely important, 4—Very important, 3—Moderately important, 2—Some importance, 1—Little importance, 0—None. Frequency scale: 5—More than once a day, 4—Once a day, 3—Once a week, 2—Once a month, 1—A few times, 0—Did not perform.

fairly small and may be of little practical significance with respect to a need for different training and selection interventions. Such differences are worth acknowledging, though, because, if real differences exist between two advisor groups deployed to Afghanistan and Iraq, there might be larger differences when performing advising missions in countries where cultures are substantively different from Afghanistan or Iraq. Thus, research is needed to investigate the effectiveness of different influence tactics in a variety of different countries and cultures, as well as in different advising contexts (e.g., police team versus border team).

Advisors from Iraq and Afghanistan also differed with respect to how *important* they believed different proactive influence tactics were to advisor performance. As with frequency ratings, advisors in Afghanistan placed greater importance on offering opportunities to participate ($M = 2.97$, $SD = 1.71$) than did advisors in Iraq ($M = 2.52$, $SD = 1.71$), $t(548) = 3.03$, $p < .01$. This translated into statistically significant differences between the F-I composite ratings on participation as an influence tactic between advisors in Afghanistan ($M = 8.52$, $SD = 8.10$)

and Iraq ($M = 5.88, SD = 6.83$), $t(548) = 4.11, p < .001$. Similarly, advisors in Iraq indicated they found exchange tactics to be more important ($M = 2.81, SD = 1.56$) than did advisors in Afghanistan ($M = 2.24, SD = 1.63$), $t(554) = 4.13, p < .001$. Advisors serving in Iraq also indicated that telling a counterpart that the advisor would cooperate or provide resources (i.e., collaboration as an influence tactic) was more important ($M = 3.16, SD = 1.52$) than did advisors serving in Afghanistan ($M = 2.85, SD = 1.64$), $t(552) = 2.22, p < .05$. Additionally, advisors from Iraq indicated both legitimate authority ($M = 2.68, SD = 1.73$) and personal appeal ($M = 2.76, SD = 1.67$) were more important influence tactics than did advisors from Afghanistan ($M = 2.27, SD = 1.76$ and $M = 2.40, SD = 1.69$, respectively).³

In sum, the findings on proactive influence tactics indicated rational persuasion and supportive behaviors, followed by apprising tactics, had the strongest relationships with other advisor KSAs. Moreover, this pattern of relationships is consistent with advisors' importance ratings of rational persuasion ($M = 3.38, SD = 1.44$), apprising behavior ($M = 3.38, SD = 1.43$), and supportiveness ($M = 3.58, SD = 1.50$). Such findings suggest these particular proactive influence tactics accompany a host of other advising activities and play an important role in advising. However, the differential pattern of correlations between different influence tactics and the application of various advisor KSAs, such as the relationship of pressure tactics with managing counterpart performance and inspirational appeal with managing interpersonal conflict, suggests additional research should be conducted to examine the effectiveness of different proactive influence tactics in different types of interpersonal exchanges between an advisor and counterpart. Moreover, differences in both the frequency and importance of various influence tactics demonstrated by advisors serving in different countries suggest the effectiveness of various influence tactics in different cultures merits additional research attention, particularly in instances in which advisors are deployed to countries other than Iraq and Afghanistan.

Relationship Building KSAs

Several items on the survey targeted activities that involved building relationships with others. Although the mean frequency, importance, and F-I ratings were listed in Appendices F, G, and H with the other advisor activities included on the survey, the relationship building activities are presented again in Table 25 to assist the reader in comparing different relationship building activities in relation to one another.

All of the relationship building activities were rated as moderately important (i.e., 3) or higher. The majority of F-I composite scores were high, as well, indicating relationship building activities are a critical component of the advisor's job. The relationship building activities with the highest F-I composite items were demonstrating tolerance, being tactful, actively listening, and behaving respectfully within the constraints of the counterpart's culture. Activities receiving the lowest F-I composite scores were employing a rapport plan and sharing personal information with a counterpart. However, both activities were rated as moderately important to the job of advisor.

³ *T*-test for the importance placed on the use of legitimate authority: $t(552) = 2.74, p < .01$. *T*-test for the importance placed on the use of personal appeal: $t(554) = 2.54, p < .05$.

Table 25
Relationship Building Activities Arranged in Descending Order by F-I Composite Scores

| Relationship Building Activity | Mean F-I Composite | Mean Importance Rating | Mean Frequency Rating |
|---|--------------------|------------------------|-----------------------|
| Demonstrate tolerance toward individuals from another culture. | 17.33 | 4.14 | 3.97 |
| Be tactful toward individuals from another culture. | 17.09 | 4.16 | 3.91 |
| Actively listen to individuals from another culture. | 16.17 | 4.05 | 3.76 |
| Behave respectfully within the constraints of the relevant culture. | 16.02 | 4.14 | 3.66 |
| Build a close relationship with your counterpart. | 15.36 | 4.15 | 3.45 |
| Communicate to your counterpart that you respect him. | 14.71 | 4.07 | 3.40 |
| Ask about your counterpart's Family. | 13.73 | 3.83 | 3.26 |
| Gain the trust of individuals from the relevant culture. | 13.17 | 3.85 | 3.11 |
| Be supportive of a counterpart's decisions and activities. | 12.99 | 3.89 | 3.06 |
| Spend "unstructured time" with your counterpart. | 12.16 | 3.71 | 2.91 |
| Express compassion toward individuals of a different culture. | 11.28 | 3.46 | 2.83 |
| Employ a Rapport Plan (continuously plan, execute, and refine methods to increase the closeness of the relationship with your counterpart). | 9.87 | 3.21 | 2.48 |
| Share your personal history or information with your counterpart. | 9.03 | 3.08 | 2.36 |

Note. Standard deviations for each of these activities can be found in Appendices F-H. Importance scale: 5—Extremely important, 4—Very important, 3—Moderately important, 2—Some importance, 1—Little importance, 0—None. Frequency scale: 5—More than once a day, 4—Once a day, 3—Once a week, 2—Once a month, 1—A few times, 0—Did not perform.

In general, relationship building KSAs were significantly and positively correlated with a variety of other KSAs; these correlations are presented in Table 26. Considerate behaviors and building rapport were highly correlated with one another ($r = .75, p < .01$), suggesting a high degree of overlap between these two skills. As noted earlier in the section on influence, consideration and respect and building rapport were related to the occurrence of several influence activities. In particular, building rapport was strongly related to both role modeling ($r = .70, p < .01$) and establishing credibility ($r = .73, p < .01$). Thus, it appears advisors who spent more time role modeling and establishing their credibility also spent significantly more time attempting to build rapport with their counterparts.

Table 26
Correlations between Relationship Building KSAs and Other Advisor KSAs

| | Consideration And Respect | Build Rapport | Employ Rapport Plan |
|--|--------------------------------------|--------------------------|--------------------------------|
| <i>Relationship Building KSAs</i> | | | |
| Build Rapport | .75** | | |
| Employ Rapport Plan | .43** | .55** | |
| <i>Influence KSAs</i> | | | |
| Role Model | .67** | .70** | .50** |
| Use Proactive Influence Tactics | .48** | .62** | .54** |
| Establish Credibility | .66** | .73** | .45** |
| Stress Legitimacy of Advisor Work | .43** | .44** | .41** |
| Manage CP Perceptions of Advisor Team | .52** | .54** | .44** |
| <i>Cultural KSAs</i> | | | |
| Understand CP | .65** | .72** | .53** |
| Judge by CP Standards | .52** | .56** | .40** |
| Suppress Cultural Bias | .64** | .67** | .41** |
| Compare One's Culture with CP Culture | .64** | .63** | .39** |
| Leverage Cultural Knowledge | .46** | .56** | .45** |
| Sense Manipulation | .37** | .33** | .26** |
| Tailor Interactions to Cultural Demographics | .44** | .48** | .39** |
| Knowledge of Religious Influences | .49** | .49** | .38** |
| Understand Operating Environment | .48** | .53** | .40** |
| <i>Group Management KSAs</i> | | | |
| Cross-Cultural Team Build | .47** | .55** | .44** |
| Manage Interpersonal Conflict | .40** | .48** | .37** |
| Build Consensus | .41** | .48** | .41** |

Note. ** $p < .01$

| | Consideration And Respect | Build Rapport | Employ Rapport Plan |
|--|--------------------------------------|--------------------------|--------------------------------|
| <u>Advisory KSAs</u> | | | |
| Mentor and Coach | .56** | .61** | .50** |
| Advise CP in CP Language | .29** | .41** | .23** |
| Advise CP with Interpreter | .53** | .52** | .34** |
| Prepare CP for Meetings/Negotiations | .31** | .49** | .51** |
| Assess CP Unit Performance | .47** | .49** | .40** |
| Manage CP Performance | .51** | .60** | .50** |
| Establish Goals | .61** | .67** | .54** |
| Identify Training Needs | .51** | .48** | .39** |
| Manage Training | .34** | .37** | .35** |
| <u>Interact with Coalition Forces</u> | | | |
| Interact with Foreign Coalition Forces | .15** | .20** | .18** |
| Interact with US Coalition Forces | .28** | .30** | .19** |
| Informing and Engaging Coalition Forces | .31** | .42** | .37** |
| <u>Other KSAs</u> | | | |
| Deal with Corruption | .44** | .45** | .37** |
| Manage Information | .36** | .46** | .40** |

Note. ** $p < .01$

Consideration and respect and building rapport were strongly related to several cultural KSAs. Advisors who spent more time understanding their counterpart, suppressing cultural biases, and comparing their culture with their counterpart's culture also spent more time being considerate and respectful and establishing and maintaining rapport with their counterparts. Due to the correlational nature of the data, however, it cannot be determined if this is because building relationships with counterparts allow for more opportunities to engage in cultural KSAs or these cultural KSAs facilitate relationship building activities.

Relationship building KSAs also were strongly related to several of the advisory KSAs. Consideration and respect and building rapport had correlations of $r = .50$ or higher with mentoring and coaching, advising a counterpart through an interpreter, managing counterpart performance, and establishing goals. These correlations, in conjunction with the high importance

and F-I composite ratings received for relationship building KSAs, suggest relationship building is a fundamental component of advisor success.

Cultural KSAs

Instruction on culture has been incorporated into many advisor pre-deployment training programs, although more cultural training has been recommended (Committee on Armed Services, 2007). However, given time constraints in how much instruction can be delivered and limited empirical knowledge on what cultural variables are most important to train, it is important to examine which cultural KSAs are most relevant to advisor performance. Table 27 presents the frequency, importance and F-I composite scores for advisor activities that specifically target issues of cultural knowledge and skill.

The five cultural activities that received the highest F-I composite scores were recognizing differences between Western culture and the counterpart's culture, recognizing differences between U.S. military culture and the counterpart's military culture, recognizing when others were attempting to manipulate the advisor, becoming comfortable with non-Western cultural norms, and understanding the counterpart's background. The high F-I composite scores suggest that these activities play a key role in advisor performance. Seven cultural activities received F-I composite scores between 12 and 13, and these activities also should be considered to be elements of advisor performance. Using knowledge about the culture's history, economy, geography, social hierarchy and tribal affiliation were among the lowest rated of the cultural activities. These findings should not be interpreted as indicative that such knowledge is unimportant to advisors, but that the direct application and the practicality of that knowledge in relation to job performance are less apparent. This knowledge might serve as a building block in the acquisition of other cultural skills, such as adopting the perspective of a counterpart.

In addition to examining the F-I ratings of cultural activities, correlations between the cultural KSAs and other KSAs were examined (see Table 28). Correlations indicated that each of the cultural KSAs included in this research were positively associated with many of the advisor KSAs. While causal interpretations should not be drawn from correlational results, a potential explanation for the presence of these relationships is that knowledge about different elements of a nation's culture could enable other types of advisor behaviors. Future research should examine to what extent cultural knowledge and what types of cultural knowledge facilitate advisor behavior and performance.

Some cultural KSAs had stronger relationships with advisor KSAs than did other cultural KSAs. Understanding one's counterpart tended to have a robust relationship with several advisory KSAs, such as establishing goals ($r = .70, p < .01$), mentoring and coaching ($r = .58, p < .01$), managing counterpart performance ($r = .58, p < .01$), assessing counterpart performance ($r = .55, p < .01$), and identifying training needs ($r = .53, p < .01$). Such findings indicate advisors who more frequently made attempts to understand their counterpart also tended to coach, instruct, and mentor their counterparts than did those who did not make attempts to understand their counterpart. It is unclear, however, if understanding one's counterpart leads to greater enactment of advisory behaviors, if engaging in more advisory activities leads to better

understanding of one’s counterpart, or if a third variable, such as motivation, causes advisory behaviors and understanding one’s counterpart to co-occur.

Although other cultural KSAs also had positive relationships with advisory KSAs, these relationships tended to be weaker than those involving understanding one’s counterpart. For example, while the correlation between understanding one’s counterpart and managing counterpart performance was $r = .58$, the correlation between leveraging cultural knowledge and managing counterpart performance was $r = .44$ and the correlation between comparing one’s culture with the counterpart culture and managing counterpart performance was $r = .42$. Such findings are consistent with the idea that the ability to adopt the perspective of one’s counterpart plays a role in advising and mentoring activities. Additional research should be conducted to determine if advisors who are better able to understand the counterpart’s point of view are better at instructing and mentoring their counterparts, and if so, how understanding a counterpart’s point of view promotes advisor effectiveness.

Understanding the operating environment (e.g., using knowledge about geography, religious influences, economic influences) had strong relationships with variables that addressed distrust of individuals in the operating environment. Advisors who frequently engaged in activities to better understand the operating environment also reported dealing with corruption ($r = .64, p < .01$) and needing to manage sensitive information ($r = .67, p < .01$). Unfortunately, it is unclear what the direction of these relationships is. For instance, a better understanding of the operating environment might make instances of corruption more apparent, and therefore the advisor might need to deal with corruption more often. Alternatively, advisors who encounter more corruption might need to engage more frequently in attempts to understand the operating environment in order to deal with corruption successfully. Understanding the operating environment also was related to building consensus ($r = .57, p < .01$). Additionally, understanding the operating environment was highly correlated with several advisory KSAs, such as establishing goals with the counterpart ($r = .61, p < .01$), managing counterpart performance ($r = .54, p < .01$), and assessing counterpart performance ($r = .53, p < .01$).

Table 27
Cultural Activities Arranged in Descending Order by Mean F-I Composite Scores

| Cultural Activities | Mean F-I Scores | Mean Importance Ratings | Mean Frequency Ratings |
|--|------------------------|--------------------------------|-------------------------------|
| Recognize differences between Western culture and your counterpart’s culture. | 15.50 | 3.95 | 3.65 |
| Recognize differences between U.S. military culture and your counterpart’s military culture. | 15.26 | 3.93 | 3.62 |
| Recognize when individuals from the other culture were trying to manipulate you. | 13.93 | 4.14 | 3.07 |
| Become comfortable with non-Western cultural norms. | 13.58 | 3.58 | 3.33 |
| Understand the background of your counterpart. | 13.58 | 3.91 | 3.17 |

| Cultural Activities | Mean F-I Scores | Mean Importance Ratings | Mean Frequency Ratings |
|---|------------------------|--------------------------------|-------------------------------|
| Adjust the way you treated individuals from the other culture, depending on their rank. | 12.37 | 3.60 | 2.99 |
| Capitalize on what motivates your counterpart. | 12.35 | 3.74 | 2.98 |
| Recognize how your counterpart's understanding of time impacts his behavior and decisions. | 12.34 | 3.57 | 2.94 |
| Understand how religion impacts the current operating environment. | 12.33 | 3.73 | 2.96 |
| Predict how your counterpart will behave. | 12.26 | 3.60 | 3.00 |
| Adjust the way you treated individuals from the other culture, depending on their age. | 12.14 | 3.55 | 2.94 |
| Become comfortable with eating the food of another culture. | 12.04 | 3.53 | 3.01 |
| Limit how your cultural bias affects your perceptions of your counterpart's behavior. | 11.04 | 3.60 | 2.70 |
| Judge your counterpart's actions according to his cultural standards. | 11.02 | 3.33 | 2.79 |
| Capitalize on the similarities between your beliefs, values, and goals and those of your counterpart. | 10.87 | 3.36 | 2.77 |
| Take advantage of the concept of honor in your counterpart's culture. | 10.81 | 3.32 | 2.68 |
| Prevent personal feelings toward your counterpart from interfering with the transition team mission. | 10.42 | 3.56 | 2.49 |
| Use knowledge about customs and traditions to understand the behavior of an individual from the relevant culture. | 10.42 | 3.44 | 2.65 |
| Understand the implications of religion for military operations. | 10.19 | 3.39 | 2.51 |
| Capitalize on your counterpart's perspective or point of view. | 9.96 | 3.35 | 2.58 |
| Take advantage of the concept of hospitality in your counterpart's culture. | 9.73 | 3.11 | 2.44 |
| Understand the general theology of different religions found in your operating area. | 9.61 | 3.21 | 2.44 |
| Use knowledge about social influences to understand the behavior of an individual from the relevant culture. | 9.59 | 3.30 | 2.45 |
| Use knowledge about military influences to understand the behavior of an individual from the relevant culture. | 9.40 | 3.27 | 2.42 |
| Take advantage of the role of power and authority in the relevant culture. | 9.30 | 3.04 | 2.35 |
| Adjust the way you treated individuals from the other culture, depending on their social status. | 9.27 | 3.11 | 2.32 |
| Understand the history of different religions found in your operating area. | 9.20 | 3.17 | 2.38 |

| Cultural Activities | Mean F-I Scores | Mean Importance Ratings | Mean Frequency Ratings |
|--|------------------------|--------------------------------|-------------------------------|
| Use knowledge about professional influences to understand the behavior of an individual from the relevant culture. | 9.20 | 3.19 | 2.36 |
| Capitalize on your counterpart's belief system. | 9.19 | 3.13 | 2.39 |
| Use knowledge about religious influences to understand the behavior of an individual from the relevant culture. | 9.09 | 3.20 | 2.36 |
| Take advantage of how historical events relate to the current operating environment. | 8.51 | 3.07 | 2.20 |
| Become comfortable with same-sex activities (e.g., male-male hand holding, kissing during greetings). | 8.50 | 2.66 | 2.25 |
| Adjust the way you treated individuals from the other culture, depending on their gender. | 8.38 | 3.03 | 2.00 |
| Identify and manage potential divisions among religious groups. | 8.34 | 2.91 | 2.09 |
| Use knowledge about tribal influences to understand the behavior of an individual from the relevant culture. | 8.28 | 3.02 | 2.15 |
| Use knowledge about educational influences to understand the behavior of an individual from the relevant culture. | 7.88 | 3.01 | 2.11 |
| Use knowledge about economic influences to understand the behavior of an individual from the relevant culture. | 7.64 | 2.88 | 2.08 |
| Take advantage of the role of reconciliation in your counterpart's culture. | 7.46 | 2.71 | 1.98 |
| Use knowledge about demographic influences (e.g., age, sex) to understand the behavior of an individual from the relevant culture. | 7.44 | 2.87 | 2.00 |
| Use knowledge about geography to understand the behavior of an individual from the relevant culture. | 7.41 | 2.85 | 2.00 |
| Use knowledge about historical influences to understand the behavior of an individual from the relevant culture. | 7.36 | 2.85 | 1.97 |
| Take advantage of the host nation's military culture. | 7.12 | 2.62 | 1.90 |
| Use knowledge about criminal influences to understand the behavior of an individual from the relevant culture. | 6.87 | 2.77 | 1.79 |
| Take advantage of the social hierarchy of the relevant culture. | 6.31 | 2.47 | 1.68 |
| Adjust how you treat an individual from the other culture, depending on his/her tribal affiliation. | 5.06 | 2.17 | 1.36 |
| Capitalize on the concept of "revenge" in your counterpart's culture. | 2.86 | 1.55 | .82 |

Note. Standard deviations are reported in Appendices C, D, and E. Importance ratings: 5—Extremely important, 4—Very important, 3—Moderately important, 2—Some importance, 1—Little importance, 0—None. Frequency rating scale: 5—More than once a day, 4—Once a day, 3—Once a week, 2—Once a month, 1—A few times, 0—Did not perform.

Table 28
Correlations between the Frequency of Cultural KSAs and Other KSAs

| | Understand CP | Judge by CP Standards | Suppress Cultural Bias | Compare Culture with CP Culture | Leverage Cultural Knowledge | Sense Manipulation | Tailor Interactions To Cultural Demographics | Knowledge of Religious Influences | Understand Operating Environment |
|--|---------------|-----------------------|------------------------|---------------------------------|-----------------------------|--------------------|--|-----------------------------------|----------------------------------|
| <u>Cultural KSAs</u> | | | | | | | | | |
| Judge by CP Standards | .53(**) | | | | | | | | |
| Suppress Cultural Bias | .58(**) | .52(**) | | | | | | | |
| Compare One's Culture with CP Culture | .60(**) | .62(**) | .63(**) | | | | | | |
| Leverage Cultural Knowledge | .73(**) | .42(**) | .48(**) | .41(**) | | | | | |
| Sense Manipulation | .41(**) | .34(**) | .34(**) | .32(**) | .35(**) | | | | |
| Tailor Interactions to Cultural Demographics | .58(**) | .34(**) | .36(**) | .33(**) | .59(**) | .30(**) | | | |
| Knowledge of Religious Influences | .60(**) | .35(**) | .35(**) | .38(**) | .58(**) | .30(**) | .49(**) | | |
| Understand Operating Environment | .61(**) | .40(**) | .40(**) | .44(**) | .58(**) | .32(**) | .45(**) | .67(**) | |
| <u>Relationship Building KSAs</u> | | | | | | | | | |
| Consideration and Respect | .65** | .52** | .64** | .64** | .46** | .37** | .44** | .49** | .48** |
| Build Rapport | .72** | .56** | .67** | .63** | .56** | .33** | .48** | .49** | .53** |
| Employ Rapport Plan | .53** | .40** | .41** | .39** | .45** | .26** | .39** | .38** | .40** |
| <u>Influence KSAs</u> | | | | | | | | | |
| Role Model | .63** | .42** | .54** | .57** | .41** | .34** | .37** | .39** | .42** |
| Use Proactive Influence Tactics | .69** | .54** | .52** | .51** | .65** | .39** | .51** | .50** | .53** |
| Establish Credibility | .60** | .47** | .55** | .56** | .38** | .30** | .34** | .38** | .38** |
| Stress Legitimacy of Advisor Work | .50** | .22** | .30** | .30** | .43** | .27** | .42** | .41** | .38** |
| Manage CP Perceptions about Advisor Team | .66** | .40** | .41** | .43** | .68** | .32** | .44** | .44** | .44** |

Note. ** $p < .01$, * $p < .05$

| | Understand CP | Judge by CP Standards | Suppress Cultural Bias | Compare Culture with CP Culture | Leverage Cultural Knowledge | Sense Manipulation | Tailor Interactions To Cultural Demographics | Knowledge of Religious Influences | Understand Operating Environment |
|--|---------------|-----------------------|------------------------|---------------------------------|-----------------------------|--------------------|--|-----------------------------------|----------------------------------|
| <u>Advisory KSAs</u> | | | | | | | | | |
| Mentor and Coach | .58(**) | .37(**) | .40(**) | .43(**) | .44(**) | .32(**) | .42(**) | .48(**) | .47(**) |
| Instruct CP in CP Language | .39(**) | .22(**) | .28(**) | .25(**) | .36(**) | .24(**) | .33(**) | .34(**) | .35(**) |
| Instruct CP through Interpreter | .50(**) | .35(**) | .38(**) | .37(**) | .32(**) | .32(**) | .28(**) | .33(**) | .37(**) |
| Prepare CP for Meetings/ Negotiations | .47(**) | .37(**) | .33(**) | .29(**) | .45(**) | .29(**) | .41(**) | .39(**) | .40(**) |
| Assess CP Unit Performance | .55(**) | .35(**) | .40(**) | .42(**) | .41(**) | .31(**) | .32(**) | .43(**) | .53(**) |
| Manage CP Performance | .58(**) | .40(**) | .42(**) | .42(**) | .44(**) | .30(**) | .41(**) | .46(**) | .54(**) |
| Establish Goals | .70(**) | .43(**) | .48(**) | .49(**) | .53(**) | .38(**) | .46(**) | .55(**) | .61(**) |
| Identify Training Needs | .53(**) | .34(**) | .37(**) | .38(**) | .38(**) | .31(**) | .34(**) | .42(**) | .47(**) |
| Manage Training | .40(**) | .27(**) | .25(**) | .32(**) | .39(**) | .26(**) | .35(**) | .36(**) | .37(**) |
| <u>Other KSAs</u> | | | | | | | | | |
| Deal with Corruption | .50(**) | .40(**) | .38(**) | .40(**) | .46(**) | .35(**) | .37(**) | .47(**) | .64(**) |
| Manage Information | .55(**) | .35(**) | .35(**) | .33(**) | .61(**) | .34(**) | .50(**) | .55(**) | .67(**) |
| <u>Interact with Coalition Forces</u> | | | | | | | | | |
| Interact with Foreign Coalition Forces | .22(**) | .15(**) | .10(*) | .13(**) | .20(**) | .12(**) | .27(**) | .23(**) | .33(**) |
| Interact with US Coalition Forces | .26(**) | .29(**) | .20(**) | .25(**) | .23(**) | .18(**) | .25(**) | .31(**) | .32(**) |
| Inform and Engage Coalition Forces | .46(**) | .31(**) | .32(**) | .29(**) | .45(**) | .27(**) | .42(**) | .44(**) | .56(**) |
| <u>Group Management KSAs</u> | | | | | | | | | |
| Cross-cultural Team Build | .51(**) | .34(**) | .33(**) | .39(**) | .41(**) | .28(**) | .39(**) | .47(**) | .55(**) |
| Manage Interpersonal conflict | .50(**) | .33(**) | .30(**) | .31(**) | .44(**) | .26(**) | .39(**) | .44(**) | .55(**) |
| Build Consensus | .49(**) | .33(**) | .32(**) | .37(**) | .46(**) | .28(**) | .35(**) | .47(**) | .57(**) |

Note. ** $p < .01$, * $p < .05$

Advisory KSAs

Advisory activities and their F-I composite, importance, and frequency ratings are presented in Table 29. The most critical advisory activity was instructing a counterpart with the aid of interpreter (mean F-I composite = 15.40, $SD = 7.76$), while the least critical advisory activity was instructing a counterpart without the help of an interpreter (mean F-I composite = 6.58, $SD = 7.20$). Such findings suggest advisors are capable of conducting instruction without proficiency in the host nation language when interpreters are available.

Other advisory activities rated as very important (i.e., 4) and having high F-I composite scores included praising the counterpart for good performance and following-up with the counterpart to ensure work was completed. In general, almost all of the advisory activities were rated of moderate importance or higher, and several of those activities had F-I composite scores of 12 or higher. This suggests the majority of the advisory activities measured through this research are vital aspects of the advisor's role.

One advisory activity received a somewhat low F-I composite score, but is worth mentioning. The action of providing counterparts with symbolic rewards received a low F-I composite score ($M = 7.39$, $SD = 7.01$) and was demonstrated, on average, only a few times during deployment to once a month ($M = 1.81$, $SD = 1.47$). However, this behavior received a rating of moderate importance ($M = 3.37$, $SD = 1.64$), suggesting that, while this behavior is not required often, it is important to demonstrate occasionally and as appropriate.

Correlations between advisory KSAs and other KSAs have been reported in earlier portions of this paper. Those correlations indicated advisory KSAs were related to several other KSAs, such as role modeling and other impression management strategies, proactive influence tactics, consideration and respect, building and rapport, and understanding one's counterpart. Correlations not reported previously are presented in Table 30.

The relatively high correlations between a subset of advisory KSAs and group management KSAs suggest the ability to manage interpersonal interactions might be an integral aspect of advising. Advisors who spent more time establishing goals with their counterparts also reported engaging in more cross-cultural team building ($r = .73$, $p < .01$), building consensus with members from the other culture ($r = .66$, $p < .01$), and managing interpersonal conflict in a cross-cultural setting ($r = .62$, $p < .01$) than did advisors who spent less time establishing goals. Mentoring and coaching and managing counterpart performance also had correlations of $r = .50$ or higher with cross-cultural team building, consensus building, and managing interpersonal conflict. While all the advisory KSAs were significantly correlated with the group management KSAs, the relatively higher correlations for mentoring and coaching, managing counterpart performance, and establishing goals suggest these particular people skills might be slightly more important in facilitating those advisory activities.

Table 29
Advisory Activities Arranged in Descending Order by Mean F-I Composite Scores

| Advisory Activity | Mean F-I Composite | Mean Importance Rating | Mean Frequency Rating |
|---|---------------------------|-------------------------------|------------------------------|
| Instruct a counterpart with the aid of an interpreter. | 15.40 | 4.12 | 3.46 |
| Praise your counterpart for good performance. | 13.59 | 4.09 | 3.11 |
| Follow-up with your counterpart to ensure that work has been accomplished. | 13.59 | 4.04 | 3.15 |
| Mentor or provide a counterpart with advice or counsel to assist him in making a decision through a mutually developed bond of trust. | 13.38 | 3.95 | 3.09 |
| Identify the training needs of your counterpart. | 13.04 | 3.99 | 3.02 |
| Identify the training needs of your counterpart's unit. | 12.98 | 3.99 | 2.99 |
| Teach or instruct a counterpart in acquiring or improving a skill or ability. | 12.95 | 3.92 | 3.06 |
| Stress unity of effort/purpose with one's counterpart. | 12.93 | 3.79 | 3.06 |
| Assess the strengths and weaknesses of your counterpart's unit. | 12.53 | 3.91 | 2.90 |
| Coach or guide a counterpart to reach the next level of knowledge or skill. | 12.49 | 3.86 | 2.97 |
| Stress sustainability to the counterpart. | 12.37 | 3.66 | 2.96 |
| Assess the readiness of your counterpart's unit to perform missions. | 11.74 | 3.79 | 2.77 |
| Give your counterpart feedback for poor performance. | 11.51 | 3.81 | 2.72 |
| Communicate organizational goals and objectives to the counterpart. | 11.19 | 3.59 | 2.77 |
| Establish short term goals for your counterpart to accomplish. | 11.03 | 3.78 | 2.63 |
| Communicate the long term goals of the U.S. military to your counterpart. | 9.99 | 3.56 | 2.44 |
| Manage a training program that targets individuals from another culture. | 8.79 | 2.99 | 2.18 |
| Provide symbolic rewards (e.g., certificates, coins) to your counterpart for good performance. | 7.39 | 3.37 | 1.81 |
| Prepare your counterpart to conduct negotiations and meetings. | 6.69 | 2.72 | 1.79 |
| Instruct a counterpart without the aid of an interpreter. | 6.58 | 2.78 | 1.78 |

Note. Standard deviations for advisory activities are in Appendices C, D, and E. Importance scale: 5—Extremely important, 4—Very important, 3—Moderately important, 2—Some importance, 1—Little importance, 0—None. Frequency scale: 5—More than once a day, 4—Once a day, 3—Once a week, 2—Once a month, 1—A few times, 0—Did not perform.

Table 30
Correlations between the Frequency of Advisory KSAs and Other KSAs

| | Mentor/ Coach | Instruct CP w/o Interpreter | Instruct CP through Interpreter | Prepare CP for Meetings/ Negotiations | Assess CP Performance | Manage CP Performance | Establish Goals | Identify Training Needs | Manage Training |
|--|--------------------------|--|--|--|--------------------------------------|--------------------------------------|----------------------------|--|----------------------------|
| <u>Advisory KSAs</u> | | | | | | | | | |
| Instruct CP without Interpreter | .46(**) | | | | | | | | |
| Instruct CP through Interpreter | .65(**) | .33(**) | | | | | | | |
| Prepare CP for Meetings/Negotiations | .43(**) | .30(**) | .29(**) | | | | | | |
| Assess CP Unit Performance | .53(**) | .28(**) | .45(**) | .31(**) | | | | | |
| Manage CP Performance | .66(**) | .38(**) | .53(**) | .45(**) | .57(**) | | | | |
| Establish Goals | .77(**) | .42(**) | .62(**) | .47(**) | .64(**) | .83(**) | | | |
| Identify Training Needs | .55(**) | .30(**) | .45(**) | .27(**) | .81(**) | .61(**) | .65(**) | | |
| Manage Training | .49(**) | .30(**) | .41(**) | .33(**) | .36(**) | .38(**) | .49(**) | .36(**) | |
| <u>Other KSAs</u> | | | | | | | | | |
| Deal with Corruption | .43(**) | .23(**) | .38(**) | .31(**) | .51(**) | .51(**) | .57(**) | .49(**) | .35(**) |
| Manage Information | .45(**) | .37(**) | .37(**) | .51(**) | .46(**) | .52(**) | .58(**) | .42(**) | .46(**) |
| <u>Interact with Coalition Forces</u> | | | | | | | | | |
| Interact with Foreign Coalition Forces | .26(**) | .18(**) | .18(**) | .27(**) | .25(**) | .29(**) | .29(**) | .20(**) | .28(**) |
| Interact with US Coalition Forces | .29(**) | .17(**) | .26(**) | .20(**) | .32(**) | .32(**) | .32(**) | .31(**) | .21(**) |
| Inform and Engage Coalition Forces | .39(**) | .35(**) | .31(**) | .40(**) | .53(**) | .50(**) | .52(**) | .49(**) | .36(**) |
| <u>Group Management KSAs</u> | | | | | | | | | |
| Cross-Cultural Team Build | .63(**) | .37(**) | .45(**) | .40(**) | .49(**) | .61(**) | .73(**) | .50(**) | .48(**) |
| Manage Interpersonal Conflict | .51(**) | .32(**) | .39(**) | .41(**) | .39(**) | .54(**) | .62(**) | .42(**) | .43(**) |
| Build Consensus | .54(**) | .36(**) | .40(**) | .37(**) | .44(**) | .54(**) | .66(**) | .40(**) | .46(**) |

Note. ** $p < .01$

RESULTS: THE ADVISOR'S EXPERIENCE IN AFGHANISTAN VERSUS IRAQ

As noted in the previous section, advisors deployed to Iraq differed from advisors deployed to Afghanistan with respect to how often they interacted with different individuals in the operating environment, as well as with respect to the use of different proactive influence tactics. Comparisons based on country of deployment also were made with respect to other types of KSAs that advisors demonstrated.

While some statistically significant differences were found between advisors deployed to Iraq versus advisors deployed to Afghanistan, these differences should not be interpreted as indicating one group of advisors was more effective than another group of advisors. Instead, differences in reported advisor behavior for the two countries likely reflect slightly different behavioral requirements due to situational factors such as differences in the operating environment and team missions. Differences between the countries are presented to convey the average experience for a typical advisor in each of those countries and to convey that the advising mission in general might be slightly different depending on the context in which the mission occurs.

KSAs: Frequency Ratings

Advisors deployed to Iraq versus those deployed to Afghanistan differed with respect to how frequently they demonstrated several KSAs. Table 31 presents statistical comparisons of the frequency with which advisors demonstrated KSAs in Iraq and Afghanistan.⁴ The greatest difference was found with respect to interacting with foreign coalition forces. Advisors in Afghanistan tended to interact with foreign coalition forces ($M = 2.55$, $SD = 1.50$) more often than did advisors in Iraq ($M = 1.46$, $SD = 1.53$), $t(551) = 8.29$, $p < .001$. Advisors in Iraq, however, interacted more frequently with U.S. Coalition forces ($M = 3.20$, $SD = 1.30$) than did advisors in Afghanistan ($M = 2.84$, $SD = 1.44$), $t(547) = 3.06$, $p < .01$.

Advisors in Afghanistan also tended to report more frequent usage of interpreters—specifically, using an interpreter, working with an unfamiliar interpreter, advising a counterpart through an interpreter—than did advisors in Iraq. Advisors in Iraq, however, indicated they spoke in the counterpart's language more frequently than did advisors in Afghanistan. One explanation for these findings is that the many different dialects in Afghanistan present a challenge to advisors. Alternatively, advisors may have more opportunities and resources to learn Arabic than various Afghanistan dialects, thereby resulting in lower rates of Afghanistan advisors being able to communicate in the host nation language than advisors in Iraq. Thus, advisors in Afghanistan might be less able than advisors in Iraq to communicate in the native language and must rely more extensively on interpreters.

KSAs: Importance Ratings

Differences in importance ratings provided by advisors deployed to Iraq versus those deployed to Afghanistan also were examined. Those results are presented in Table 32.

⁴ The 151 advisor activities and their associated frequency, importance and F-I ratings are presented in Appendix H.

The largest difference between advisors from Iraq versus Afghanistan dealt with the importance of interacting with foreign coalition forces to the advisor mission. Advisors from Afghanistan ($M = 3.21$, $SD = 1.48$) indicated interacting with foreign coalition forces was significantly more important to their jobs than did advisors from Iraq ($M = 2.27$, $SD = 1.75$), $t(546) = 6.48$, $p < .001$. However, advisors from Iraq ($M = 3.79$, $SD = 1.20$) indicated interacting with U.S. Coalition Forces was significantly more important than did advisors from Afghanistan ($M = 3.45$, $SD = 1.39$), $t(550) = 3.02$, $p < .01$. Such findings are consistent with the nature of operations in Afghanistan versus Iraq at the time of data collection. Because NATO forces at the time had a greater presence in Afghanistan than Iraq, advisors in Afghanistan would have been more likely to interact with foreign coalition forces than advisors in Iraq as a part of performing their duties.

Advisors from Afghanistan also indicated working with an unfamiliar interpreter ($M = 3.10$, $SD = 1.60$) was more important to their job than did advisors from Iraq ($M = 2.77$, $SD = 1.65$), $t(549) = 2.31$, $p < .05$. Advisors from Iraq, however, indicated several other communication KSAs were more important than did advisors in Afghanistan—specifically, speaking common words in the counterpart’s language, interpreting nonverbal behavior, and using nonverbal behavior. Advisors in Iraq also indicated leveraging cultural knowledge and managing the counterpart’s perceptions of the advisor team were more important to their job than did advisors in Afghanistan.

Table 31
Means and Standard Deviations of Frequency Ratings for KSAs by Country of Deployment and Sorted by Descending T-values

| KSA | N | <u>Iraq</u> | | <u>Afghanistan</u> | | | t |
|---|-----|-------------|------|--------------------|------|------|---------|
| | | M | SD | N | M | SD | |
| Interacting with Foreign Coalition Forces | 334 | 1.46 | 1.53 | 219 | 2.55 | 1.50 | 8.29*** |
| Working with Unfamiliar Interpreter | 335 | 1.41 | 1.11 | 215 | 1.81 | 1.28 | 3.86*** |
| Advising CP through Interpreter | 335 | 3.30 | 1.42 | 221 | 3.73 | 1.33 | 3.61*** |
| Managing Interpersonal Conflict | 333 | 2.10 | 1.58 | 218 | 2.55 | 1.46 | 3.37** |
| Dealing with Corruption | 333 | 2.46 | 1.52 | 215 | 2.89 | 1.42 | 3.30** |
| Managing a Training Program | 333 | 2.01 | 1.62 | 221 | 2.47 | 1.73 | 3.16** |
| Role Modeling | 337 | 3.55 | 1.05 | 217 | 3.83 | 1.01 | 3.06** |
| Interacting with US Coalition Forces | 332 | 3.20 | 1.30 | 217 | 2.84 | 1.44 | 3.06** |
| Assessing CP Unit Performance | 334 | 2.72 | 1.31 | 219 | 3.03 | 1.44 | 2.61** |
| Establishing Goals | 334 | 2.69 | 1.14 | 220 | 2.91 | 1.12 | 2.33* |
| Cross-Cultural Team Building | 334 | 2.44 | 1.64 | 218 | 2.76 | 1.54 | 2.27* |
| Using an Interpreter | 325 | 3.14 | 1.01 | 210 | 3.33 | 0.95 | 2.17* |
| Identifying Training Needs | 334 | 2.90 | 1.32 | 220 | 3.15 | 1.37 | 2.17* |

| <i>KSA</i> | <i>N</i> | <i>Iraq</i> | | <i>Afghanistan</i> | | | <i>t</i> |
|---|----------|-------------|-----------|--------------------|----------|-----------|----------|
| | | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | |
| Managing CP Perceptions of Advisor Team | 337 | 2.88 | 1.48 | 221 | 2.62 | 1.51 | 1.99* |
| Leveraging Cultural Knowledge | 336 | 2.08 | 1.18 | 221 | 1.89 | 1.16 | 1.90 |
| Using CP's Standards | 335 | 2.89 | 1.51 | 218 | 2.64 | 1.60 | 1.86 |
| Mentoring and Coaching | 334 | 2.96 | 1.28 | 218 | 3.16 | 1.31 | 1.84 |
| Managing CP Performance | 332 | 2.62 | 1.14 | 219 | 2.80 | 1.15 | 1.81 |
| Managing Information | 334 | 1.70 | 1.21 | 221 | 1.88 | 1.15 | 1.77 |
| Understanding the Operating Environment | 335 | 2.11 | 1.29 | 218 | 2.31 | 1.22 | 1.76 |
| Building Consensus | 334 | 2.17 | 1.59 | 218 | 2.40 | 1.49 | 1.70 |
| Speaking Common Words in CP Language | 333 | 3.51 | 1.68 | 218 | 3.27 | 1.74 | 1.64 |
| Establishing Credibility | 332 | 3.57 | 1.23 | 218 | 3.73 | 1.16 | 1.52 |
| Preparing CP for Meetings/Negotiations | 336 | 1.71 | 1.51 | 220 | 1.90 | 1.53 | 1.48 |
| Employing a Rapport Plan | 336 | 2.40 | 1.63 | 219 | 2.59 | 1.64 | 1.39 |
| Stressing Legitimacy Advisor Work | 336 | 2.60 | 1.55 | 220 | 2.78 | 1.60 | 1.35 |
| Working with Unvetted Interpreter. | 337 | 0.64 | 1.19 | 220 | 0.78 | 1.30 | 1.32 |
| Maintaining a Conversation in CP Language | 336 | 0.71 | 0.99 | 220 | 0.60 | 0.99 | 1.22 |
| Understanding CP | 336 | 2.79 | 1.20 | 220 | 2.91 | 1.16 | 1.21 |
| Suppressing Cultural Biases | 336 | 2.80 | 1.20 | 216 | 2.69 | 1.17 | 1.11 |
| Interpreting Nonverbal Behavior | 335 | 3.43 | 1.53 | 220 | 3.28 | 1.62 | 1.05 |
| Advising CP in CP Language | 335 | 1.83 | 1.55 | 221 | 1.69 | 1.60 | 1.03 |
| Consideration and Respect | 334 | 3.56 | 0.97 | 220 | 3.64 | 0.97 | .92 |
| Knowledge of Religious Influences | 333 | 2.52 | 1.37 | 220 | 2.41 | 1.32 | .92 |
| Informing and Engaging Coalition Forces | 335 | 2.00 | 1.32 | 217 | 2.09 | 1.40 | .78 |
| Using Nonverbal Behavior | 331 | 2.58 | 1.61 | 219 | 2.48 | 1.56 | .75 |
| Comparing One's Culture with CP Culture | 337 | 3.37 | 1.15 | 220 | 3.32 | 1.32 | .47 |
| Building Rapport | 336 | 3.04 | 1.05 | 220 | 3.01 | 1.04 | .38 |
| Tailoring Interactions to Cultural Demographics | 332 | 2.34 | 1.28 | 220 | 2.30 | 1.25 | .37 |
| Sensing Manipulation | 325 | 3.10 | 1.53 | 217 | 3.06 | 1.59 | .33 |
| Using Proactive Influence Tactics | 336 | 2.18 | 1.04 | 219 | 2.19 | 1.02 | .21 |
| Reading and Writing in CP Language | 337 | 0.41 | 0.90 | 219 | 0.40 | 0.95 | .09 |

Note. * $p < .05$, ** $p < .01$, *** $p < .001$. Frequency scale: 5—More than once a day, 4—Once a day, 3—Once a week, 2—Once a month, 1—A few times, 0—Did not perform. Given the large number of t -tests performed, some t -tests might achieve significance due to chance. While the large sample size contributes to point estimates with tight confidence intervals and small standard errors, readers who wish to correct for Type I error should focus on t -values significant at $p < .001$ and discount significance levels of $p < .05$ and $p < .01$.

Table 32***Means and Standard Deviations of Importance Ratings for KSAs by Country of Deployment and Sorted by Descending T-values***

| <i>KSA</i> | <i>N</i> | <i>Iraq</i> | | <i>Afghanistan</i> | | | <i>t</i> |
|---|----------|-------------|-----------|--------------------|----------|-----------|----------|
| | | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | |
| Interacting with Foreign Coalition Forces | 331 | 2.27 | 1.75 | 217 | 3.21 | 1.48 | 6.48*** |
| Leveraging Cultural Knowledge | 334 | 2.87 | 1.18 | 221 | 2.55 | 1.23 | 3.03** |
| Interacting with US Coalition Forces | 334 | 3.79 | 1.20 | 218 | 3.45 | 1.39 | 3.02** |
| Speaking Common Words in CP Language | 332 | 3.70 | 1.51 | 217 | 3.30 | 1.67 | 2.94** |
| Managing CP Perceptions of Advisor Team | 336 | 3.57 | 1.38 | 221 | 3.27 | 1.53 | 2.43* |
| Working with Unfamiliar Interpreter | 333 | 2.77 | 1.65 | 218 | 3.10 | 1.60 | 2.31* |
| Interpreting Nonverbal Behavior | 336 | 3.72 | 1.33 | 220 | 3.47 | 1.46 | 2.15* |
| Using Nonverbal Behavior | 332 | 3.01 | 1.51 | 217 | 2.74 | 1.47 | 2.02* |
| Managing Interpersonal Conflict | 331 | 3.10 | 1.69 | 218 | 3.35 | 1.52 | 1.74 |
| Dealing with Corruption | 330 | 3.65 | 1.39 | 213 | 3.85 | 1.23 | 1.68 |
| Using Proactive Influence Tactics | 336 | 3.08 | 1.00 | 220 | 2.94 | 1.03 | 1.55 |
| Consensus Building | 333 | 3.01 | 1.69 | 217 | 3.21 | 1.60 | 1.41 |
| Suppressing Cultural Biases | 336 | 3.45 | 1.19 | 219 | 3.30 | 1.21 | 1.37 |
| Role Modeling | 335 | 3.98 | 1.00 | 215 | 4.08 | 0.99 | 1.19 |
| Maintaining a Conversation in CP Language | 331 | 1.51 | 1.42 | 212 | 1.37 | 1.42 | 1.19 |
| Advising CP without interpreter | 335 | 2.84 | 1.70 | 218 | 2.67 | 1.76 | 1.11 |
| Working with Unvetted Interpreter | 332 | 1.56 | 1.88 | 215 | 1.73 | 1.93 | 1.03 |
| Cross-cultural Team Building | 332 | 3.39 | 1.54 | 218 | 3.52 | 1.41 | 1.00 |
| Employing a Rapport Plan | 336 | 3.15 | 1.60 | 218 | 3.28 | 1.63 | .97 |
| Judging by CP's Standards | 333 | 3.38 | 1.43 | 218 | 3.27 | 1.53 | .84 |
| Tailoring Interactions to Cultural Demographics | 333 | 3.13 | 1.30 | 219 | 3.04 | 1.28 | .81 |
| Understanding the Operating Environment | 334 | 3.02 | 1.30 | 216 | 3.10 | 1.16 | .70 |
| Advising CP through Interpreter | 335 | 4.10 | 1.18 | 220 | 4.17 | 1.27 | .68 |
| Building Rapport | 337 | 3.78 | 0.97 | 219 | 3.72 | 0.98 | .65 |
| Comparing One's Culture with CP Culture | 337 | 3.77 | 1.13 | 218 | 3.71 | 1.25 | .64 |
| Establishing Credibility | 333 | 4.26 | 1.02 | 220 | 4.30 | 1.04 | .53 |
| Establishing Goals | 333 | 3.66 | 1.07 | 220 | 3.71 | 1.08 | .53 |
| Using an Interpreter | 335 | 3.84 | 0.87 | 218 | 3.88 | 0.85 | .49 |
| Managing a Training Program | 331 | 2.98 | 1.82 | 220 | 3.05 | 1.81 | .45 |
| Consideration and Respect | 334 | 3.99 | 0.92 | 219 | 4.03 | 0.91 | .41 |
| Knowledge of Religious Influences | 335 | 3.30 | 1.32 | 221 | 3.25 | 1.27 | .41 |
| Managing Information | 332 | 2.75 | 1.44 | 218 | 2.80 | 1.26 | .39 |

| KSA | N | <u>Iraq</u> | | <u>Afghanistan</u> | | | t |
|---|-----|-------------|------|--------------------|------|------|-----|
| | | M | SD | N | M | SD | |
| Preparing CP for Negotiations/Meetings | 337 | 2.70 | 1.78 | 219 | 2.75 | 1.64 | .34 |
| Informing and Engaging Coalition Forces | 332 | 3.10 | 1.43 | 215 | 3.06 | 1.44 | .29 |
| Stressing Legitimacy of Advisor Work | 335 | 3.36 | 1.56 | 220 | 3.33 | 1.62 | .25 |
| Understanding One's CP | 336 | 3.56 | 1.10 | 221 | 3.54 | 1.04 | .22 |
| Reading and Writing in CP Language | 334 | 1.26 | 1.47 | 215 | 1.25 | 1.51 | .12 |
| Sensing Manipulation | 324 | 4.15 | 1.29 | 218 | 4.16 | 1.28 | .10 |
| Mentoring and Coaching | 335 | 3.91 | 1.09 | 221 | 3.90 | 1.20 | .09 |
| Identifying Training Needs | 335 | 3.99 | 1.23 | 220 | 3.99 | 1.28 | .04 |
| Assessing CP Performance | 335 | 3.85 | 1.30 | 218 | 3.85 | 1.35 | .01 |
| Managing CP Performance | 330 | 3.84 | 1.09 | 217 | 3.84 | 1.12 | .01 |

Note. * $p < .05$, ** $p < .01$, *** $p < .001$. Importance scale: 5—Extremely important, 4—Very important, 3—Moderately important, 2—Some importance, 1—Little importance, 0—None. Readers who wish to correct for Type I error should focus on t -values significant at $p < .001$ and discount significance levels of $p < .05$ and $p < .01$.

KSAs: F-I Composite Ratings

Differences between the F-I composite ratings for advisors deployed to Iraq versus Afghanistan also were examined, and these findings are presented in Table 33. Because F-I composite ratings take into account both frequency and importance ratings, these composite scores give a sense of how integral these KSAs are to performance of the advisor.

Approximately 37% of the F-I composite scores for the different behavioral scales were statistically different from one another on the basis of country of deployment. The greatest difference between advisors who deployed to Iraq ($M = 5.55$, $SD = 6.95$) versus Afghanistan ($M = 10.29$, $SD = 7.54$) was with respect to the necessity of interacting with foreign coalition forces, $t(248) = 7.57$, $p < .001$. While frequency, importance, and F-I ratings indicated that many advisors in Afghanistan interacted with foreign coalition forces, it is essential to emphasize that advisors in Afghanistan also interacted with U.S. coalition forces, ($M = 11.32$, $SD = 7.41$). However, interacting with U.S. coalition forces was slightly more essential for advisors deployed to Iraq ($M = 13.48$, $SD = 7.06$) than for those deployed to Afghanistan, $t(546) = 3.11$, $p < .01$. In general, these findings suggest advisors in Afghanistan should be equally prepared to interact with both foreign and U.S. coalition forces, but advisors deployed to Iraq may need to emphasize preparing to deal with U.S. coalition forces more than foreign coalition forces. Such findings also suggest that, because advisors in Afghanistan potentially will be exposed to more foreign cultures (e.g., counterpart culture, as well as the cultures of foreign forces) than advisors in Iraq, the cultural training Afghanistan advisors receive should be broadened to prepare advisors for the diversity of cultures with which they may interact. These findings also underscore the importance of understanding the key players who might be found in future operating environments and being cognizant of how the presence (and absence) of such individuals might impact the activities of advisors.

KSAs involving interpreters also seemed to have slightly greater prominence in Afghanistan versus Iraq. Advisors returning from Afghanistan had higher F-I composite scores with respect to using an interpreter, working with an unfamiliar interpreter, and advising a counterpart with the aid of an interpreter. Conversely, advisors in Iraq provided higher F-I composite ratings with respect to speaking common words in the counterpart language than did advisors in Afghanistan. Such findings suggest the capability to use a foreign language in the two countries might not be equivalent. Although such differences exist, however, working with an interpreter appears to be highly essential in both countries and the ability to speak common words in the counterpart language useful. The need to use an interpreter might be slightly greater in Afghanistan than in Iraq, and advisors in Afghanistan might be more likely to use an unfamiliar interpreter.

Advisors in Afghanistan had slightly higher F-I composite scores for managing a training program, identifying training needs, and assessing counterpart performance. Advisors in Afghanistan also had slightly higher F-I composite ratings for managing interpersonal conflict in a cross-cultural setting, cross-cultural team building, and dealing with corruption. It is unclear from the data why such differences exist. One explanation is the advisors in Afghanistan from this sample might have had a slightly greater challenge in addressing a variety of competing interests in the operating area than did the advisors in Iraq, and they dealt with that challenge by engaging in certain behaviors more frequently and rated those behaviors as more important. Alternatively, advisors in Iraq from this sample might have had fewer opportunities to engage in such behaviors because they might have been focused on other demands in the operating environment, such as security issues.

While examining the differences between the advising missions in different countries is important, one of the more striking findings is how similar most of the advisor KSAs are for Afghanistan and Iraq. Advisors in Iraq and Afghanistan were similar with respect to many advisory skills, including coaching and mentoring and managing counterpart performance. Moreover, advisors in both countries reported similar levels of consideration and respect, cultural understanding, and rapport building. Thus, while some small differences in requirements may exist from mission to mission, a core set of advisory, cultural, and interpersonal KSAs seems to generalize across mission and countries.

Table 33
Mean F-I Composite Ratings for KSAs by Country of Deployment and Sorted by
Descending T-values

| <i>KSA</i> | <i>Iraq</i> | | | <i>Afghanistan</i> | | | <i>t</i> |
|---|-------------|----------|-----------|--------------------|----------|-----------|----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | |
| Interacting with Foreign Coalition Forces | 332 | 5.55 | 6.95 | 218 | 10.29 | 7.54 | 7.57*** |
| Working with Unfamiliar Interpreter | 334 | 4.46 | 4.64 | 215 | 6.28 | 5.83 | 4.07*** |
| Advising CP through Interpreter | 335 | 14.55 | 7.71 | 220 | 16.81 | 7.55 | 3.41*** |
| Interacting with US Coalition Forces | 331 | 13.48 | 7.06 | 217 | 11.52 | 7.41 | 3.11** |
| Managing a Training Program | 333 | 8.01 | 7.79 | 220 | 10.07 | 8.59 | 2.92** |
| Role Modeling | 335 | 15.23 | 6.26 | 216 | 16.79 | 5.99 | 2.90** |
| Managing Interpersonal Conflict | 332 | 8.22 | 7.47 | 218 | 10.00 | 7.22 | 2.78** |
| Dealing with Corruption | 331 | 10.67 | 7.48 | 214 | 12.44 | 7.35 | 2.72** |
| Assessing CP Unit Performance | 334 | 11.53 | 6.79 | 219 | 13.05 | 7.51 | 2.47* |
| Using an Interpreter | 325 | 13.41 | 5.36 | 209 | 14.47 | 5.16 | 2.27* |
| Identifying Training Needs | 334 | 12.48 | 7.11 | 220 | 13.83 | 7.31 | 2.16* |
| Leveraging Cultural Knowledge | 335 | 8.15 | 5.60 | 221 | 7.18 | 5.17 | 2.07* |
| Managing Perceptions of Advising Team | 336 | 11.89 | 7.67 | 221 | 10.54 | 7.66 | 2.04* |
| Speaking Common Words in CP Language | 333 | 14.86 | 8.79 | 217 | 13.34 | 8.81 | 1.99* |
| Cross-Cultural Team Building | 332 | 9.90 | 7.96 | 218 | 11.28 | 7.91 | 1.98* |
| Establishing Goals | 334 | 11.14 | 5.71 | 220 | 12.13 | 6.00 | 1.95 |
| Mentoring and Coaching | 334 | 12.51 | 6.74 | 218 | 13.60 | 7.12 | 1.81 |
| Employing a Rapport Plan | 336 | 9.34 | 7.78 | 218 | 10.52 | 8.21 | 1.71 |
| Establishing Credibility | 330 | 15.85 | 7.04 | 218 | 16.79 | 6.80 | 1.55 |
| Consensus Building | 334 | 8.46 | 7.55 | 218 | 9.46 | 7.32 | 1.53 |
| Managing CP Performance | 330 | 11.23 | 5.79 | 217 | 11.99 | 6.16 | 1.46 |
| Using Nonverbal Behavior | 332 | 10.25 | 7.85 | 219 | 9.33 | 7.46 | 1.38 |
| Interpreting Nonverbal Behavior | 335 | 14.31 | 8.02 | 220 | 13.35 | 8.37 | 1.36 |
| Understanding the Operating Environment | 334 | 8.08 | 6.00 | 217 | 8.77 | 5.89 | 1.31 |
| Managing Information | 334 | 6.75 | 5.41 | 220 | 7.33 | 5.24 | 1.27 |
| Stressing Legitimacy of Advisor Work | 336 | 10.43 | 8.01 | 219 | 11.26 | 8.41 | 1.17 |
| Judging by CP's Standards | 333 | 11.35 | 7.78 | 217 | 10.56 | 7.94 | 1.15 |
| Suppressing Cultural Biases | 336 | 11.33 | 6.37 | 215 | 10.73 | 5.90 | 1.10 |

| | <i>KSA</i> | <i>Iraq</i> | | | <i>Afghanistan</i> | | | <i>t</i> |
|---|------------|-------------|----------|-----------|--------------------|----------|-----------|----------|
| | | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | |
| Consideration and Respect | 334 | 15.26 | 5.89 | 219 | 15.78 | 5.62 | 1.03 | |
| Maintaining a Conversation in CP Language | 336 | 2.29 | 3.76 | 220 | 1.96 | 3.81 | 1.01 | |
| Advising CP without Interpreter | 335 | 6.77 | 7.16 | 219 | 6.22 | 7.19 | .88 | |
| Working with Unvetted Interpreter | 337 | 2.14 | 4.98 | 220 | 2.50 | 4.96 | .83 | |
| Preparing CP for Meetings/Negotiations | 336 | 6.48 | 6.71 | 219 | 6.95 | 6.93 | .81 | |
| Understanding CP | 336 | 11.48 | 6.17 | 220 | 11.76 | 5.79 | .54 | |
| Informing and Engaging Coalition Forces | 334 | 8.28 | 6.39 | 216 | 8.57 | 6.61 | .51 | |
| Tailoring Interactions to Cultural Demographics | 332 | 9.54 | 6.24 | 219 | 9.29 | 5.98 | .46 | |
| Knowledge of Religious Influences | 333 | 10.04 | 6.84 | 220 | 9.77 | 6.58 | .45 | |
| Reading and Writing in CP Language | 337 | 1.26 | 3.42 | 219 | 1.16 | 3.28 | .32 | |
| Building Rapport | 335 | 12.83 | 5.78 | 217 | 12.70 | 5.55 | .26 | |
| Comparing One's Culture with CP Culture | 331 | 13.91 | 6.71 | 218 | 13.83 | 7.12 | .14 | |
| Using Proactive Influence Tactics | 336 | 8.43 | 4.85 | 219 | 8.48 | 4.79 | .10 | |
| Sensing Manipulation | 324 | 13.98 | 8.15 | 217 | 14.01 | 8.28 | .04 | |

Note. * $p < .05$, ** $p < .01$, *** $p < .001$. Readers who wish to correct for Type I error should focus on t -values significant at $p < .001$ and discount significance levels of $p < .05$ and $p < .01$.

DISCUSSION

This research presents an empirical investigation of the interpersonal, linguistic, advisory, and cultural behaviors displayed by advisors as they interacted with their counterparts and others in their respective operating environments. In particular, the task analysis methodology employed by this research represents an important first step in the identification of KSAs required for advisor performance. This approach allowed us to assess both the importance and frequency of various behaviors performed in the advisor role, which in turn will help design more effective training and selection interventions (Goldstein, 1991). This method also allowed for collection from an important source of job information, namely incumbents who have performed the job (Harvey, 1991). However, while the results of this work represent an important first step in a scientific understanding of advisor work, such information should be supplemented by other research that obtains data from other sources (e.g., counterparts, coalition forces, trainers) and other data gathering methods (Goldstein, 1991). To that end, JCISFA and ARI gathered and are analyzing critical incidents of advisor performance with respect to cross-cultural interactions to identify KSAs that might have been omitted and to identify benchmarks of effective and ineffective cross-cultural behavior.

It is important to note this survey targeted the “softer” knowledge, skills, and abilities of advisors and did not focus on the technical and tactical expertise that is likely a crucial part of advisor success. Moreover, the focus of the survey was on the proximal behavioral and cognitive activities applied during the course of advisor work. As a result, the KSAs analyzed in this research represent KSAs more immediately tied to activities performed on the job. It should be noted that several higher-order KSAs and other characteristics likely underlie these more proximal KSAs, and these higher-order KSAs might be necessary to promote the development of the more proximal KSAs and successful job performance. For example, cognitive ability predicts job performance across a variety of work domains (Schmidt & Hunter, 1981, 2004), and given the complexity of the advisor role, this is likely to be the case with advisors, as well. Because cognitive ability is thought to play an important role in the rapid acquisition of job knowledge (Hunter, 1986; Schmidt & Hunter, 1998), cognitive ability might be particularly important in the selection of advisors. That is, cognitive ability might be predictive of which advisors will gain the most from training and rapidly learn within the first few months of arriving in-country. At a minimum, research indicates that cognitive ability is related to language acquisition during cross-cultural training (Lievens, Harris, van Keer, & Bisqueret, 2003), and such findings suggest that advisors higher in cognitive ability also would be more likely to learn the common words and phrases important to advisor performance.

Personality characteristics also might be important to advisor success, and these were not assessed by the survey. Like cognitive ability, the personality trait of conscientiousness is predictive of job performance in a variety of work contexts (Barrick & Mount, 1991; Schmidt & Hunter, 1998), and the role of conscientiousness in advisor success should be explored in future research. Openness to experience is another personality variable that should be explored in future research, since openness has been shown to be correlated with successful performance in cross-cultural training (Lievens et al., 2003).

Additionally, differences in advisor behavior were not analyzed with respect to different operating environments. Thus, these results provide a general snapshot of behaviors demonstrated across the diverse set of advisors in this sample, and differences in behavior might be expected depending on differences in the mission requirements of any given operating environment or country. Implications of the results with respect to several advisor behaviors are discussed. An abbreviated summary of some of the findings of this research is presented in Figure 1.

Linguistic and Communication Capabilities

A recent report indicated more research is needed to examine the necessity of language proficiency in different Army Military Operating Specialties (MOS) (Abbe, 2008). While the job of advisor is not currently an MOS, the results of the present research indicated the majority of advisors in this sample did not engage in behaviors requiring a great degree of language proficiency, nor did advisors rate such language behaviors as important to principle communications. These ratings might be different had advisors not had access to competent interpreters. However, even given the availability of interpreters, advisors emphasized it was important to use common words and greetings, which require substantively less language proficiency and are related to expressing respect and building relationships.

Depending on how realistic it is for advisors to learn a second language in the amount of training time allotted to prepare advisor teams to deploy, the findings of this research suggest that helping advisors to develop skills in proper usage of interpreters may compensate for deficiencies in language fluency. A 1994 report from the Government Accounting Office indicated that training to Level II language proficiency in a Category III language (e.g., Pushto) typically lasted 47 weeks, while training to a Category IV language (e.g., Arabic) typically lasted 47-63 weeks. Such proficiency levels might be unfeasible for most advisor training programs given operational and staffing demands. The findings of the current research suggest it may be sufficient for advisors to have knowledge of basic words and common phrases rather than achieve Level II language proficiency if skilled and trusted interpreters are available.

Advisors who used common words and greetings engaged in a variety of other important behaviors, such as demonstrating consideration and respect, rapport building, setting a positive example, and establishing their credibility with their counterpart. Speaking common words and greetings also had a small correlation with the perception that counterparts were receptive to the advisor mission, while maintaining a conversation in the counterpart language and reading and writing in the counterpart's language were unrelated to counterpart receptivity. Such findings suggest the ability to speak common words and phrases, combined with the use of an interpreter, can offset potential language deficiencies on the part of advisors. Thus, advisor training should focus on teaching common phrases and greetings in the host nation language, as well as the proper use of an interpreter. However, the findings of this research also indicated advisors who were able to speak the language tended to use that language ability in performance of their activities. Consequently, selection and placement interventions might be used to identify language proficient individuals in the military and assign them to advisor missions where their linguistic ability might be required.

- The single most important and frequent activity reported by advisors was using an interpreter. Skill at interpreter usage is critical for advisor success and involves activities such as using an interpreter and evaluating the competence and trustworthiness of one's interpreter.
- The least frequent and least important activities as reported by advisors were activities requiring significant language proficiency, such as maintaining a conversation about tribal affiliations in the host nation language or reading in the host nation language. Advisors use interpreters extensively, but do not converse at great length in the counterpart's language.
- Speaking common words and greetings appears to be a necessary skill for advisors to possess and is related to the exhibition of several other important advisor skills, such as rapport building, demonstrating consideration and respect, and establishing credibility.
- Skill at interpreting nonverbal behavior is one of the most frequent and important communication skills that advisors reported using while deployed. Demonstrating the nonverbal behavior of a culture is a less frequently employed skill, but still maintains some importance with respect to advisor performance.
- Advisors interact extensively with many types of individuals in their operating environment, including counterparts, interpreters, local civilians, and coalition forces. Advisors in Afghanistan interact more frequently with foreign coalition forces than do advisors in Iraq, suggesting that advisors in Afghanistan may need to be prepared to deal with a greater diversity of cultures in their operating environment.
- Of the 42 KSAs measured by the survey, the two skills reported by advisors as most critical to their performance were impression management skills. Specifically, establishing credibility with one's counterpart and serving as a positive role model are highly important to advisor success. Results indicated that these two skills were predictive of advisors' reports of how receptive their counterparts were to their advice and influence.
- Managing the counterpart's perceptions about the advisor and communicating the legitimacy of the transition team's work also were reported to be important to advisor performance. Skill in using proactive influence tactics was rated as moderately important to advisor success.
- With respect to relationship building, skill at conveying consideration and respect and skill at building rapport are essential advisor functions. These two skills were predictive of advisor reports of the counterpart's willingness to accept their advice.
- Of the cultural KSAs examined, the ability to sense when one was being manipulated by someone from another culture, the ability to compare one's culture with the counterpart culture, and skill at adopting the perspective of the counterpart received the highest ratings from advisors. The ability to suppress one's cultural biases and the ability to judge counterpart actions using the counterpart's cultural standards also appear to be important to advisor effectiveness. Tailoring one's interactions with individuals based on knowledge of their demographic characteristics was rated as moderately important, suggesting that both interpersonal skills and knowledge about how to treat individuals based on culturally relevant demographics are necessary to advise effectively. Knowledge of religious influences also was rated as important by advisors.
- Several advisory KSAs received high F-I composite scores, indicating these KSAs were both frequent and important for advisors. Instructing a counterpart with an interpreter appears to be critical to advisor success, but other skills essential to advisor success include identifying training needs, mentoring and coaching, assessing the performance of the counterpart's unit, and managing the performance of the counterpart.

Figure 1. Summary of research findings

Given that many advisors in this sample were not proficient in speaking their counterpart's language, it is not surprising that communicating through an interpreter was the most frequent and important behavior listed on the survey. Results also indicated that reliance on an unfamiliar or unvetted interpreter was infrequent, although advisors in Afghanistan were slightly more likely to use an unfamiliar interpreter than were advisors in Iraq. Thus, training on how to use an interpreter should focus primarily on training advisors to use the interpreters they will come to know well and interact with often. Such training should go beyond using the interpreter simply for translation and teach advisors how to evaluate the trustworthiness of their interpreter, prepare interpreters for meetings, and assess their interpreter's capabilities, since these behaviors were rated as important.

Another important element of communication is nonverbal behavior (Department of Army, 2006b). Advisors reported that interpreting nonverbal behavior was a frequently used and important skill. Thus, advisor training should focus on assisting advisors in decoding the nonverbal behavior of other cultures. Such training also might target skills that enable advisors to detect when they were being manipulated, since some of these cues might be apparent in the nonverbal behavior of individuals.

In sum, the findings of this research indicated that linguistic capabilities are important to the job of advisor, but proficiency in the host nation language is not a job requirement. However, the findings of this research should not be interpreted as evidence that there is no benefit to having advisors proficient in the counterpart's language. Instead, this research suggests the advisors in this sample were not fluent in their counterpart's language and they engaged in other activities (e.g., interpreter usage) to compensate for that deficiency. More research is necessary to compare fluent versus non-fluent advisors with respect to objective indicators of performance, such as counterpart success (e.g., incidents of evasion in the counterpart's unit, number of successful missions in the counterpart's unit, incidents of disobedience in the counterpart's unit). If the results of such research indicate language fluency yields superior advisor performance, then selection interventions could focus on assigning advisors with the appropriate level of language expertise. If language proficiency does show significant benefits in advisor success, military instruction could focus on developing language fluency years in advance of advisor missions. For such a policy to be effective, it would require accurate prediction of what countries will require advisor assistance in the future so that enough military personnel could be trained today for the staffing needs of tomorrow.

Influence

The results of this research indicated that advisors believed their counterparts were slightly receptive to being advised. Advisors who reported having the most receptive counterparts were those advisors who spent time building rapport, demonstrated consideration and respect, engaged in behaviors to establish their credibility, and set a positive example. These findings are highly consistent with the advice provided by returning advisors (e.g., McConnell et al., 2008; Ryan, 2008). However, limitations in the measure of counterpart receptivity should be noted. First, the measure was constructed after the first data collection effort, so those findings are based on a sample of 511 advisors rather than the total sample. Because the sample size is still relatively large, it is not anticipated that the addition of 54 advisors would have changed the

interpretation of the results. Second, the counterpart receptivity measure was self-report and does not serve as an objective indicator of either advisor performance or the degree to which a counterpart can be influenced. Thus, future research should explore alternative indicators of receptivity, including surveying counterparts about their willingness to work with advisors and collecting more objective indicators of influence (e.g., counting how many times a counterpart complies with an advisor's advice). Third, counterpart receptivity represents a fraction of the advisor performance domain; the ultimate criterion of advisor performance is the ability of the counterpart organization to be self-sustaining (Committee on Armed Services, 2007). Because counterpart receptivity is only a small piece of advisor performance, advisor KSAs that demonstrated small or non-significant correlations with receptivity might have stronger correlations with other, more relevant, aspects of advisor performance and outcomes. Future research is required that (a) adequately defines the performance domain of advisors, (b) identifies alternative measures of advisor performance, and (c) examines the relationship between advisor behaviors and performance dimensions to better understand how advisors can be more effective.

The present research examined several approaches advisors used to influence their counterparts. Specifically, this research examined both proactive influence tactics (e.g., exchange, pressure, rational persuasion) and tactics to influence counterpart perceptions (i.e., role modeling, establishing credibility, and stressing the legitimacy of the advisor team). Findings from this research indicate some of these influence approaches are a vital part of the advisor's job.

The results of this research indicated that managing counterpart perceptions, particularly establishing credibility and role modeling (i.e., exemplification), is a highly essential part of the advisor's job. Of all the scales included on the survey, establishing credibility received the highest F-I composite rating, the highest importance rating, and the second highest frequency rating. Thus, advisors frequently attempted to communicate to their counterparts that they were credible and valuable resources, and advisors viewed these behaviors as highly important to advisor effectiveness. Results indicated that advisors who reported engaging in behaviors to establish their credibility also reported having counterparts who were more receptive to the advisor team mission and advisor advice. Establishing credibility also was related to a variety of advisory behaviors, such as establishing goals with counterparts, mentoring counterparts, and managing counterpart performance. Such findings underscore the importance of being viewed as a credible authority by the counterpart and are consistent with empirical findings in the academic literature that indicate peers and subordinates view an individual's expertise as a viable reason for complying with a request (Yukl & Falbe, 1991). These findings also are consistent with research that indicates Iraqi counterparts rate advisors who have prior deployment experience to Iraq as being more effective advisors, presumably due to heightened perceptions of advisor credibility (Phelps, Ramsden Zbylut, & Brunner, 2009). While being viewed as a credible authority might be helpful in compelling counterparts to comply with a proactive request initiated by the advisor, credibility might have another advantage in that it might encourage counterparts to solicit the advisor's advice and mentorship.

Engaging in role modeling behaviors also appears to be an essential aspect of the advisor's job. Advisors reported they engaged in role modeling behaviors daily to weekly and that role modeling was extremely to very important. Consequently, the F-I composite rating for

the role modeling scale also was high. Similar to behaviors that target establishing the advisor's credibility, the advisor's efforts to lead by example were correlated with many other advisor KSAs. Role modeling was correlated with the perception that the counterpart was receptive to the advisor mission, as well as with several other KSAs, such as building rapport, being considerate and respectful, mentoring and coaching, instructing one's counterpart, managing counterpart performance, and establishing goals with the counterpart. Such findings indicate that it is imperative an advisor lead by example and that leading by example may be one of the most effective ways to influence a counterpart. Indeed, leading by example is outlined as a core leader competency in Leadership Doctrine (Department of Army, 2006a) and is reiterated in Counterinsurgency Doctrine (Department of Army, 2006b). The findings of the present research suggest that leading by example across cultures can be as important as leading by example within Western culture.

A well-established research literature on vicarious learning (e.g., Bandura, 1977) has consistently demonstrated that individuals are able to learn from the examples of others. Some of the principles developed through vicarious learning research resulted in a highly effective training approach called *behavior modeling training* (Decker & Nathan, 1985). Research on this training approach yielded important insights about how the behavior enacted by a model is most likely to be replicated by a trainee on the job, and these insights can be translated to the advising mission in order to help advisors better leverage the power of role modeling behaviors. Specifically, role modeling is only the first step in the process in influencing another individual's behaviors. In order for a counterpart to enact the behavior of a role model, the counterpart must (a) attend to and retain the behavioral information provided by the model, (b) rehearse the behavior of the model, (c) receive constructive feedback and social reinforcement about the performance of the behavior as the counterpart attempts to enact those behaviors, and (d) transfer the behavior to the problems that will be encountered on the job (Decker & Nathan, 1985, Manz & Sims, 1981). Once role modeled behaviors are demonstrated, it is important to reward individuals for demonstrating those behaviors to encourage continued use of the behavior (Manz & Sims, 1981).

Other influence tactics at the advisor's disposal included stressing the legitimacy of advisor work, managing counterpart perceptions about the advisor team, and utilizing proactive influence tactics. With respect to the impression management tactics of communicating the legitimacy of advisor work and managing perceptions about the advisor team, these tactics were moderately to very important, but only demonstrated a few times a month. While these impression management strategies had small correlations with counterpart receptivity, these behaviors had moderate to strong correlations with advisory behaviors, such as mentoring and coaching, managing counterpart performance, and establishing goals. Additionally, advisors who engaged more frequently in managing perceptions about the advisor team also tended to engage more in respectful and rapport building behaviors. Because causal relationships cannot be inferred from the correlational methodology employed in this research, more research is required to determine if consideration and respect and rapport building are part of the impression management process or if the impression management process helps feed into respectful and rapport building behaviors (or if both mutually influence one another).

Relative to impression management strategies, proactive influence tactics, as a whole, appeared to be used less often and were viewed as moderately important. One explanation for this finding is that these sorts of proactive tactics are not required as much as impression management tactics in the advising environment. Another explanation is that advisors engage more frequently in impression management activities and, perhaps because they are effective at impression management early in the advisor-counterpart relationship, advisors need to rely on proactive tactics less in the relationship. Both of these explanations merit further investigation because, if the latter explanation is true, it underscores the importance of engaging in impression management activities early in the relationship in order to help advisors be more influential across the variety of circumstances they would likely encounter with a counterpart across the duration of the relationship.

Additionally, the relationship between counterpart receptivity and display of proactive influence tactics was weak. This small relationship might stem, in part, from the purpose of proactive tactics, which is typically to gain compliance or commitment for a specific purpose and not necessarily to strengthen relationships. Consequently, it is not surprising to see proactive influence tactics more strongly correlated with advisory behaviors, such as mentoring and coaching, preparing a counterpart for negotiations and meetings, assessing counterpart performance, managing counterpart performance, and establishing goals with counterparts.

Past research indicated that different proactive influence tactics differ with respect to their effectiveness (Falbe & Yukl, 1992; Yukl & Tracey, 1992). While those findings were conducted within Western populations, the findings of this research also suggest some influence tactics might be more effective than other tactics in the advising mission and cross-cultural contexts. The proactive tactics that received the highest F-I composite ratings were adopting a supportive role toward the counterpart, rational persuasion, and apprising. Rational persuasion and supportive behavior also tended to have the highest correlations with advisory behaviors, underscoring the pervasiveness of these particular influence tactics as part of the advisor role. The use of these tactics, in particular, are consistent with the recommendations of counterinsurgency doctrine, which indicates the advisor's role is not to command, but enable, and advisors should explain the benefits of an action to persuade their counterparts (Department of Army 2006b).

Because there has been little opportunity to examine potential differences in the utilization of influence tactics in Iraq versus Afghanistan, comparisons were made between the importance and use of the proactive tactics in these two countries. Results indicated there were some small, but statistically significant, differences. Specifically, the use of apprising, collaboration, personal appeal, legitimate authority, and exchange were viewed as more important by advisors in Iraq than in Afghanistan, and participation (i.e., consultation) was viewed as more important by advisors from Afghanistan than advisors from Iraq. Because the samples of advisors from Iraq and Afghanistan were not equivalent with respect to team type, it is unclear whether these differences are due to cultural differences between Afghanistan and Iraq, the nature of the differing advisor team missions, or any of several other factors (e.g., infrastructure, governance). Thus, in order to gain a better understanding of the precursors of effective influence tactics, additional research is required that examines what roles team type,

operational environment, and cultural context plays in the effectiveness of different influence tactics.

The results of this research with respect to influence have implications for both advisor training and selection. This research indicates advisors returning from their deployments believed that impression management tactics were more important than proactive influence tactics, and advisor training should reflect that emphasis. While training should still teach proactive influence tactics—particularly how to be supportive and use rational persuasion—establishing credibility and role modeling appear to be among the most important skills an advisor can demonstrate. To build credibility, advisors can be trained in effective methods of self and organizational promotion. Additionally, training can target behaviors to help advisors develop their skill at role modeling, such as providing constructive feedback and rewarding and reinforcing desirable behaviors when the counterpart demonstrates them. However, given that U.S. military culture emphasizes leading by example, it is possible that advisors relied on role modeling behavior because it was both comfortable and indoctrinated. Thus, future research should explore if other influence strategies found in countries other than the United States hold promise for advisor effectiveness. The influence strategies examined in the present research were those identified through research with Western samples and Western best practices. Other influence strategies from other cultures might exist and be more effective.

Training advisors to promote themselves as credible and behave as role models is likely to be ineffective if advisors do not possess the requisite tactical and technical skills that would make them worthy of replication and respect. Specifically, efforts to promote one's self may be more effective when there is evidence to support one's claims. Future research should investigate this assertion because advisor efforts to portray themselves as something they are not could result in negative outcomes—potentially more than failing to promote technical skills that they possess.

The influence literature also discusses other individual difference variables likely to promote the use of appropriate influence strategies. For example, Ammeter and colleagues (2002) proposed that both general intelligence and social skills are required to use influence approaches effectively. Ammeter et al. (2002) also proposed that individuals high in internal locus of control, high in self-monitoring, high in self-esteem, and high in need for power are more likely to engage in influence activities. Future research should examine if these are attributes of successful advisors as such attributes can be incorporated into advisor selection interventions.

Building Relationships and Cultural Understanding

Building relationships with counterparts was noted as being important to advisors in Vietnam (Hickey & Davison, 1965), and this appears to be the case for today's advisors. The relationship building activities of rapport building and being considerate and respectful were viewed as critical, mirroring what returning advisors have noted as important advisor skill sets (e.g., Ryan, 2008). Research by Phelps et al. (2009) also indicated that interpersonal influence, which contained elements of rapport building, and interpersonal facilitation, which contained elements of relationship building and respectful behaviors, were related to ratings of advisor effectiveness as provided by Iraqi counterparts. Demonstrating consideration and respect appears

particularly essential for advisors, and the results of the current research yielded importance, frequency, and F-I composite ratings similar to those obtained for role modeling and establishing credibility. Relationship building skills were equally important to advisors in Afghanistan and Iraq, suggesting that being respectful and building rapport are skills that generalize across advisor missions and countries.

According to advisors in this sample, the most critical relationship building activities were demonstrating tolerance toward individuals from another culture, being tactful, actively listening, and behaving respectfully within the constraints of the relevant culture. In order to enact these behaviors effectively, it seems as if some understanding of the culture would be required. For example, to be tactful, an advisor would need to know both what is appreciated and deemed offensive by the counterpart's culture. The strong relationships observed between several cultural KSA scales and showing respect and building rapport are consistent with the idea that cultural KSAs support the proper use of interpersonal skills in a cross-cultural context. Of the cultural KSAs measured, understanding one's counterpart, judging the counterpart by his standards, suppressing cultural biases, and comparing one's culture with the counterpart's culture appear as if they might hold the most relevance for relationship building activities. Interestingly, similar cultural variables were observed to be important for advisors in Vietnam (Hickey & Davison, 1965). Future research should explore the relationship between cultural KSAs and the effective application of interpersonal skills in a more controlled research design. The results of such research could be used to develop interpersonal and cultural training that targets requisite interpersonal and cultural KSAs and improves the likelihood of advisors having successful interactions with their counterparts.

Given that advisor work is cross-cultural in nature, it is likely that cultural KSAs support a variety of other advisor activities. The most frequently reported cultural KSA for this sample of advisors was comparing one's culture with the culture of the counterpart, which included recognizing differences between Western culture and the counterpart's culture and recognizing differences between U.S. military culture and the counterpart's military culture. Advisors also reported the need to determine whether they were being manipulated about once a week, and sensing manipulation received the highest F-I composite score of the cultural KSA scales. Such findings indicate training should prepare advisors on how to determine the ulterior motives of individuals from the counterpart's culture, as well as provide self-awareness about the advisor's culture and the counterpart's culture.

The ability to adopt the perspective of another individual might play a role in cross-cultural competence (Abbe, 2008; Abbe et al., 2007). The results of this research suggest that understanding one's counterpart is strongly related to a number of advisor KSAs, and suggests that, of the cultural KSAs measured, targeting cross-cultural perspective taking skills may hold the most promise in creating competent advisors. In addition to correlations with relationship building, understanding one's counterpart was related to role modeling, establishing credibility, using proactive influence tactics, managing perceptions about the advisor team, mentoring and coaching, managing counterpart performance, establishing goals with the counterpart, and identifying training needs to a greater extent than the other cultural KSAs. Given the potential importance of perspective taking to the advising mission, more research should target the role that perspective taking plays in facilitating different advisor behaviors, and advisor training

should incorporate exercises designed to help advisors understand the point of view of counterparts. Moreover, future selection interventions might focus on methods for ascertaining which military personnel are most capable of adopting the perspective of someone from another culture.

Advisory Behaviors

Several advisory and performance management skills (e.g., mentoring and coaching, establishing goals) were noted as being frequent and/or important. Indeed, many of the individual advisory behaviors were rated of moderate importance or higher. Thus, it appears advisors should be trained in how to train and advised in how to advise. In particular, instructing through an interpreter, identifying training needs, mentoring and coaching, and assessing counterpart performance appear to be essential advisory functions. Managing counterpart performance and establishing goals with one's counterpart also were reported as important for advisor effectiveness.

While the military services currently develop their leaders to train the leaders under them, the advising environment is somewhat different in that counterparts are not within the advisor's chain of command and counterparts understand the world through a different cultural perspective. Cultural differences between advisors and counterparts may have important implications for how advising activities should be conducted. Gelfand, Erez, and Aycan (2007) noted several cultural differences that can have an impact on work-related behaviors, and three of these differences seem highly relevant for the advising mission. First, Gelfand et al. (2007) suggested that the way in which goal-setting theory can be applied to improving motivation and performance in Western societies does not appear to generalize to other societies. While the results of the present research do not indicate the best way to motivate Iraqi and Afghanistan counterparts to achieve desired performance levels, the current research does indicate that establishing goals is important and advisors who spend more time with counterparts establishing goals also spend more time trying to understand their counterpart's point of view. The strong correlations between influencing activities (i.e., impression management and proactive tactics) and establishing goals also might indicate that advisors may be leveraging multiple sources of power in working with counterparts to formulate goals. Second, Gelfand et al. (2007) noted that different cultures have different reactions to feedback, particularly negative feedback. The results of the present research indicate that praising a counterpart is essential and advisors provide praise to counterparts once a week, on average. Advisors indicated that providing a counterpart negative feedback also is important, albeit less important and less frequent than providing praise. Third, cultures differ with respect to what they find rewarding (Gelfand et al., 2007). Advisors in this sample reported it was important to provide symbolic tangible rewards for good performance, but that they engaged in this activity occasionally. Future research should more systematically investigate what counterparts find rewarding, how feedback can be most effectively delivered to counterparts, and the best way to establish goals to make them meaningful and achievable for counterparts. Such research should include both advisor and counterpart input.

Conclusion

The intent of the current report was to gather empirical data with respect to the interpersonal, linguistic, advisory, and cross-cultural knowledge, skills, and abilities needed by conventional U.S. Soldiers and Marines in their new roles as advisors. To this end, an established job analytic method was employed to assess the frequency and importance of 151 advisor activities. The results provide an indicator of the frequency and importance of a variety of cultural and interpersonal behaviors in the current advising environment. As such, these findings shed light as to the most critical and least critical interpersonal, linguistic, advisory, and cultural KSAs needed by advisors and may help to focus training efforts in these areas.

Some caution should be employed in interpreting the results. Statistical analyses of frequency ratings treated frequency ratings as interval-scale data rather than ordinal-scale data. While this practice is consistent with a great deal of job analysis research (e.g., Conte, Dean, Ringenbach, Moran, & Landy, 2005; Landy & Vasey, 1991; Manson, Levine, & Brannick, 2000), alternative statistical analyses that treated the data as ordinal-scale (e.g., examining modes rather than means) might have been applied. However, while using statistics for ordinal-scale data might have altered some of the specific numerical values, the general conclusions regarding the frequency of activities would largely remain the same. For example, an examination of the modes for each of the 151 frequency ratings of advisor activities indicates that communicating through an interpreter is still one of the most frequent activities engaged in by advisors (mode = 5) and detailed conversations using the host nation language are among the least frequent activities (mode = 0). Although use of a “relative” frequency rating scale (e.g., “this activity is performed somewhat less than other activities”) might have alleviated potential concerns with interval versus ordinal-scale treatment of data, relative frequency scales should not be used to compare tasks across jobs because relative ratings are ipsative (Harvey, 1991). At the time of this research, it was unclear whether the different advisor positions, the different team types, and the different advisor locations required similar activities from their advisors (i.e., were the same job). The frequency rating scale adopted by this research allows for the frequency ratings collected in this investigation to be compared against potentially different advisor groups (e.g., Provincial Reconstruction Teams) or different jobs (e.g., Civil Affairs) in the future.

Another potential limitation of the current research is that the task analysis method can strip behaviors from their environmental context and therefore constrains our understanding of how the effectiveness of certain advisor behaviors may vary from situation to situation. Additionally, results reflect advisor reports of what they believe to be important behaviors and these behaviors have not been correlated to any external criteria of success. While the size of the sample helps provide confidence in the precision of the ratings and the sample has significant experience with the advising environment, ultimately those ratings are a subjective source of data. Subsequent research should attempt to identify methods for assessing more objective indicators of success and then apply those indicators to understanding the training and selection needs of advisors. Research also should explore the use of critical incidents to gather contextual information from military advisors. Furthermore, the research presented in this report is somewhat Western-centric in its findings since we have not yet had a large-scale opportunity to gather the opinions of host nation counterparts on what they view as important advisor skills (for an exception see Phelps et al., 2009). Despite these potential drawbacks, this report is among the

first to investigate empirically—among other things— advisors’ linguistic and communication capabilities, rapport and relationship building activities, influence tactics, and cultural understanding as they relate to counterpart acceptance using a large sample of former advisors.

With respect to language use, advisors in this sample reported using common words and phrases and the interpretation of nonverbal behaviors as important and frequently demonstrated skills. The use of common words and phrases and nonverbal interpretation were found to be related to various relationship building skills, unlike skills requiring significant language proficiency (e.g., maintaining a conversation in the host nation’s language). In general, advisors did not report being proficient in the language and also indicated that they did not engage in conversations using the host nation language. This might indicate why interpreter usage was so high among advisors. Advisors also noted the importance of several other interpreter issues, such as needing to judge the effectiveness and trustworthiness of their interpreters.

Establishing one’s credibility and role modeling were key methods taken by advisors to influence their counterpart and were found to be related to counterpart acceptance. Perspective-taking, cultural awareness, and demonstrating consideration and respect were important relationship building behaviors and were more strongly related to counterpart acceptance than one’s declarative knowledge of a culture. Lastly, advisors frequently noted having to identify their counterparts’ training needs, establish performance goals, monitor performance, and provide training and mentorship.

The 2008 National Defense Strategy notes a key role to achieving our strategic objectives is to “support, train, advise, and equip partner security forces to counter insurgencies, terrorism, proliferation, and other threats” (p. 15). Although the future scope of the advisor mission is debatable (Killebrew, 2007; Nagl, 2008), it is unlikely the role of the U.S. advisor will completely disappear following our conflicts in Iraq and Afghanistan. The U.S. advisor will still be required to help train, coach, and mentor fellow host nation counterparts, and the results of this report and other descriptive accounts concerning the advisor mission (e.g., Ramsey, 2006) will help to lay the foundation for the implementation of doctrine, practices, proven tactics, techniques, and procedures learned from our prior experiences.

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APPENDIX A
POST-DEPLOYMENT SURVEY⁵

⁵ Font sizes on the survey have been reduced to fit format requirements of this report.

CROSS-CULTURAL BEHAVIORS
POST-DEPLOYMENT QUESTIONNAIRE

PURPOSE: The purpose of this questionnaire is to ascertain how important different cross-cultural behaviors that were identified by the Joint Center for International Security Force Assistance (JCISFA) as learning objectives (both TLOs and ELOs) are to the mission of transition teams.

DATA FOCUS: For each cross-cultural activity/behavior, indicate how often you personally engaged in this activity and how important it was for you to perform that activity to achieve your mission. You also will be asked to provide some additional background information on your transition team duties and your counterpart.

Thank you for your dedication to duty and
your support for this survey!

1. Rank: _____

2. Sex (*Circle one*): Male Female

3. What was your position on the transition team? (*Circle the one that best applies*)

Team Chief

Medic

Deputy Team Chief

Criminal Intelligence Specialist

Staff/Maneuver Advisor

Civilian Advisor

FA Effects Advisor

Personnel Advisor

Intelligence Advisor

Operations Advisor

Logistics Advisor

Linguist

Communications Advisor

Maintenance Advisor

Security

Other: _____

4. Service (*Circle one*):

Army

Air Force

Navy

Marines

5. Component (*Circle one*):

Active

Guard

Reserve

Other:

6. Recent Deployment (*Circle one*): Iraq Afghanistan

7. What region(s) of the country were you deployed to? For each region, indicate how long you were there.

| Region | Date You Arrived There | Date You Left There |
|---------------|-------------------------------|----------------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |

8. How many times prior to this deployment had you been deployed to Iraq?

9. How many times prior to this deployment had you been deployed to Afghanistan?

10. What type of transition team were you a member of? *(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 | | Air Force C-130 Advisory Support Team |
| | BDE Border Transition Team | | Garrison Support Team |
| | Reg Border Transition Team | | Regional Support Team |
| | BN National Police Transition Team | | Iraqi Ground Forces Command Transition Team |
| | BDE National Police Transition Team | | National Command Center Advisory Support Team |
| | DIV National Police Transition Team | | Ministry of the Interior Intelligence Transition Team |
| | Motorized Transport Reg MiTT | | Other: _____ |

Afghanistan Team Types

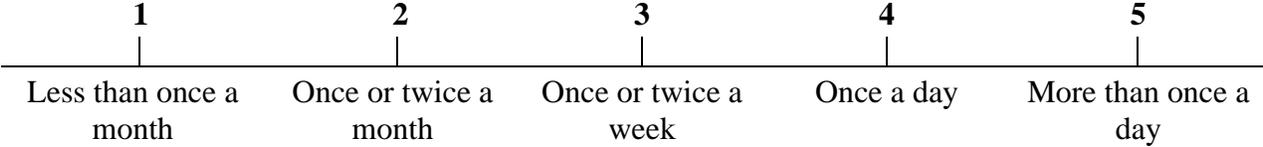
| | | | |
|--|--|--|--|
| | BN Embedded Transition Team | | CSS Embedded Transition Team |
| | BDE Embedded Transition Team | | Medical Operations Embedded Transition Team |
| | CORPS Embedded Transition Team | | Garrison Support Embedded Transition Team |
| | CS BN Embedded Transition Team | | Air Operations Command Embedded Transition Team |
| | BED Support Embedded Transition Team | | Recon Surveillance Target Acquisition Embedded Transition Team |
| | CORPS Support Embedded Transition Team | | Other: _____ |

INSTRUCTIONS: This section asks for your impressions of your counterpart and your counterpart’s organization. For each item, please circle the number that best reflects your level of agreement with that statement.

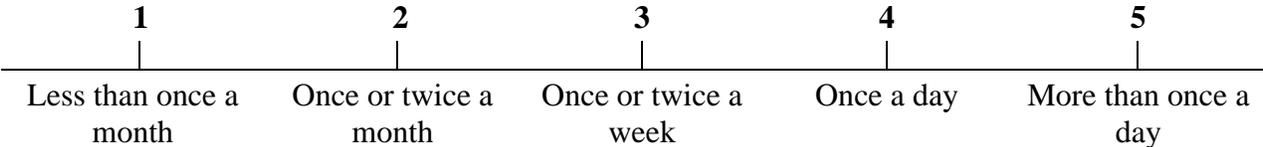
| 7 = Strongly Agree 6 = Somewhat Agree 5 = Slightly Agree 4 = Neutral 3 = Slightly Disagree 2 = Somewhat Disagree 1 = Strongly Disagree | Strongly Agree | | | | | | | | | |
|--|-------------------|---|---|---|---|---|---|---|---|---|
| | Somewhat Agree | | | | | | 7 | | | |
| | Slightly Agree | | | | | 6 | | | | |
| | Neutral | | | | 5 | | | | | |
| | Slightly Disagree | | | 4 | | | | | | |
| | Somewhat Disagree | | 3 | | | | | | | |
| | Strongly Disagree | 2 | | | | | | | | |
| | 1 | | | | 1 | | | | | |
| 1. The Host Nation Military or Police Units that we dealt with were receptive to the Transition Team concept. | 1 | | | | | 2 | 3 | 4 | 5 | 6 |
| 2. The Host Nation Military or Police Units that we dealt with wanted Transition Team advice..... | 1 | | | 2 | | 3 | 4 | 5 | 6 | 7 |
| 3. The Host Nation Military or Police Units wanted <i>only</i> the assets that our Transition Team could bring them (e.g., fire support, money). | 1 | | | 2 | | 3 | 4 | 5 | 6 | 7 |
| 4. The Host Nation Military or Police Units adopted the goals that our Transition Team set for them | 1 | | 2 | 3 | | 4 | 5 | 6 | 7 | |
| 5. Our Host Nation Counterparts accepted our advice..... | 1 | | 2 | 3 | | 4 | 5 | 6 | 7 | |
| 6. Our Host Nation Counterparts took our advice on significant matters. | 1 | 2 | 3 | 4 | | 5 | 6 | 7 | | |
| 7. Our Host Nation Counterparts <i>only</i> listened to us on matters of little importance. | 1 | 2 | 3 | 4 | | 5 | 6 | 7 | | |
| 8. Our Host Nation Counterparts collaborated with us to reach a working solution..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |
| 9. Our Host Nation Counterparts sought or requested our advice..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |
| 10. My Host Nation Counterpart accepted and acted on my advice. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |
| 11. My Host Nation Counterpart was difficult to influence..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |
| 12. My Host Nation Counterpart had a good relationship with me..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |
| 13. My Host Nation Counterpart communicated effectively with me. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |
| 14. My Host Nation Counterpart was easy to get along with..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |
| 15. By the end of my deployment, I was able to converse with Counterparts in the host nation language without using an interpreter..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | |

16. How often did you personally interact with each of the following?

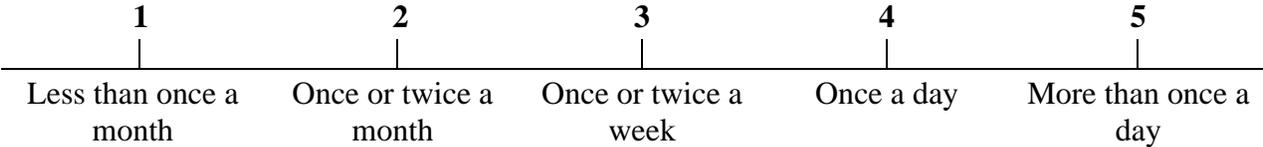
a. Your counterpart:



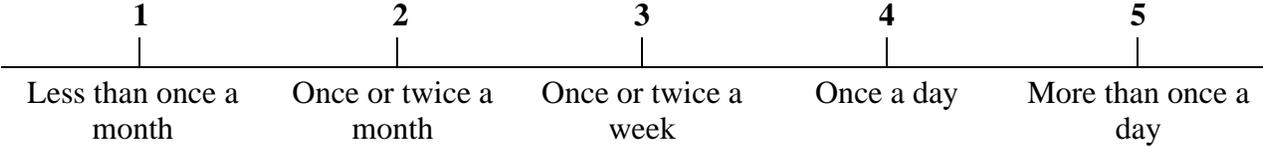
b. Your interpreter:



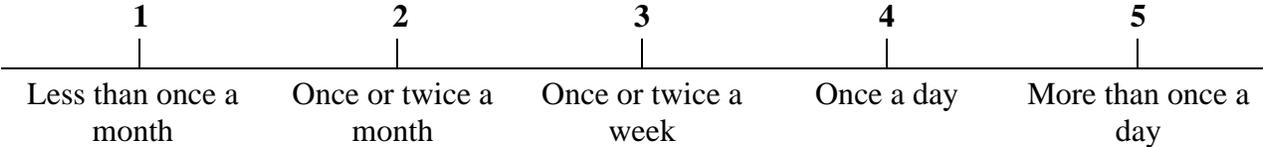
c. Local civilians:



d. Other members of your transition team:



e. Coalition forces:



INSTRUCTIONS: The purpose of this questionnaire is to gain a better understanding of the types of cross-cultural behaviors that are important for the job of a transition team member. The information that you provide will be used to evaluate the relevance of current training content and to inform future training.

In this task, you will make a series of judgments regarding: (1) how frequently you performed specific activities and (2) how important those activities were to accomplishing your transition team mission(s). **For each activity listed, you will provide 2 ratings:** one for the *frequency* of the activity and one for the *importance* of the activity. The two rating scales are described in greater detail below.

Frequency—How often did you demonstrate this behavior in your job as a transition team member?

0—*Did not perform.* Use this rating if this behavior was never required as part of your transition team mission(s).

1—*A few times during deployment.* Use this rating for behaviors that were required occasionally to accomplish transition team mission(s).

2—*Once a month.* Use this rating for behaviors that were required once or twice a month for your transition team mission(s), but not every other week.

3—*Once a week.* Use this rating for behaviors that you were required to perform several times a month—usually every week, but not every day.

4—*Once a day.* Use this rating for behaviors that you typically needed to demonstrate every day.

5—*More than once a day.* Use this rating for the behaviors that you demonstrated most frequently. On most days, you would engage in this behavior more than once.

Importance—How important was this behavior for successfully performing your job as a transition team member?

0—*None.* Use this rating for behaviors that you did not need to be effective in your transition team mission(s).

1—*Of little importance.* Use this rating for behaviors that had very little importance in relation to successful performance in your transition team mission(s).

2—*Of some importance.* Use this rating for behaviors that had some importance to your transition team mission(s), but generally were given low priority.

3—*Moderately important.* Use this rating for behaviors that were of average importance relative to other things that you did in your transition team mission(s), but were not given high priority.

4—*Very important.* Use this rating for behaviors that were important for successful performance in your transition team mission(s). These behaviors receive higher priority than other aspects of your job, but were not the most important things you do.

5—*Extremely important.* Use this rating for behaviors that were absolutely essential for successful job performance. You **must** engage in this behavior correctly and appropriately in order to have a satisfactory outcome.

KNOWLEDGE, SKILL, OR ABILITY

Frequency

Importance to Your Job

0—Did not perform

0—None

1—A few times

1—Little importance

2—Once a month

2—Some importance

3—Once a week

3—Moderately important

4—Once a day

4—Very important

5—More than once a day

5—Extremely important

(Circle one number in each column)

I. USING AN INTERPRETER

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Conduct a meeting through an interpreter. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Communicate through an interpreter. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Prepare an interpreter for a meeting. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Prepare one’s transition team for a meeting in which an interpreter would be used. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Understand the capabilities of your interpreter. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Understand your interpreter’s cultural biases. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Understand the background of your interpreter. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. Evaluate the trustworthiness of your interpreter. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 9. Work with an unfamiliar interpreter. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 10. Work with an interpreter from the local population who has not been vetted. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 11. Spend “unstructured time” with your interpreter. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 12. Share personal information about yourself with your interpreter. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |

KNOWLEDGE, SKILL, OR ABILITY

Frequency

Importance to Your Job

0—Did not perform

0—None

1—A few times

1—Little importance

2—Once a month

2—Some importance

3—Once a week

3—Moderately important

4—Once a day

4—Very important

5—More than once a day

5—Extremely important

(Circle one number in each column)

II. COMMUNICATING WITHOUT AN INTERPRETER

| | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Speak to others in the host nation's language. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Read the host nation's language. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Write in the host nation's language. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Talk about politics in your counterpart's language. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Talk about sports in your counterpart's language. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Talk about religion in your counterpart's language. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Talk about Family in your counterpart's language. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. Talk about tribal issues in your counterpart's language. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 9. Talk about economic issues in your counterpart's language. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 10. Exchange common greetings in your counterpart's language. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 11. Speak common words in your counterpart's language. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 12. Interpret the gestures of individuals from your counterpart's culture. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |

KNOWLEDGE, SKILL, OR ABILITY

Frequency

Importance to Your Job

0—Did not perform

0—None

1—A few times

1—Little importance

2—Once a month

2—Some importance

3—Once a week

3—Moderately important

4—Once a day

4—Very important

5—More than once a day

5—Extremely important

(Circle one number in each column)

13. Interpret the body language of individuals from your counterpart's culture.

0 1 2 3 4 5

0 1 2 3 4 5

14. Read the facial expressions of individuals from your counterpart's culture.

0 1 2 3 4 5

0 1 2 3 4 5

15. Use gestures commonly found in the host nation's culture.

0 1 2 3 4 5

0 1 2 3 4 5

16. Display the body language and posture commonly found in the host nation's culture.

0 1 2 3 4 5

0 1 2 3 4 5

17. Display the facial expressions commonly used by individuals from the host nation.

0 1 2 3 4 5

0 1 2 3 4 5

III. USING EFFECTIVE INTERPERSONAL SKILLS IN AN ADVISING ENVIRONMENT

1. Actively listen to individuals from another culture.

0 1 2 3 4 5

0 1 2 3 4 5

2. Be tactful toward individuals from another culture.

0 1 2 3 4 5

0 1 2 3 4 5

3. Demonstrate tolerance toward individuals from another culture.

0 1 2 3 4 5

0 1 2 3 4 5

4. Ask about your counterpart's Family.

0 1 2 3 4 5

0 1 2 3 4 5

5. Share your personal history or information with your counterpart.

0 1 2 3 4 5

0 1 2 3 4 5

KNOWLEDGE, SKILL, OR ABILITY

Frequency

Importance to Your Job

0—Did not perform

0—None

1—A few times

1—Little importance

2—Once a month

2—Some importance

3—Once a week

3—Moderately important

4—Once a day

4—Very important

5—More than once a day

5—Extremely important

(Circle one number in each column)

IV. DEMONSTRATING SELF-AWARENESS AND HOW IT IMPACTS THE ADVISOR ROLE

| | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Judge your counterpart's actions according to his cultural standards. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Capitalize on the similarities between your beliefs, values, and goals and those of your counterpart. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Recognize differences between U.S. military culture and your counterpart's military culture. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Recognize differences between Western culture and your counterpart's culture. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Become comfortable with non-Western cultural norms. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Become comfortable with same-sex activities (e.g., male-male hand holding, kissing during greetings). | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Become comfortable with eating the food of another culture. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. Prevent personal feelings toward your counterpart from interfering with the transition team mission. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 9. Limit how your cultural bias affects your perceptions of your counterpart's behavior. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |

KNOWLEDGE, SKILL, OR ABILITY

Frequency

Importance to Your Job

0—Did not perform

0—None

1—A few times

1—Little importance

2—Once a month

2—Some importance

3—Once a week

3—Moderately important

4—Once a day

4—Very important

5—More than once a day

5—Extremely important

(Circle one number in each column)

| <u>V. GAINING AND USING INFLUENCE TO PROGRESS ADVISOR MISSION OBJECTIVES</u> | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Build a close relationship with your counterpart. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Establish your credibility with your counterpart. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Demonstrate to your counterpart that the transition team provides something of value. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Apply pressure tactics as a way to influence your counterpart. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Use your legitimate authority (i.e., your position, rank, or status) to influence your counterpart. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Offer your counterpart something that he wants in exchange for compliance with a request (i.e., use exchange tactics as a way to influence your counterpart). | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Explain to your counterpart how compliance with your request would benefit him (i.e., apply “apprising” tactics to influence your counterpart). | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. Let your counterpart participate in transition team activities and decisions in order to gain his compliance and commitment (i.e., use participation as an influence tactic). | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 9. Use personal appeal (i.e., ask an individual to comply out of loyalty or friendship) to influence your counterpart. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |

KNOWLEDGE, SKILL, OR ABILITY

Frequency

Importance to Your Job

0—Did not perform

0—None

1—A few times

1—Little importance

2—Once a month

2—Some importance

3—Once a week

3—Moderately important

4—Once a day

4—Very important

5—More than once a day

5—Extremely important

(Circle one number in each column)

| | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 10. Influence your counterpart to adopt a course of action by telling him that you would collaborate (e.g., indicate that you would cooperate or provide resources). | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 11. Use rational persuasion (i.e., provide logical arguments and evidence) to influence your counterpart. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 12. Appeal to the emotions of your counterpart (i.e., engage in inspirational influence tactics) to influence him. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 13. Demonstrate support for your counterpart (increase authority and legitimacy by deferring, promoting, remaining in the shadows as much as possible). | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 14. Employ a Rapport Plan (continuously plan, execute, and refine methods to increase the closeness of the relationship with your counterpart). | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 15. Prepare your counterpart to conduct negotiations and meetings. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 16. Demonstrate enthusiasm of the transition team work to your counterpart. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 17. Gain the trust of individuals from the relevant culture. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 18. Demonstrate a positive attitude. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 19. Exhibit a strong work ethic. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |

KNOWLEDGE, SKILL, OR ABILITY

Frequency

Importance to Your Job

0—Did not perform

0—None

1—A few times

1—Little importance

2—Once a month

2—Some importance

3—Once a week

3—Moderately important

4—Once a day

4—Very important

5—More than once a day

5—Extremely important

(Circle one number in each column)

20. Serve as a role model for your counterpart.

0 1 2 3 4 5

0 1 2 3 4 5

21. Spend “unstructured time” with your counterpart.

0 1 2 3 4 5

0 1 2 3 4 5

22. Recognize when individuals from the other culture were trying to manipulate you.

0 1 2 3 4 5

0 1 2 3 4 5

VI. DEMONSTRATING PROPER RESPECT IN AN ADVISOR ENVIRONMENT

1. Communicate to your counterpart that you respect him.

0 1 2 3 4 5

0 1 2 3 4 5

2. Behave respectfully within the constraints of the relevant culture.

0 1 2 3 4 5

0 1 2 3 4 5

3. Adjust the way you treated individuals from the other culture, depending on their age.

0 1 2 3 4 5

0 1 2 3 4 5

4. Adjust the way you treated individuals from the other culture, depending on their rank.

0 1 2 3 4 5

0 1 2 3 4 5

5. Adjust the way you treated individuals from the other culture, depending on their social status.

0 1 2 3 4 5

0 1 2 3 4 5

6. Adjust the way you treated individuals from the other culture, depending on their gender.

0 1 2 3 4 5

0 1 2 3 4 5

7. Adjust how you treat an individual from the other culture, depending on his/her tribal affiliation.

0 1 2 3 4 5

0 1 2 3 4 5

KNOWLEDGE, SKILL, OR ABILITY

Frequency

Importance to Your Job

0—Did not perform

0—None

1—A few times

1—Little importance

2—Once a month

2—Some importance

3—Once a week

3—Moderately important

4—Once a day

4—Very important

5—More than once a day

5—Extremely important

(Circle one number in each column)

VII. DEMONSTRATING CROSS-CULTURAL EMPATHY IN AN ADVISOR ENVIRONMENT

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Capitalize on your counterpart's perspective or point of view. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Capitalize on what motivates your counterpart. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Capitalize on your counterpart's belief system. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Predict how your counterpart will behave. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Take advantage of the role of power and authority in the relevant culture. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Take advantage of the social hierarchy of the relevant culture. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Take advantage of the host nation's military culture. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. Influence how your counterpart perceives you. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 9. Influence how your counterpart perceives your transition team. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 10. Take advantage of the concept of honor in your counterpart's culture. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 11. Take advantage of the role of reconciliation in your counterpart's culture. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |

KNOWLEDGE, SKILL, OR ABILITY

Frequency

Importance to Your Job

0—Did not perform

0—None

1—A few times

1—Little importance

2—Once a month

2—Some importance

3—Once a week

3—Moderately important

4—Once a day

4—Very important

5—More than once a day

5—Extremely important

(Circle one number in each column)

| | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|
| 12. Capitalize on the concept of “revenge” in your counterpart’s culture. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 13. Take advantage of the concept of hospitality in your counterpart’s culture. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 14. Recognize how your counterpart’s understanding of time impacts his behavior and decisions. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 15. Take advantage of how historical events relate to the current operating environment. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 16. Understand how religion impacts the current operating environment. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 17. Identify and manage potential divisions among religious groups. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 18. Understand the implications of religion for military operations. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 19. Understand the general theology of different religions found in your operating area. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 20. Understand the history of different religions found in your operating area. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 21. Express compassion toward individuals of a different culture. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 22. Understand the background of your counterpart. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |

KNOWLEDGE, SKILL, OR ABILITY

Frequency

Importance to Your Job

0—Did not perform

0—None

1—A few times

1—Little importance

2—Once a month

2—Some importance

3—Once a week

3—Moderately important

4—Once a day

4—Very important

5—More than once a day

5—Extremely important

(Circle one number in each column)

VIII. ADVISING ONE’S COUNTERPART

| | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Teach or instruct a counterpart in acquiring or improving a skill or ability. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Coach or guide a counterpart to reach the next level of knowledge or skill. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Mentor or provide a counterpart with advice or counsel to assist him in making a decision through a mutually developed bond of trust. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Instruct a counterpart without the aid of an interpreter. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Instruct a counterpart with the aid of an interpreter. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Manage a training program that targets individuals from another culture. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Stress the legitimacy of the transition team work. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. Stress unity of effort/purpose with one’s counterpart. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |

KNOWLEDGE, SKILL, OR ABILITY

Frequency

Importance to Your Job

0—Did not perform

0—None

1—A few times

1—Little importance

2—Once a month

2—Some importance

3—Once a week

3—Moderately important

4—Once a day

4—Very important

5—More than once a day

5—Extremely important

(Circle one number in each column)

IX. MANAGING INFORMATION

| | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Manage the release of information to local civilians. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Determine which information to provide and withhold from a counterpart. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Stress sustainability to the counterpart. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Assess the impact of information on local economic factors. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Assess the impact of information on politics. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Assess the impact of information on military factors. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Assess the impact of information on social factors. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. Disclose sensitive information to a counterpart. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 9. Restrict sensitive information provided to a counterpart. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |

KNOWLEDGE, SKILL, OR ABILITY

Frequency

Importance to Your Job

0—Did not perform

0—None

1—A few times

1—Little importance

2—Once a month

2—Some importance

3—Once a week

3—Moderately important

4—Once a day

4—Very important

5—More than once a day

5—Extremely important

(Circle one number in each column)

X. UNDERSTANDING AND EMPLOYING EFFECTIVE GROUP DYNAMICS

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Apply principles of team building in a cross-cultural setting. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Communicate organizational goals and objectives to the counterpart. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Build a consensus with individuals from the relevant culture. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Gain commitment from the counterpart and the counterpart's team. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Manage interpersonal conflict effectively in a cross-cultural setting. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Be supportive of a counterpart's decisions and activities. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |

XI. UNDERSTANDING SOCIAL INFLUENCES IN AN ADVISOR ENVIRONMENT

| | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Use knowledge about social influences to understand the behavior of an individual from the relevant culture. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Use knowledge about religious influences to understand the behavior of an individual from the relevant culture. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |

KNOWLEDGE, SKILL, OR ABILITY

Frequency

Importance to Your Job

0—Did not perform

0—None

1—A few times

1—Little importance

2—Once a month

2—Some importance

3—Once a week

3—Moderately important

4—Once a day

4—Very important

5—More than once a day

5—Extremely important

(Circle one number in each column)

| | | | | | | | | | | | | |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| 3. Use knowledge about military influences to understand the behavior of an individual from the relevant culture. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Use knowledge about customs and traditions to understand the behavior of an individual from the relevant culture. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Use knowledge about tribal influences to understand the behavior of an individual from the relevant culture. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Use knowledge about professional influences to understand the behavior of an individual from the relevant culture. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Use knowledge about criminal influences to understand the behavior of an individual from the relevant culture. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. Use knowledge about historical influences to understand the behavior of an individual from the relevant culture. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 9. Use knowledge about geography to understand the behavior of an individual from the relevant culture. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 10. Use knowledge about educational influences to understand the behavior of an individual from the relevant culture. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |

KNOWLEDGE, SKILL, OR ABILITY

Frequency

Importance to Your Job

0—Did not perform

0—None

1—A few times

1—Little importance

2—Once a month

2—Some importance

3—Once a week

3—Moderately important

4—Once a day

4—Very important

5—More than once a day

5—Extremely important

(Circle one number in each column)

| | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|
| 11. Use knowledge about economic influences to understand the behavior of an individual from the relevant culture. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 12. Use knowledge about demographic influences (e.g., age, sex) to understand the behavior of an individual from the relevant culture. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 13. Identify sources of corruption in the local environment. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 14. Find ways to deal with or work around corruption in the local environment. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 15. Deal with corruption in your counterpart’s organization. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| <u>XII. INTERACTING WITH COALITION FORCES</u> | | | | | | | | | | | | |
| 1. Interact with U.S. coalition forces (non-transition team members). | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Interact with foreign coalition forces. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Deal with U.S. coalition partners who do not understand the transition team purpose and mission. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Deal with foreign coalition partners who do not understand the transition team purpose and mission. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |

KNOWLEDGE, SKILL, OR ABILITY

Frequency

Importance to Your Job

0—Did not perform

0—None

1—A few times

1—Little importance

2—Once a month

2—Some importance

3—Once a week

3—Moderately important

4—Once a day

4—Very important

5—More than once a day

5—Extremely important

(Circle one number in each column)

5. Explain the role of the transition team to coalition forces.

0 1 2 3 4 5

0 1 2 3 4 5

6. Deal with chain of command issues with coalition forces.

0 1 2 3 4 5

0 1 2 3 4 5

7. Promote your counterpart's authority to coalition forces.

0 1 2 3 4 5

0 1 2 3 4 5

8. Stress to coalition forces that the advisor is not in command of the counterpart.

0 1 2 3 4 5

0 1 2 3 4 5

9. Prepare coalition partners to conduct cross-cultural negotiations and meetings.

0 1 2 3 4 5

0 1 2 3 4 5

XIII. ASSESSING COUNTERPART PERFORMANCE

1. Assess the readiness of your counterpart's unit to perform missions.

0 1 2 3 4 5

0 1 2 3 4 5

2. Assess the strengths and weaknesses of your counterpart's unit.

0 1 2 3 4 5

0 1 2 3 4 5

3. Identify the training needs of your counterpart.

0 1 2 3 4 5

0 1 2 3 4 5

4. Identify the training needs of your counterpart's unit.

0 1 2 3 4 5

0 1 2 3 4 5

KNOWLEDGE, SKILL, OR ABILITY

Frequency

Importance to Your Job

0—Did not perform

0—None

1—A few times

1—Little importance

2—Once a month

2—Some importance

3—Once a week

3—Moderately important

4—Once a day

4—Very important

5—More than once a day

5—Extremely important

(Circle one number in each column)

XIV. MANAGING COUNTERPART PERFORMANCE

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Establish short term goals for your counterpart to accomplish. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Communicate the long term goals of the U.S. military to your counterpart. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Follow-up with your counterpart to ensure that work has been accomplished. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Provide symbolic rewards (e.g., certificates, coins) to your counterpart for good performance. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Praise your counterpart for good performance. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Give your counterpart feedback for poor performance. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |

XV. ADDITIONAL SKILLS⁶

| | | | | | | | | | | | | |
|----|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 |

⁶ Original survey had space for 8 skills to be added.

ADDITIONAL COMMENTS

THANK YOU FOR COMPLETING THIS SURVEY.

APPENDIX B
KSA SCALES EMBEDDED IN THE ADVISOR SURVEY

LINGUISTIC AND COMMUNICATION KSAS

Using an Interpreter

- Conduct a meeting through an interpreter.
- Communicate through an interpreter.
- Prepare an interpreter for a meeting.
- Understand the capabilities of your interpreter.
- Understand your interpreter's cultural biases.
- Understand the background of your interpreter.
- Evaluate the trustworthiness of your interpreter.
- Spend "unstructured time" with your interpreter.
- Share personal information about yourself with your interpreter.
- Prepare one's transition team for a meeting in which an interpreter would be used.

Working with an Unfamiliar Interpreter

- Work with an unfamiliar interpreter.

Working with an Unvetted Interpreter

- Work with an interpreter from the local population who has not been vetted.

Maintaining a Conversation in the Counterpart's Language

- Talk about politics in your counterpart's language.
- Talk about sports in your counterpart's language.
- Talk about religion in your counterpart's language.
- Talk about Family in your counterpart's language.
- Talk about tribal issues in your counterpart's language.
- Talk about economic issues in your counterpart's language.

Speaking Common Words in the Counterpart's Language

- Exchange common greetings in your counterpart's language.
- Speak common words in your counterpart's language.

Reading and Writing in the Counterpart's Language

- Read the host nation's language.
- Write in the host nation's language.

Interpreting Nonverbal Behaviors

- Interpret the gestures of individuals from your counterpart's culture.
- Interpret the body language of individuals from your counterpart's culture.
- Read the facial expressions of individuals from your counterpart's culture.

Using Nonverbal Behaviors

- Use gestures commonly found in the host nation's culture.
- Display the body language and posture commonly found in the host nation's culture.
- Display the facial expressions commonly used by individuals from the host nation.

INFLUENCING KSAS

Role Modeling

- Demonstrate a positive attitude.
- Exhibit a strong work ethic.
- Serve as a role model for your counterpart.
- Demonstrate enthusiasm of the transition team work to your counterpart.
-

Establishing Credibility

- Establish your credibility with your counterpart.
- Demonstrate to your counterpart that the transition team provides something of value.

Communicating the Legitimacy of Advisor Work

- Stress the legitimacy of the transition team work.

Managing Counterpart Perceptions about the Advisor Team

- Influence how your counterpart perceives you.
- Influence how your counterpart perceives your transition team.

Applying Proactive Influence Tactics

- Apply pressure tactics as a way to influence your counterpart.
- Use your legitimate authority (i.e., your position, rank, or status) to influence your counterpart.
- Offer your counterpart something that he wants in exchange for compliance with a request (i.e., use exchange tactics as a way to influence your counterpart).
- Explain to your counterpart how compliance with your request would benefit him (i.e., apply “apprising” tactics to influence your counterpart).
- Let your counterpart participate in transition team activities and decisions in order to gain his compliance and commitment (i.e., use participation as an influence tactic).
- Use personal appeal (i.e., ask an individual to comply out of loyalty or friendship) to influence your counterpart.
- Influence your counterpart to adopt a course of action by telling him that you would collaborate (e.g., indicate that you would cooperate or provide resources).
- Use rational persuasion (i.e., provide logical arguments and evidence) to influence your counterpart.
- Appeal to the emotions of your counterpart (i.e., engage in inspirational influence tactics) to influence him.
- Demonstrate support for your counterpart (increase authority and legitimacy by deferring, promoting, remaining in the shadows as much as possible).
- Gain commitment from the counterpart and the counterpart’s team.

RELATIONSHIP BUILDING KSAS

Consideration and Respect

- Actively listen to individuals from another culture.
- Be tactful toward individuals from another culture.
- Demonstrate tolerance toward individuals from another culture.
- Communicate to your counterpart that you respect him.
- Behave respectfully within the constraints of the relevant culture.
- Express compassion toward individuals of a different culture.

Rapport Building

- Ask about your counterpart's Family.
- Share your personal history or information with your counterpart.
- Build a close relationship with your counterpart.
- Gain the trust of individuals from the relevant culture.
- Spend "unstructured time" with your counterpart.
- Be supportive of a counterpart's decisions and activities.

Employ a Rapport Plan

- Employ a Rapport Plan (continuously plan, execute, and refine methods to increase the closeness of the relationship with your counterpart).

CULTURAL KSAS

Understanding One's Counterpart

- Capitalize on your counterpart's perspective or point of view.
- Capitalize on your counterpart's belief system.
- Predict how your counterpart will behave.
- Recognize how your counterpart's understanding of time impacts his behavior and decisions.
- Understand the background of your counterpart.
- Capitalize on what motivates your counterpart.

Judging by Counterpart's Standards

- Judge your counterpart's actions according to his cultural standards.

Suppressing Cultural Biases

- Become comfortable with non-Western cultural norms.
- Become comfortable with same-sex activities (e.g., male-male hand holding, kissing during greetings).
- Become comfortable with eating the food of another culture.
- Prevent personal feelings toward your counterpart from interfering with the transition team mission.
- Limit how your cultural bias affects your perceptions of your counterpart's behavior.

Comparing One's Culture with Counterpart's Culture

- Capitalize on the similarities between your beliefs, values, and goals and those of your counterpart.
- Recognize differences between U.S. military culture and your counterpart's military culture.
- Recognize differences between Western culture and your counterpart's culture.

Leveraging Cultural Knowledge

- Take advantage of the role of power and authority in the relevant culture.
- Take advantage of the social hierarchy of the relevant culture.
- Take advantage of the host nation's military culture.
- Take advantage of the concept of honor in your counterpart's culture.
- Take advantage of the role of reconciliation in your counterpart's culture.
- Capitalize on the concept of "revenge" in your counterpart's culture.
- Take advantage of the concept of hospitality in your counterpart's culture.
- Take advantage of how historical events relate to the current operating environment.

Sensing Manipulation

- Recognize when individuals from the other culture were trying to manipulate you.

Tailoring Interactions to Cultural Demographics

- Adjust the way you treated individuals from the other culture, depending on their age.
- Adjust the way you treated individuals from the other culture, depending on their rank.
- Adjust the way you treated individuals from the other culture, depending on their social status.
- Adjust the way you treated individuals from the other culture, depending on their gender.
- Adjust how you treat an individual from the other culture, depending on his/her tribal affiliation.

Knowledge of Religious Influences

- Understand how religion impacts the current operating environment.
- Understand the implications of religion for military operations.
- Understand the general theology of different religions found in your operating area.
- Understand the history of different religions found in your operating area.
- Identify and manage potential divisions among religious groups.

Understanding the Operating Environment

- Use knowledge about social influences to understand the behavior of an individual from the relevant culture.
- Use knowledge about religious influences to understand the behavior of an individual from the relevant culture.
- Use knowledge about military influences to understand the behavior of an individual from the relevant culture.
- Use knowledge about customs and traditions to understand the behavior of an individual from the relevant culture.

- Use knowledge about tribal influences to understand the behavior of an individual from the relevant culture.
- Use knowledge about professional influences to understand the behavior of an individual from the relevant culture.
- Use knowledge about criminal influences to understand the behavior of an individual from the relevant culture.
- Use knowledge about historical influences to understand the behavior of an individual from the relevant culture.
- Use knowledge about geography to understand the behavior of an individual from the relevant culture.
- Use knowledge about educational influences to understand the behavior of an individual from the relevant culture.
- Use knowledge about economic influences to understand the behavior of an individual from the relevant culture.
- Use knowledge about demographic influences (e.g., age, sex) to understand the behavior of an individual from the relevant culture.

ADVISORY KSAS

Mentoring and Coaching

- Teach or instruct a counterpart in acquiring or improving a skill or ability.
- Coach or guide a counterpart to reach the next level of knowledge or skill.
- Mentor or provide a counterpart with advice or counsel to assist him in making a decision through a mutually developed bond of trust.

Preparing Counterpart for Meetings/negotiations

- Prepare your counterpart to conduct negotiations and meetings.

Instructing Counterpart without Interpreter

- Instruct a counterpart without the aid of an interpreter.

Instructing Counterpart through Interpreter

- Instruct a counterpart with the aid of an interpreter.

Assessing Counterpart Performance

- Assess the readiness of your counterpart's unit to perform missions.
- Assess the strengths and weaknesses of your counterpart's unit.

Managing Counterpart Performance

- Follow-up with your counterpart to ensure that work has been accomplished.
- Provide symbolic rewards (e.g., certificates, coins) to your counterpart for good performance.
- Praise your counterpart for good performance.
- Give your counterpart feedback for poor performance.

Establishing Goals

- Stress sustainability to the counterpart.
- Stress unity of effort/purpose with one's counterpart.
- Communicate organizational goals and objectives to the counterpart.
- Establish short term goals for your counterpart to accomplish.
- Communicate the long term goals of the U.S. military to your counterpart.

Identifying Training Needs

- Identify the training needs of your counterpart.
- Identify the training needs of your counterpart's unit.

Managing a Training Program

- Manage a training program that targets individuals from another culture.

SKILL IN DEALING WITH CORRUPTION

Skill in Dealing with Corruption

- Identify sources of corruption in the local environment.
- Find ways to deal with or work around corruption in the local environment.
- Deal with corruption in your counterpart's organization.

SKILL IN INTERACTING WITH COALITION FORCES

Interacting with US Coalition Forces

- Interact with U.S. coalition forces (non-transition team members).
- Deal with U.S. coalition partners who do not understand the transition team purpose and mission.

Dealing with Foreign Coalition Forces

- Interact with foreign coalition forces.
- Deal with foreign coalition partners who do not understand the transition team purpose and mission.

Informing and Engaging Coalition Forces

- Explain the role of the transition team to coalition forces.
- Deal with chain of command issues with coalition forces.
- Promote your counterpart's authority to coalition forces.
- Stress to coalition forces that the advisor is not in command of the counterpart.
- Prepare coalition partners to conduct cross-cultural negotiations and meetings.

MANAGING INFORMATION SKILLS

Managing Information Skills

- Manage the release of information to local civilians.
- Determine which information to provide and withhold from a counterpart.
- Assess the impact of information on local economic factors.
- Assess the impact of information on politics.
- Assess the impact of information on military factors.
- Assess the impact of information on social factors.
- Disclose sensitive information to a counterpart.
- Restrict sensitive information provided to a counterpart.

GROUP MANAGEMENT SKILLS

Cross-cultural Team Building

- Apply principles of team building in a cross-cultural setting.

Managing Interpersonal Conflict

- Manage interpersonal conflict effectively in a cross-cultural setting.

Building Consensus

- Build a consensus with individuals from the relevant culture.

APPENDIX C
ADVISOR ACTIVITIES ORDERED FROM MOST
FREQUENTLY DEMONSTRATED TO
LEAST FREQUENTLY DEMONSTRATED

| Rate of Occurrence | Advisor Activity | <i>M</i> | <i>SD</i> |
|--|--|-----------------|------------------|
| ONCE A DAY OR MORE | Communicate through an interpreter. | 4.17 | 1.02 |
| | Exhibit a strong work ethic. | 3.99 | 1.13 |
| ONCE A DAY TO ONCE A WEEK | Demonstrate tolerance toward individuals from another culture. | 3.97 | 1.25 |
| | Demonstrate a positive attitude. | 3.91 | 1.16 |
| | Be tactful toward individuals from another culture. | 3.91 | 1.20 |
| | Serve as a role model for your counterpart. | 3.78 | 1.34 |
| | Actively listen to individuals from another culture. | 3.76 | 1.25 |
| | Behave respectfully within the constraints of the relevant culture. | 3.66 | 1.23 |
| | Establish your credibility with your counterpart. | 3.66 | 1.28 |
| | Recognize differences between Western culture and your counterpart's culture. | 3.65 | 1.38 |
| | Recognize differences between U.S. military culture and your counterpart's military culture. | 3.62 | 1.36 |
| | Demonstrate to your counterpart that the transition team provides something of value. | 3.61 | 1.27 |
| | Conduct a meeting through an interpreter. | 3.61 | 1.31 |
| | Understand the capabilities of your interpreter. | 3.60 | 1.44 |
| | Exchanging common greetings in your counterpart's language. | 3.54 | 1.80 |
| | Evaluate the trustworthiness of your interpreter. | 3.48 | 1.51 |
| ONCE A WEEK | Instruct a counterpart with the aid of an interpreter. | 3.46 | 1.41 |
| | Build a close relationship with your counterpart. | 3.45 | 1.42 |
| | Read the facial expressions of individuals from your counterpart's culture. | 3.43 | 1.63 |
| | Interact with U.S. coalition forces (non-transition team members). | 3.41 | 1.48 |
| | Communicate to your counterpart that you respect him. | 3.40 | 1.27 |
| | Interpret the body language of individuals from your counterpart's culture. | 3.36 | 1.65 |
| | Understand your interpreter's cultural biases. | 3.35 | 1.54 |
| | Become comfortable with non-Western cultural norms. | 3.33 | 1.57 |
| | Understand the background of your interpreter. | 3.32 | 1.49 |
| | Interpret the gestures of individuals from your counterpart's culture. | 3.30 | 1.67 |
| ONCE A WEEK | Speak common words in your counterpart's language. | 3.28 | 1.79 |
| | Ask about your counterpart's Family. | 3.26 | 1.39 |
| | Understand the background of your counterpart. | 3.17 | 1.42 |
| | Spend "unstructured time" with your interpreter. | 3.16 | 1.54 |

| Rate of Occurrence | Advisor Activity | <i>M</i> | <i>SD</i> |
|--|---|-----------------|------------------|
| ONCE A DAY TO ONCE A WEEK | Follow-up with your counterpart to ensure that work has been accomplished. | 3.15 | 1.29 |
| | Use gestures commonly found in the host nation's culture. | 3.14 | 1.74 |
| | Gain the trust of individuals from the relevant culture. | 3.11 | 1.47 |
| | Praise your counterpart for good performance. | 3.11 | 1.33 |
| | Mentor or provide a counterpart with advice or counsel to assist him in making a decision through a mutually developed bond of trust. | 3.09 | 1.42 |
| | Recognize when individuals from the other culture were trying to manipulate you. | 3.07 | 1.56 |
| | Be supportive of a counterpart's decisions and activities. | 3.06 | 1.38 |
| | Teach or instruct a counterpart in acquiring or improving a skill or ability. | 3.06 | 1.39 |
| | Stress unity of effort/purpose with one's counterpart. | 3.06 | 1.45 |
| | Identify the training needs of your counterpart. | 3.02 | 1.35 |
| | Become comfortable with eating the food of another culture. | 3.01 | 1.44 |
| ONCE A WEEK | Predict how your counterpart will behave. | 3.00 | 1.56 |
| ONCE A WEEK TO ONCE A MONTH | Adjust the way you treated individuals from the other culture, depending on their rank. | 2.99 | 1.60 |
| | Identify the training needs of your counterpart's unit. | 2.99 | 1.38 |
| | Demonstrate enthusiasm of the transition team work to your counterpart. | 2.98 | 1.48 |
| | Capitalize on what motivates your counterpart. | 2.98 | 1.43 |
| | Coach or guide a counterpart to reach the next level of knowledge or skill. | 2.97 | 1.41 |
| | Stress sustainability to the counterpart. | 2.96 | 1.49 |
| | Understand how religion impacts the current operating environment. | 2.96 | 1.47 |
| | Adjust the way you treated individuals from the other culture, depending on their age. | 2.94 | 1.56 |
| | Recognize how your counterpart's understanding of time impacts his behavior and decisions. | 2.94 | 1.61 |
| | Spend "unstructured time" with your counterpart. | 2.91 | 1.50 |
| | Assess the strengths and weaknesses of your counterpart's unit. | 2.90 | 1.40 |
| | Express compassion toward individuals of a different culture. | 2.83 | 1.55 |
| | Prepare an interpreter for a meeting. | 2.82 | 1.58 |
| | Influence how your counterpart perceives your transition team. | 2.80 | 1.57 |

| Rate of Occurrence | Advisor Activity | <i>M</i> | <i>SD</i> |
|---|---|-----------------|------------------|
| ONCE A WEEK TO ONCE A MONTH | Judge your counterpart's actions according to his cultural standards. | 2.79 | 1.55 |
| | Gain commitment from the counterpart and the counterpart's team. | 2.78 | 1.40 |
| | Assess the readiness of your counterpart's unit to perform missions. | 2.77 | 1.42 |
| | Capitalize on the similarities between your beliefs, values, and goals and those of your counterpart. | 2.77 | 1.50 |
| | Communicate organizational goals and objectives to the counterpart. | 2.77 | 1.45 |
| | Demonstrate support for your counterpart (increase authority and legitimacy by deferring, promoting, remaining in the shadows as much as possible). | 2.74 | 1.56 |
| | Influence how your counterpart perceives you. | 2.73 | 1.57 |
| | Give your counterpart feedback for poor performance. | 2.72 | 1.49 |
| | Deal with U.S. coalition partners who do not understand the transition team purpose and mission. | 2.72 | 1.71 |
| | Determine which information to provide and withhold from a counterpart. | 2.71 | 1.67 |
| | Deal with corruption in your counterpart's organization. | 2.71 | 1.71 |
| | Limit how your cultural bias affects your perceptions of your counterpart's behavior. | 2.70 | 1.59 |
| | Take advantage of the concept of honor in your counterpart's culture. | 2.68 | 1.66 |
| | Stress the legitimacy of the transition team work. | 2.67 | 1.57 |
| | Use knowledge about customs and traditions to understand the behavior of an individual from the relevant culture. | 2.65 | 1.44 |
| | Use rational persuasion (i.e., provide logical arguments and evidence) to influence your counterpart. | 2.65 | 1.51 |
| | Establish short term goals for your counterpart to accomplish. | 2.63 | 1.37 |
| | Find ways to deal with or work around corruption in the local environment. | 2.61 | 1.71 |
| | Capitalize on your counterpart's perspective or point of view. | 2.58 | 1.46 |
| | Identify sources of corruption in the local environment. | 2.57 | 1.64 |
| Apply principles of team building in a cross-cultural setting. | 2.57 | 1.61 | |
| Explain to your counterpart how compliance with your request would benefit him (i.e., apply "apprising" tactics to influence your counterpart). | 2.55 | 1.48 | |
| Share personal information about yourself with your interpreter. | 2.52 | 1.58 | |
| Understand the implications of religion for military operations. | 2.51 | 1.63 | |
| Prevent personal feelings toward your counterpart from interfering with the transition team mission. | 2.49 | 1.68 | |

| Rate of Occurrence | Advisor Activity | <i>M</i> | <i>SD</i> |
|--|---|-----------------|------------------|
| ONCE A WEEK TO ONCE A MONTH | Employ a Rapport Plan (continuously plan, execute, and refine methods to increase the closeness of the relationship with your counterpart). | 2.48 | 1.64 |
| | Display the body language and posture commonly found in the host nation's culture. | 2.46 | 1.85 |
| | Use knowledge about social influences to understand the behavior of an individual from the relevant culture. | 2.45 | 1.52 |
| | Understand the general theology of different religions found in your operating area. | 2.44 | 1.61 |
| | Take advantage of the concept of hospitality in your counterpart's culture. | 2.44 | 1.69 |
| | Communicate the long term goals of the U.S. military to your counterpart. | 2.44 | 1.41 |
| | Explain the role of the transition team to coalition forces. | 2.44 | 1.60 |
| | Use knowledge about military influences to understand the behavior of an individual from the relevant culture. | 2.42 | 1.49 |
| | Capitalize on your counterpart's belief system. | 2.39 | 1.54 |
| | Understand the history of different religions found in your operating area. | 2.38 | 1.56 |
| | Share your personal history or information with your counterpart. | 2.36 | 1.57 |
| | Use knowledge about religious influences to understand the behavior of an individual from the relevant culture. | 2.36 | 1.50 |
| | Use knowledge about professional influences to understand the behavior of an individual from the relevant culture. | 2.36 | 1.54 |
| | Take advantage of the role of power and authority in the relevant culture. | 2.35 | 1.70 |
| | Speak to others in the host nation's language. | 2.33 | 1.80 |
| | Adjust the way you treated individuals from the other culture, depending on their social status. | 2.32 | 1.67 |
| | Apply pressure tactics as a way to influence your counterpart. | 2.31 | 1.60 |
| | Manage interpersonal conflict effectively in a cross-cultural setting. | 2.27 | 1.55 |
| | Build a consensus with individuals from the relevant culture. | 2.27 | 1.56 |
| | Become comfortable with same-sex activities (e.g., male-male hand holding, kissing during greetings). | 2.25 | 1.85 |
| Stress to coalition forces that the advisor is not in command of the counterpart. | 2.23 | 1.74 | |
| Assess the impact of information on military factors. | 2.22 | 1.64 | |
| Take advantage of how historical events are relevant to the current operating environment. | 2.20 | 1.59 | |

| Rate of Occurrence | Advisor Activity | <i>M</i> | <i>SD</i> | |
|--|--|--|------------------|------|
| ONCE A WEEK | Manage a training program that targets individuals from another culture. | 2.18 | 1.68 | |
| | Influence your counterpart to adopt a course of action by telling him that you would collaborate (e.g., indicate that you would cooperate or provide resources). | 2.18 | 1.55 | |
| | Interact with foreign coalition forces. | 2.15 | 1.81 | |
| | Use knowledge about tribal influences to understand the behavior of an individual from the relevant culture. | 2.15 | 1.54 | |
| | TO | Use knowledge about educational influences to understand the behavior of an individual from the relevant culture. | 2.11 | 1.50 |
| | ONCE A MONTH | Identify and manage potential divisions among religious groups. | 2.09 | 1.74 |
| | | Prepare one's transition team for a meeting in which an interpreter would be used. | 2.09 | 1.71 |
| Use knowledge about economic influences to understand the behavior of an individual from the relevant culture. | | 2.08 | 1.53 | |
| Deal with chain of command issues with coalition forces | | 2.07 | 1.69 | |
| | Restrict sensitive information provided to a counterpart. | 2.05 | 1.77 | |
| ONCE A MONTH | Use knowledge about demographic influences (e.g., age, sex) to understand the behavior of an individual from the relevant culture. | 2.00 | 1.52 | |
| | Adjust the way you treated individuals from the other culture, depending on their gender. | 2.00 | 1.77 | |
| | Display the facial expressions commonly used by individuals from the host nation. | 2.00 | 1.84 | |
| | Use knowledge about geography to understand the behavior of an individual from the relevant culture. | 2.00 | 1.55 | |
| ONCE A MONTH | Take advantage of the role of reconciliation in your counterpart's culture. | 1.98 | 1.68 | |
| | Use knowledge about historical influences to understand the behavior of an individual from the relevant culture. | 1.97 | 1.53 | |
| TO | Take advantage of the host nation's military culture. | 1.90 | 1.64 | |
| | Promote your counterpart's authority to coalition forces. | 1.87 | 1.63 | |
| | A FEW TIMES DURING DEPLOYMENT | Use personal appeal (i.e., ask an individual to comply out of loyalty or friendship) to influence your counterpart. | 1.85 | 1.58 |
| | | Appeal to the emotions of your counterpart (i.e., engage in inspirational influence tactics) to influence him. | 1.83 | 1.55 |
| | | Let your counterpart participate in transition team activities or decisions in order to gain his compliance and commitment (i.e., use participation as an influence tactic). | 1.81 | 1.62 |
| | | Assess the impact of information on social factors. | 1.81 | 1.62 |

| Rate of Occurrence | Advisor Activity | <i>M</i> | <i>SD</i> |
|--------------------------------------|---|-----------------|------------------|
| ONCE A MONTH | Provide symbolic rewards (e.g., certificates, coins) to your counterpart for good performance. | 1.81 | 1.47 |
| | Use knowledge about criminal influences to understand the behavior of an individual from the relevant culture. | 1.79 | 1.57 |
| | Preparing your counterpart to conduct negotiations and meetings. | 1.79 | 1.52 |
| | Instruct a counterpart without the aid of an interpreter. | 1.78 | 1.57 |
| | Use your legitimate authority (i.e., your position, rank, or status) to influence your counterpart. | 1.70 | 1.61 |
| | Take advantage of the social hierarchy of the relevant culture. | 1.68 | 1.61 |
| | Deal with foreign coalition partners who do not understand the transition team purpose and mission. | 1.64 | 1.75 |
| | Offer your counterpart a desired item or action in exchange for compliance with a request (i.e., us exchange tactics as a way to influence your counterpart). | 1.62 | 1.44 |
| | Assess the impact of information on local economic factors. | 1.62 | 1.59 |
| | Work with an unfamiliar interpreter. | 1.57 | 1.19 |
| A FEW TIMES DURING DEPLOYMENT | Prepare coalition partners to conduct cross-cultural negotiations and meetings. | 1.55 | 1.66 |
| | Assess the impact of information on politics. | 1.55 | 1.59 |
| | Adjust the way you treated individuals from the other culture, depending on his/her tribal affiliation. | 1.36 | 1.63 |
| | Disclose sensitive information to a counterpart. | 1.11 | 1.44 |
| | Manage the release of information to local civilians. | 1.09 | 1.52 |
| | Talk about Family in your counterpart's language. | .94 | 1.42 |
| | Capitalize on the concept of "revenge" in your counterpart's culture. | .82 | 1.34 |
| | Talk about economic issues in your counterpart's language | .77 | 1.32 |
| A FEW TIMES | Work with an interpreter from the local population who has not been vetted. | .70 | 1.24 |
| | Talk about tribal issues in your counterpart's language. | .69 | 1.24 |
| | Talk about sports in your counterpart's language. | .59 | 1.14 |
| NEVER | Talk about religion in your counterpart's language. | .59 | 1.12 |
| | Read the host nation's language. | .54 | 1.16 |
| | Talk about politics in your counterpart's language. | .43 | 1.01 |
| | Write in the host nation's language. | .26 | .81 |

Note. 5—More than once a day, 4—Once a day, 3—Once a week, 2—Once a month, 1—A few times, 0—Did not perform.

APPENDIX D
PERCEIVED IMPORTANCE OF ADVISOR ACTIVITIES
ORDERED FROM MOST TO LEAST IMPORTANT

| General Level of Importance | Advisor Activity | M | SD |
|---|---|--|-----------|
| VERY IMPORTANT TO EXTREMELY IMPORTANT | Communicate through an interpreter. | 4.53 | 0.87 |
| | Evaluate the trustworthiness of your interpreter. | 4.40 | 1.07 |
| | Establish your credibility with your counterpart. | 4.33 | 1.08 |
| | Understand the capabilities of your interpreter. | 4.33 | 1.16 |
| | Conduct a meeting through an interpreter. | 4.26 | 1.17 |
| | Demonstrate a positive attitude. | 4.22 | 1.05 |
| | Demonstrate to your counterpart that the transition team provides something of value. | 4.22 | 1.10 |
| | Exhibit a strong work ethic. | 4.21 | 1.13 |
| | Be tactful toward individuals from another culture. | 4.16 | 1.09 |
| | Build a close relationship with your counterpart. | 4.15 | 1.21 |
| | Recognize when individuals from the other culture were trying to manipulate you. | 4.14 | 1.29 |
| | Behave respectfully within the constraints of the relevant culture. | 4.14 | 1.15 |
| | Serve as a role model for your counterpart. | 4.14 | 1.26 |
| | Demonstrate tolerance toward individuals from another culture. | 4.14 | 1.17 |
| | Instruct a counterpart with the aid of an interpreter. | 4.12 | 1.23 |
| | Praise your counterpart for good performance. | 4.09 | 1.16 |
| | Communicate to your counterpart that you respect him. | 4.07 | 1.13 |
| | MODERATELY IMPORTANT TO VERY IMPORTANT | Understand the background of your interpreter. | 4.06 |
| Understand your interpreter's cultural biases. | | 4.06 | 1.27 |
| Actively listen to individuals from another culture. | | 4.05 | 1.16 |
| Follow-up with your counterpart to ensure that work has been accomplished. | | 4.04 | 1.17 |
| Identify the training needs of your counterpart. | | 3.99 | 1.26 |
| Identify the training needs of your counterpart's unit. | | 3.99 | 1.29 |
| Mentor or provide a counterpart with advice or counsel to assist him in making a decision through a mutually developed bond of trust. | | 3.95 | 1.26 |
| Recognize differences between Western culture and your counterpart's culture. | | 3.95 | 1.30 |
| Recognize differences between U.S. military culture and your counterpart's military culture. | | 3.93 | 1.25 |
| Teach or instruct a counterpart in acquiring or improving a skill or ability. | | 3.92 | 1.25 |
| Understand the background of your counterpart. | 3.91 | 1.29 | |
| Assess the strengths and weaknesses of your counterpart's unit. | 3.91 | 1.34 | |

| General Level of Importance | Advisor Activity | M | SD |
|---|---|----------|-----------|
| | Be supportive of a counterpart's decisions and activities. | 3.89 | 1.28 |
| | Deal with corruption in your counterpart's organization. | 3.86 | 1.49 |
| | Coach or guide a counterpart to reach the next level of knowledge or skill. | 3.86 | 1.26 |
| | Gain the trust of individuals from the relevant culture. | 3.85 | 1.32 |
| | Ask about your counterpart's Family. | 3.83 | 1.31 |
| | Interact with U.S. coalition forces (non-transition team members). | 3.83 | 1.34 |
| | Give your counterpart feedback for poor performance. | 3.81 | 1.39 |
| | Stress unity of effort/purpose with one's counterpart. | 3.79 | 1.35 |
| | Assess the readiness of your counterpart's unit to perform missions. | 3.79 | 1.41 |
| | Establish short term goals for your counterpart to accomplish. | 3.78 | 1.32 |
| | Capitalize on what motivates your counterpart. | 3.74 | 1.29 |
| | Understand how religion impacts the current operating environment. | 3.73 | 1.36 |
| MODERATELY IMPORTANT TO VERY IMPORTANT | Find ways to deal with or work around corruption in the local environment. | 3.71 | 1.55 |
| | Spend "unstructured time" with your counterpart. | 3.71 | 1.37 |
| | Gain commitment from the counterpart and the counterpart's team. | 3.68 | 1.35 |
| | Stress sustainability to the counterpart. | 3.66 | 1.49 |
| | Read the facial expressions of individuals from your counterpart's culture. | 3.64 | 1.44 |
| | Determine which information to provide and withhold from a counterpart. | 3.63 | 1.60 |
| | Interpret the body language of individuals from your counterpart's culture. | 3.63 | 1.46 |
| | Adjust the way you treated individuals from the other culture, depending on their rank. | 3.60 | 1.47 |
| | Limit how your cultural bias affects your perceptions of your counterpart's behavior. | 3.60 | 1.46 |
| | Exchanging common greetings in your counterpart's language. | 3.60 | 1.70 |
| | Predict how your counterpart will behave. | 3.60 | 1.43 |
| | Communicate organizational goals and objectives to the counterpart. | 3.59 | 1.37 |
| | Identify sources of corruption in the local environment. | 3.58 | 1.59 |
| | Demonstrate support for your counterpart (increase authority and legitimacy by deferring, promoting, remaining in the shadows as much as possible). | 3.58 | 1.50 |
| | Prepare an interpreter for a meeting. | 3.58 | 1.50 |
| | Interpret the gestures of individuals from your counterpart's culture. | 3.58 | 1.49 |
| | Become comfortable with non-Western cultural norms. | 3.58 | 1.49 |

| General Level of Importance | Advisor Activity | M | SD |
|--|---|----------|-----------|
| | Recognize how your counterpart's understanding of time impacts his behavior and decisions. | 3.57 | 1.51 |
| | Prevent personal feelings toward your counterpart from interfering with the transition team mission. | 3.56 | 1.60 |
| | Communicate the long term goals of the U.S. military to your counterpart. | 3.56 | 1.48 |
| | Adjust the way you treated individuals from the other culture, depending on their age. | 3.55 | 1.52 |
| | Become comfortable with eating the food of another culture. | 3.53 | 1.45 |
| | Demonstrate enthusiasm of the transition team work to your counterpart. | 3.53 | 1.38 |
| | Explain the role of the transition team to coalition forces. | 3.51 | 1.60 |
| | Speak common words in your counterpart's language. | 3.48 | 1.64 |
| | Deal with U.S. coalition partners who do not understand the transition team purpose and mission. | 3.47 | 1.64 |
| | Influence how your counterpart perceives your transition team. | 3.47 | 1.53 |
| MODERATELY IMPORTANT | Express compassion toward individuals of a different culture. | 3.46 | 1.44 |
| | Apply principles of team building in a cross-cultural setting. | 3.45 | 1.49 |
| TO VERY | Use knowledge about customs and traditions to understand the behavior of an individual from the relevant culture. | 3.44 | 1.38 |
| | Spend "unstructured time" with your interpreter. | 3.43 | 1.45 |
| IMPORTANT | Influence how your counterpart perceives you. | 3.42 | 1.51 |
| | Understand the implications of religion for military operations. | 3.39 | 1.60 |
| | Use gestures commonly found in the host nation's culture. | 3.39 | 1.59 |
| | Explain to your counterpart how compliance with your request would benefit him (i.e., apply "apprising" tactics to influence your counterpart). | 3.38 | 1.43 |
| | Use rational persuasion (i.e., provide logical arguments and evidence) to influence your counterpart. | 3.38 | 1.44 |
| | Provide symbolic rewards (e.g., certificates, coins) to your counterpart for good performance. | 3.37 | 1.64 |
| | Capitalize on the similarities between your beliefs, values, and goals and those of your counterpart. | 3.36 | 1.47 |
| | Stress the legitimacy of the transition team work. | 3.35 | 1.58 |
| | Capitalize on your counterpart's perspective or point of view. | 3.35 | 1.39 |
| | Judge your counterpart's actions according to his cultural standards. | 3.33 | 1.48 |
| | Stress to coalition forces that the advisor is not in command of the counterpart. | 3.33 | 1.83 |
| | Take advantage of the concept of honor in your counterpart's culture. | 3.32 | 1.59 |

| General Level of Importance | Advisor Activity | M | SD |
|---|--|----------|-----------|
| MODERATELY IMPORTANT TO VERY IMPORTANT | Use knowledge about social influences to understand the behavior of an individual from the relevant culture. | 3.3 | 1.47 |
| | Restrict sensitive information provided to a counterpart. | 3.28 | 1.89 |
| | Use knowledge about military influences to understand the behavior of an individual from the relevant culture. | 3.27 | 1.46 |
| | Apply pressure tactics as a way to influence your counterpart. | 3.26 | 1.59 |
| | Employ a Rapport Plan (continuously plan, execute, and refine methods to increase the closeness of the relationship with your counterpart). | 3.21 | 1.61 |
| | Understand the general theology of different religions found in your operating area. | 3.21 | 1.60 |
| | Use knowledge about religious influences to understand the behavior of an individual from the relevant culture. | 3.20 | 1.54 |
| | Manage interpersonal conflict effectively in a cross-cultural setting. | 3.19 | 1.63 |
| | Use knowledge about professional influences to understand the behavior of an individual from the relevant culture. | 3.19 | 1.54 |
| | Understand the history of different religions found in your operating area. | 3.17 | 1.57 |
| | Capitalize on your counterpart's belief system. | 3.13 | 1.54 |
| | Adjust the way you treated individuals from the other culture, depending on their social status. | 3.11 | 1.72 |
| | Take advantage of the concept of hospitality in your counterpart's culture. | 3.11 | 1.70 |
| | Build a consensus with individuals from the relevant culture. | 3.1 | 1.65 |
| | Share your personal history or information with your counterpart. | 3.08 | 1.57 |
| | Take advantage of how historical events are relevant to the current operating environment. | 3.07 | 1.58 |
| | Assess the impact of information on military factors. | 3.05 | 1.71 |
| | Take advantage of the role of power and authority in the relevant culture. | 3.04 | 1.69 |
| | Influence your counterpart to adopt a course of action by telling him that you would collaborate (e.g., indicate that you would cooperate or provide resources). | 3.04 | 1.57 |
| | Speak to others in the host nation's language. | 3.03 | 1.62 |
| Adjust the way you treated individuals from the other culture, depending on their gender. | 3.03 | 1.92 | |
| Use knowledge about tribal influences to understand the behavior of an individual from the relevant culture. | 3.02 | 1.62 | |
| Use knowledge about educational influences to understand the behavior of an individual from the relevant culture. | 3.01 | 1.58 | |
| Manage a training program that targets individuals from another culture. | 2.99 | 1.82 | |

| General Level of Importance | Advisor Activity | M | SD |
|---|--|----------|-----------|
| OF SOME IMPORTANCE TO MODERATELY IMPORTANT | Deal with chain of command issues with coalition forces | 2.99 | 1.79 |
| | Share personal information about yourself with your interpreter. | 2.94 | 1.54 |
| | Promote your counterpart's authority to coalition forces. | 2.93 | 1.84 |
| | Identify and manage potential divisions among religious groups. | 2.91 | 1.79 |
| | Prepare one's transition team for a meeting in which an interpreter would be used. | 2.90 | 1.82 |
| | Work with an unfamiliar interpreter. | 2.90 | 1.64 |
| | Interact with foreign coalition forces. | 2.88 | 1.84 |
| | Use knowledge about economic influences to understand the behavior of an individual from the relevant culture. | 2.88 | 1.62 |
| | Use knowledge about demographic influences (e.g., age, sex) to understand the behavior of an individual from the relevant culture. | 2.87 | 1.60 |
| | Use knowledge about historical influences to understand the behavior of an individual from the relevant culture. | 2.85 | 1.64 |
| | Use knowledge about geography to understand the behavior of an individual from the relevant culture. | 2.85 | 1.64 |
| | Display the body language and posture commonly found in the host nation's culture. | 2.84 | 1.68 |
| | Instruct a counterpart without the aid of an interpreter. | 2.78 | 1.72 |
| | Use knowledge about criminal influences to understand the behavior of an individual from the relevant culture. | 2.77 | 1.74 |
| | Preparing your counterpart to conduct negotiations and meetings. | 2.72 | 1.72 |
| | Take advantage of the role of reconciliation in your counterpart's culture. | 2.71 | 1.76 |
| | Let your counterpart participate in transition team activities or decisions in order to gain his compliance and commitment (i.e., use participation as an influence tactic). | 2.69 | 1.72 |
| | Become comfortable with same-sex activities (e.g., male-male hand holding, kissing during greetings). | 2.66 | 1.82 |
| | Prepare coalition partners to conduct cross-cultural negotiations and meetings. | 2.63 | 1.94 |
| | Take advantage of the host nation's military culture. | 2.62 | 1.74 |
| Use personal appeal (i.e., ask an individual to comply out of loyalty or friendship) to influence your counterpart. | 2.62 | 1.68 | |
| Assess the impact of information on social factors. | 2.62 | 1.80 | |
| Offer your counterpart a desired item or action in exchange for compliance with a request (i.e., us exchange tactics as a way to influence your counterpart). | 2.57 | 1.62 | |

| General Level of Importance | Advisor Activity | M | SD |
|---|--|----------|-----------|
| OF SOME IMPORTANCE TO MODERATELY IMPORTANT | Appeal to the emotions of your counterpart (i.e., engage in inspirational influence tactics) to influence him. | 2.55 | 1.65 |
| | Disclose sensitive information to a counterpart. | 2.52 | 2.02 |
| | Use your legitimate authority (i.e., your position, rank, or status) to influence your counterpart. | 2.52 | 1.75 |
| | Take advantage of the social hierarchy of the relevant culture. | 2.47 | 1.77 |
| | Display the facial expressions commonly used by individuals from the host nation. | 2.45 | 1.76 |
| | Assess the impact of information on local economic factors. | 2.42 | 1.80 |
| | Deal with foreign coalition partners who do not understand the transition team purpose and mission. | 2.40 | 1.93 |
| | Assess the impact of information on politics. | 2.33 | 1.83 |
| OF LITTLE TO SOME IMPORTANCE | Manage the release of information to local civilians. | 2.23 | 1.92 |
| | Adjust the way you treated individuals from the other culture, depending on his/her tribal affiliation. | 2.17 | 1.89 |
| | Talk about Family in your counterpart's language. | 1.83 | 1.81 |
| | Work with an interpreter from the local population who has not been vetted. | 1.63 | 1.90 |
| | Talk about economic issues in your counterpart's language | 1.60 | 1.73 |
| | Talk about tribal issues in your counterpart's language. | 1.56 | 1.75 |
| | Capitalize on the concept of “revenge” in your counterpart’s culture. | 1.55 | 1.76 |
| | Read the host nation’s language. | 1.44 | 1.62 |
| | Talk about religion in your counterpart's language. | 1.38 | 1.60 |
| | Talk about sports in your counterpart's language. | 1.21 | 1.54 |
| Talk about politics in your counterpart's language. | 1.15 | 1.48 | |
| Write in the host nation’s language. | 1.07 | 1.48 | |

Note. 5—Extremely important, 4—Very important, 3—Moderately important, 2—Some importance, 1—Little importance, 0—None

APPENDIX E
ADVISOR ACTIVITIES ARRANGED BY DESCENDING ORDER
OF F-I COMPOSITE SCORES

| Advisor Activity | <i>M</i> | <i>SD</i> |
|--|-----------------|------------------|
| Communicate through an interpreter | 19.28 | 6.34 |
| Exhibit a strong work ethic | 17.55 | 7.10 |
| Demonstrate tolerance toward individuals from another culture | 17.33 | 7.51 |
| Demonstrate a positive attitude | 17.22 | 7.07 |
| Be tactful toward individuals from another culture | 17.09 | 7.31 |
| Serve as a role model for your counterpart | 16.82 | 7.70 |
| Establish your credibility with your counterpart | 16.50 | 7.33 |
| Understand the capabilities of your interpreter | 16.42 | 7.82 |
| Conduct a meeting through an interpreter | 16.30 | 7.41 |
| Actively listen to individuals from another culture | 16.17 | 7.44 |
| Evaluate the trustworthiness of your interpreter | 16.08 | 8.06 |
| Behave respectfully within the constraints of the relevant culture | 16.02 | 7.23 |
| Demonstrate to your counterpart that the transition team provides something of value | 15.96 | 7.34 |
| Recognize differences between Western culture and your counterpart's culture | 15.50 | 7.85 |
| Instruct a counterpart with the aid of an interpreter | 15.40 | 7.76 |
| Build a close relationship with your counterpart | 15.36 | 7.74 |
| Recognize differences between US military culture and your counterpart's military culture | 15.26 | 7.72 |
| Exchange common greetings in your counterpart's language | 14.94 | 9.32 |
| Communicate to your counterpart that you respect him | 14.71 | 7.03 |
| Understand your interpreter's cultural biases | 14.64 | 8.08 |
| Understand the background of your interpreter | 14.42 | 8.04 |
| Read the facial expressions of individuals from your counterpart's culture | 14.20 | 8.58 |
| Interact with US coalition forces (non-transition team members) | 14.16 | 8.05 |
| Recognize when individuals from the other culture were trying to manipulate you | 13.93 | 8.20 |
| Interpret the body language of individuals from your counterpart's culture | 13.89 | 8.55 |
| Ask about your counterpart's Family | 13.73 | 7.82 |
| Interpret the gestures of individuals from your counterpart's culture | 13.59 | 8.60 |
| Follow-up with your counterpart to ensure that work has been accomplished | 13.59 | 6.98 |
| Praise your counterpart for good performance | 13.59 | 7.15 |
| Become comfortable with non-Western cultural norms | 13.58 | 8.41 |
| Understand the background of your counterpart | 13.58 | 7.62 |
| Speak common words in your counterpart's language | 13.52 | 9.13 |
| Mentor or provide a counterpart with advice or counsel to assist him in making a decision through a mutually developed bond of trust | 13.38 | 7.71 |
| Gain the trust of individuals from the relevant culture | 13.17 | 7.89 |
| Identify the training needs of your counterpart | 13.04 | 7.23 |

| Advisor Activity | <i>M</i> | <i>SD</i> |
|--|-----------------|------------------|
| Be supportive of a counterpart's decisions and activities | 12.99 | 7.36 |
| Identify the training needs of your counterpart's unit | 12.98 | 7.35 |
| Teach or instruct a counterpart in acquiring or improving a skill or ability | 12.95 | 7.37 |
| Stress unity of effort/purpose with one's counterpart | 12.93 | 7.88 |
| Use gestures commonly found in the host nation's culture | 12.77 | 8.87 |
| Assess the strengths and weaknesses of your counterpart's unit | 12.53 | 7.42 |
| Coach or guide a counterpart to reach the next level of knowledge or skill | 12.49 | 7.39 |
| Adjust the way you treated individuals from the other culture, depending on their rank | 12.37 | 8.08 |
| Stress sustainability to the counterpart | 12.37 | 7.85 |
| Capitalize on what motivates your counterpart | 12.35 | 7.50 |
| Recognize how your counterpart's understanding of time impacts his behavior and decisions | 12.34 | 8.31 |
| Understand how religion impacts the current operating environment | 12.33 | 7.77 |
| Spend "unstructured time" with your interpreter | 12.32 | 7.89 |
| Predict how your counterpart will behave | 12.26 | 8.09 |
| Spend "unstructured time" with your counterpart | 12.16 | 7.75 |
| Adjust the way you treated individuals from the other culture, depending on their age | 12.14 | 8.06 |
| Become comfortable with eating the food of another culture | 12.04 | 7.77 |
| Deal with corruption in your counterpart's organization | 11.94 | 8.53 |
| Demonstrate enthusiasm of the transition team work to your counterpart | 11.90 | 7.76 |
| Assess the readiness of your counterpart's unit to perform missions | 11.74 | 7.31 |
| Determine which information to provide and withhold from a counterpart | 11.68 | 8.42 |
| Prepare an interpreter for a meeting | 11.67 | 7.85 |
| Influence how your counterpart perceives your transition team | 11.54 | 8.10 |
| Demonstrate support for your counterpart (increase authority and legitimacy by deferring, promoting, remaining in the shadows as much as possible) | 11.52 | 8.09 |
| Give your counterpart feedback for poor performance | 11.51 | 7.59 |
| Gain commitment from the counterpart and the counterpart's team | 11.41 | 7.18 |
| Find ways to deal with or work around corruption in the local environment | 11.30 | 8.56 |
| Deal with US coalition partners who do not understand the transition team purpose and mission | 11.30 | 8.74 |
| Express compassion toward individuals of a different culture | 11.28 | 7.92 |
| Communicate organizational goals and objectives to the counterpart | 11.19 | 7.35 |
| Influence how your counterpart perceives you | 11.10 | 7.92 |
| Limit how your cultural bias affects your perceptions of your counterpart's behavior | 11.04 | 7.96 |
| Establish short term goals for your counterpart to accomplish | 11.03 | 7.00 |
| Judge your counterpart's actions according to his cultural standards | 11.02 | 7.84 |
| Capitalize on the similarities between your beliefs, values, and goals and those of your counterpart | 10.87 | 7.75 |

| Advisor Activity | <i>M</i> | <i>SD</i> |
|--|-----------------|------------------|
| Take advantage of the concept of honor in your counterpart's culture | 10.81 | 8.37 |
| Identify sources of corruption in the local environment | 10.80 | 8.15 |
| Stress the legitimacy of the transition team work | 10.79 | 8.17 |
| Apply principles of team building in a cross-cultural setting | 10.46 | 7.97 |
| Prevent personal feelings toward your counterpart from interfering with the transition team mission | 10.42 | 8.31 |
| Use knowledge about customs and traditions to understand the behavior of an individual from the relevant culture | 10.42 | 7.36 |
| Use rational persuasion (i.e., provide logical arguments and evidence) to influence your counterpart | 10.32 | 7.57 |
| Understand the implications of religion for military operations | 10.19 | 8.03 |
| Explain the role of the transition team to coalition forces | 10.17 | 8.16 |
| Explain to your counterpart how compliance with your request would benefit him (i.e., apply "apprising" tactics to influence your counterpart) | 10.03 | 7.37 |
| Communicate the long term goals of the US military to your counterpart | 9.99 | 7.15 |
| Capitalize on your counterpart's perspective or point of view | 9.96 | 7.09 |
| Employ a Rapport Plan (continuously plan, execute, and refine methods to increase the closeness of the relationship with your counterpart) | 9.87 | 7.98 |
| Take advantage of the concept of hospitality in your counterpart's culture | 9.73 | 8.33 |
| Understand the general theology of different religions found in your operating area | 9.61 | 7.91 |
| Use knowledge about social influences to understand the behavior of an individual from the relevant culture | 9.59 | 7.35 |
| Stress to coalition forces that the advisor is not in command of the counterpart | 9.52 | 8.49 |
| Display the body language and posture commonly found in the host nation's culture | 9.41 | 8.76 |
| Use knowledge about military influences to understand the behavior of an individual from the relevant culture | 9.40 | 7.25 |
| Take advantage of the role of power and authority in the relevant culture | 9.30 | 8.16 |
| Adjust the way you treated individuals from the other culture, depending on their social status | 9.27 | 8.04 |
| Apply pressure tactics as a way to influence your counterpart | 9.20 | 7.82 |
| Understand the history of different religions found in your operating area | 9.20 | 7.56 |
| Use knowledge about professional influences to understand the behavior of an individual from the relevant culture | 9.20 | 7.50 |
| Capitalize on your counterpart's belief system | 9.19 | 7.42 |
| Use knowledge about religious influences to understand the behavior of an individual from the relevant culture | 9.09 | 7.20 |
| Share your personal history or information with your counterpart | 9.03 | 7.79 |
| Share personal information about yourself with your interpreter | 8.93 | 7.75 |
| Manage interpersonal conflict effectively in a cross-cultural setting | 8.90 | 7.41 |
| Build a consensus with individuals from the relevant culture | 8.87 | 7.47 |
| Speak to others in the host nation's language | 8.87 | 8.36 |

| Advisor Activity | <i>M</i> | <i>SD</i> |
|--|-----------------|------------------|
| Manage a training program that targets individuals from another culture | 8.79 | 8.18 |
| Assess the impact of information on military factors | 8.72 | 7.67 |
| Restrict sensitive information provided to a counterpart | 8.64 | 8.46 |
| Interact with foreign coalition forces | 8.51 | 8.61 |
| Take advantage of how historical events relate to the current operating environment | 8.51 | 7.61 |
| Become comfortable with same-sex activities (e.g., male-male hand holding, kissing during greetings) | 8.50 | 8.59 |
| Adjust the way you treated individuals from the other culture, depending on their gender | 8.38 | 8.39 |
| Identify and manage potential divisions among religious groups | 8.34 | 8.21 |
| Deal with chain of command issues with coalition forces | 8.33 | 8.09 |
| Influence your counterpart to adopt a course of action by telling him that you would collaborate (e.g., indicate that you would cooperate or provide resources) | 8.30 | 7.27 |
| Use knowledge about tribal influences to understand the behavior of an individual from the relevant culture | 8.28 | 7.36 |
| Prepare one's transition team for a meeting in which an interpreter would be used | 8.21 | 8.00 |
| Use knowledge about educational influences to understand the behavior of an individual from the relevant culture | 7.88 | 7.07 |
| Use knowledge about economic influences to understand the behavior of an individual from the relevant culture | 7.64 | 7.03 |
| Promote your counterpart's authority to coalition forces | 7.55 | 7.66 |
| Take advantage of the role of reconciliation in your counterpart's culture | 7.46 | 7.72 |
| Use knowledge about demographic influences (e.g., age, sex) to understand the behavior of an individual from the relevant culture | 7.44 | 7.05 |
| Use knowledge about geography to understand the behavior of an individual from the relevant culture | 7.41 | 7.03 |
| Provide symbolic rewards (e.g., certificates, coins) to your counterpart for good performance | 7.39 | 7.01 |
| Display the facial expressions commonly used by individuals from the host nation | 7.39 | 8.33 |
| Use knowledge about historical influences to understand the behavior of an individual from the relevant culture | 7.36 | 7.10 |
| Take advantage of the host nation's military culture | 7.12 | 7.43 |
| Let your counterpart participate in transition team activities and decisions in order to gain his compliance and commitment (i.e., use participation as an influence tactic) | 6.94 | 7.48 |
| Use knowledge about criminal influences to understand the behavior of an individual from the relevant culture | 6.87 | 7.06 |
| Assess the impact of information on social factors | 6.86 | 7.37 |
| Use personal appeal (i.e., ask an individual to comply out of loyalty or friendship) to influence your counterpart | 6.85 | 7.28 |
| Prepare your counterpart to conduct negotiations and meetings | 6.69 | 6.82 |
| Instruct a counterpart without the aid of an interpreter | 6.58 | 7.20 |

| Advisor Activity | <i>M</i> | <i>SD</i> |
|--|-----------------|------------------|
| Appeal to the emotions of your counterpart (i.e., engage in inspirational influence tactics) to influence him | 6.52 | 6.89 |
| Deal with foreign coalition partners who do not understand the transition team purpose and mission | 6.35 | 8.07 |
| Take advantage of the social hierarchy of the relevant culture | 6.31 | 7.18 |
| Prepare coalition partners to conduct cross-cultural negotiations and meetings | 6.25 | 7.56 |
| Use your legitimate authority (i.e., your position, rank, or status) to influence your counterpart | 6.24 | 7.36 |
| Assess the impact of information on local economic factors | 5.94 | 6.98 |
| Offer your counterpart something that he wants in exchange for compliance with a request (i.e., use exchange tactics as a way to influence your counterpart) | 5.72 | 6.41 |
| Assess the impact of information on politics | 5.60 | 6.93 |
| Work with an unfamiliar interpreter | 5.17 | 5.20 |
| Adjust how you treat an individual from the other culture, depending on his/her tribal affiliation | 5.06 | 7.13 |
| Disclose sensitive information to a counterpart | 4.17 | 6.12 |
| Manage the release of information to local civilians | 4.14 | 6.53 |
| Talk about Family in your counterpart's language | 3.34 | 5.96 |
| Capitalize on the concept of "revenge" in your counterpart's culture | 2.86 | 5.43 |
| Talk about economic issues in your counterpart's language | 2.64 | 5.21 |
| Talk about tribal issues in your counterpart's language | 2.39 | 4.94 |
| Work with an interpreter from the local population who has not been vetted | 2.29 | 4.97 |
| Talk about religion in your counterpart's language | 1.78 | 4.22 |
| Talk about sports in your counterpart's language | 1.72 | 4.02 |
| Read the host nation's language | 1.68 | 4.36 |
| Talk about politics in your counterpart's language | 1.24 | 3.54 |
| Write in the host nation's language | 0.73 | 2.87 |

APPENDIX F
FREQUENCY, IMPORTANCE, AND F-I COMPOSITE RATINGS
BY TEAM TYPES

APPENDIX F LIST OF TABLES

| | Page |
|---|------|
| TABLE F-1. MEANS AND STANDARD DEVIATIONS FOR FREQUENCY RATINGS OF ACTIVITIES BY TEAM TYPE | F-3 |
| TABLE F-2. MEANS AND STANDARD DEVIATIONS FOR FREQUENCY RATINGS OF KSAS BY TEAM TYPE | F-15 |
| TABLE F-3. MEANS AND STANDARD DEVIATIONS FOR IMPORTANCE RATINGS OF ACTIVITIES BY TEAM TYPE | F-17 |
| TABLE F-4. MEANS AND STANDARD DEVIATIONS FOR IMPORTANCE RATINGS OF KSAS BY TEAM TYPE | F-27 |
| TABLE F-5. MEANS AND STANDARD DEVIATIONS FOR F-I COMPOSITE RATINGS OF ACTIVITIES BY TEAM TYPE | F-29 |
| TABLE F-6. MEANS AND STANDARD DEVIATIONS FOR F-I COMPOSITE RATINGS OF KSAS BY TEAM TYPE | F-40 |

Table F-1*Means and Standard Deviations for Frequency Ratings of Activities by Team Type*

| <i>Activity (Frequency Ratings)</i> | <u><i>Border</i></u> | | | <u><i>Military Combat Arms</i></u> | | | <u><i>Military CSS</i></u> | | | <u><i>Police</i></u> | | |
|--|----------------------|----------|-----------|------------------------------------|----------|-----------|----------------------------|----------|-----------|----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Communicate through an interpreter. | 135 | 4.03 | 1.00 | 146 | 4.37 | 0.89 | 55 | 4.60 | 0.60 | 150 | 3.79 | 1.20 |
| Demonstrate tolerance toward individuals from another culture. | 135 | 3.93 | 1.23 | 148 | 3.95 | 1.31 | 56 | 4.00 | 1.48 | 149 | 3.91 | 1.17 |
| Be tactful toward individuals from another culture. | 135 | 3.91 | 1.16 | 148 | 4.04 | 1.12 | 56 | 3.88 | 1.43 | 150 | 3.69 | 1.26 |
| Exhibit a strong work ethic. | 136 | 3.88 | 1.20 | 148 | 4.13 | 1.01 | 56 | 4.05 | 1.30 | 150 | 3.86 | 1.16 |
| Actively listen to individuals from another culture. | 135 | 3.74 | 1.21 | 147 | 3.93 | 1.20 | 56 | 3.86 | 1.31 | 150 | 3.47 | 1.32 |
| Serve as a role model for your counterpart. | 136 | 3.71 | 1.32 | 148 | 3.97 | 1.24 | 56 | 3.84 | 1.49 | 150 | 3.57 | 1.41 |
| Demonstrate a positive attitude. | 136 | 3.68 | 1.26 | 148 | 4.04 | 1.05 | 56 | 4.13 | 1.10 | 150 | 3.78 | 1.22 |
| Recognize differences between Western culture and your counterpart's culture. | 136 | 3.65 | 1.41 | 146 | 3.71 | 1.42 | 56 | 3.41 | 1.59 | 148 | 3.62 | 1.26 |
| Demonstrate to your counterpart that the transition team provides something of value. | 135 | 3.61 | 1.25 | 147 | 3.67 | 1.26 | 56 | 3.84 | 1.20 | 148 | 3.35 | 1.34 |
| Establish your credibility with your counterpart. | 134 | 3.57 | 1.27 | 147 | 3.79 | 1.26 | 56 | 3.93 | 1.25 | 148 | 3.36 | 1.32 |
| Behave respectfully within the constraints of the relevant culture. | 135 | 3.53 | 1.32 | 146 | 3.69 | 1.20 | 56 | 3.68 | 1.29 | 148 | 3.59 | 1.21 |
| Understand the capabilities of your interpreter. | 128 | 3.52 | 1.43 | 140 | 3.70 | 1.41 | 55 | 3.53 | 1.51 | 147 | 3.45 | 1.46 |
| Ask about your counterpart's Family. | 134 | 3.51 | 1.24 | 148 | 3.01 | 1.52 | 55 | 3.05 | 1.46 | 150 | 3.33 | 1.33 |
| Recognize differences between U.S. military culture and your counterpart's military culture. | 135 | 3.46 | 1.40 | 147 | 3.75 | 1.37 | 56 | 3.61 | 1.51 | 150 | 3.59 | 1.24 |
| Evaluate the trustworthiness of your interpreter. | 130 | 3.45 | 1.47 | 140 | 3.34 | 1.53 | 54 | 3.67 | 1.59 | 145 | 3.47 | 1.49 |

| <i>Activity (Frequency Ratings)</i> | <u><i>Border</i></u> | | | <u><i>Military Combat Arms</i></u> | | | <u><i>Military CSS</i></u> | | | <u><i>Police</i></u> | | |
|---|----------------------|----------|-----------|------------------------------------|----------|-----------|----------------------------|----------|-----------|----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Interact with U.S. coalition forces (non-transition team members). | 135 | 3.38 | 1.48 | 145 | 3.54 | 1.45 | 56 | 2.96 | 1.60 | 149 | 3.45 | 1.45 |
| Become comfortable with eating the food of another culture. | 134 | 3.33 | 1.38 | 144 | 2.90 | 1.51 | 56 | 2.66 | 1.28 | 150 | 2.95 | 1.49 |
| Conduct a meeting through an interpreter. | 133 | 3.32 | 1.34 | 146 | 3.92 | 1.12 | 56 | 3.91 | 1.18 | 150 | 3.34 | 1.43 |
| Spend "unstructured time" with your interpreter. | 136 | 3.32 | 1.43 | 145 | 3.00 | 1.52 | 55 | 2.95 | 1.72 | 148 | 3.32 | 1.54 |
| Exchanging common greetings in your counterpart's language. | 133 | 3.32 | 1.91 | 146 | 3.52 | 1.87 | 56 | 3.77 | 1.78 | 148 | 3.52 | 1.71 |
| Communicate to your counterpart that you respect him. | 135 | 3.31 | 1.30 | 147 | 3.38 | 1.25 | 56 | 3.36 | 1.34 | 147 | 3.37 | 1.31 |
| Understand the background of your interpreter. | 130 | 3.30 | 1.51 | 140 | 3.33 | 1.50 | 55 | 3.27 | 1.51 | 145 | 3.32 | 1.44 |
| Understand your interpreter's cultural biases. | 130 | 3.29 | 1.58 | 139 | 3.34 | 1.58 | 55 | 3.44 | 1.58 | 145 | 3.33 | 1.45 |
| Read the facial expressions of individuals from your counterpart's culture. | 135 | 3.28 | 1.71 | 147 | 3.41 | 1.63 | 56 | 3.41 | 1.73 | 150 | 3.47 | 1.57 |
| Instruct a counterpart with the aid of an interpreter. | 135 | 3.27 | 1.43 | 148 | 3.74 | 1.34 | 56 | 3.59 | 1.49 | 149 | 3.10 | 1.35 |
| Interpret the gestures of individuals from your counterpart's culture. | 135 | 3.23 | 1.68 | 147 | 3.17 | 1.72 | 56 | 3.23 | 1.83 | 150 | 3.42 | 1.56 |
| Become comfortable with non-Western cultural norms. | 135 | 3.23 | 1.56 | 146 | 3.31 | 1.62 | 56 | 3.48 | 1.60 | 149 | 3.20 | 1.58 |
| Interpret the body language of individuals from your counterpart's culture. | 135 | 3.21 | 1.70 | 147 | 3.36 | 1.66 | 56 | 3.38 | 1.75 | 150 | 3.39 | 1.61 |
| Gain the trust of individuals from the relevant culture. | 134 | 3.19 | 1.47 | 146 | 3.09 | 1.53 | 54 | 3.22 | 1.55 | 150 | 2.97 | 1.37 |
| Understand the background of your counterpart. | 135 | 3.19 | 1.45 | 147 | 3.14 | 1.47 | 56 | 3.20 | 1.31 | 150 | 3.13 | 1.37 |
| Build a close relationship with your counterpart. | 136 | 3.15 | 1.49 | 145 | 3.61 | 1.36 | 56 | 3.75 | 1.22 | 149 | 3.22 | 1.44 |

| <i>Activity (Frequency Ratings)</i> | <u><i>Border</i></u> | | | <u><i>Military Combat Arms</i></u> | | | <u><i>Military CSS</i></u> | | | <u><i>Police</i></u> | | |
|---|----------------------|----------|-----------|------------------------------------|----------|-----------|----------------------------|----------|-----------|----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Speak common words in your counterpart's language. | 135 | 3.10 | 1.85 | 146 | 3.16 | 1.83 | 56 | 3.64 | 1.72 | 148 | 3.30 | 1.75 |
| Follow-up with your counterpart to ensure that work has been accomplished. | 135 | 3.08 | 1.32 | 146 | 3.32 | 1.27 | 55 | 3.16 | 1.29 | 149 | 2.91 | 1.30 |
| Adjust the way you treated individuals from the other culture, depending on their age. | 133 | 3.07 | 1.45 | 147 | 2.88 | 1.62 | 55 | 2.84 | 1.71 | 148 | 2.86 | 1.53 |
| Mentor or provide a counterpart with advice or counsel to assist him in making a decision through a mutually developed bond of trust. | 134 | 3.07 | 1.44 | 148 | 3.19 | 1.48 | 55 | 3.07 | 1.41 | 149 | 2.82 | 1.33 |
| Teach or instruct a counterpart in acquiring or improving a skill or ability. | 135 | 3.03 | 1.37 | 147 | 3.22 | 1.49 | 56 | 2.88 | 1.38 | 149 | 2.88 | 1.30 |
| Adjust the way you treated individuals from the other culture, depending on their rank. | 135 | 3.02 | 1.44 | 147 | 2.87 | 1.68 | 56 | 2.80 | 1.69 | 147 | 2.97 | 1.55 |
| Use gestures commonly found in the host nation's culture. | 135 | 3.00 | 1.75 | 147 | 3.10 | 1.80 | 56 | 3.21 | 1.70 | 150 | 3.17 | 1.68 |
| Be supportive of a counterpart's decisions and activities. | 135 | 2.99 | 1.40 | 145 | 3.26 | 1.32 | 56 | 3.11 | 1.34 | 149 | 2.79 | 1.41 |
| Deal with U.S. coalition partners who do not understand the transition team purpose and mission. | 134 | 2.99 | 1.74 | 146 | 2.68 | 1.77 | 56 | 2.23 | 1.46 | 147 | 2.70 | 1.66 |
| Stress unity of effort/purpose with one's counterpart. | 134 | 2.97 | 1.51 | 148 | 3.14 | 1.42 | 56 | 3.04 | 1.46 | 150 | 2.86 | 1.40 |
| Recognize how your counterpart's understanding of time impacts his behavior and decisions. | 136 | 2.95 | 1.59 | 146 | 2.88 | 1.71 | 56 | 2.98 | 1.62 | 150 | 2.89 | 1.53 |
| Praise your counterpart for good performance. | 135 | 2.94 | 1.42 | 147 | 3.34 | 1.30 | 55 | 2.93 | 1.35 | 149 | 2.99 | 1.29 |
| Capitalize on what motivates your counterpart. | 136 | 2.92 | 1.39 | 147 | 3.01 | 1.52 | 56 | 2.98 | 1.58 | 150 | 2.92 | 1.32 |

| <i>Activity (Frequency Ratings)</i> | <u><i>Border</i></u> | | | <u><i>Military Combat Arms</i></u> | | | <u><i>Military CSS</i></u> | | | <u><i>Police</i></u> | | |
|---|----------------------|----------|-----------|------------------------------------|----------|-----------|----------------------------|----------|-----------|----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Coach or guide a counterpart to reach the next level of knowledge or skill. | 135 | 2.92 | 1.43 | 147 | 3.10 | 1.46 | 55 | 2.76 | 1.54 | 150 | 2.81 | 1.24 |
| Recognize when individuals from the other culture were trying to manipulate you. | 133 | 2.90 | 1.60 | 145 | 2.99 | 1.68 | 56 | 3.29 | 1.34 | 143 | 3.14 | 1.51 |
| Predict how your counterpart will behave. | 136 | 2.90 | 1.49 | 148 | 3.14 | 1.64 | 56 | 2.89 | 1.60 | 150 | 2.97 | 1.46 |
| Express compassion toward individuals of a different culture. | 135 | 2.90 | 1.55 | 147 | 2.86 | 1.60 | 56 | 2.59 | 1.47 | 150 | 2.94 | 1.44 |
| Communicate organizational goals and objectives to the counterpart. | 135 | 2.87 | 1.42 | 146 | 2.86 | 1.47 | 56 | 2.64 | 1.52 | 148 | 2.45 | 1.38 |
| Gain commitment from the counterpart and the counterpart's team. | 135 | 2.87 | 1.40 | 146 | 2.88 | 1.38 | 56 | 2.66 | 1.40 | 149 | 2.56 | 1.41 |
| Identify the training needs of your counterpart. | 135 | 2.85 | 1.38 | 148 | 3.13 | 1.42 | 56 | 2.86 | 1.33 | 148 | 2.97 | 1.31 |
| Assess the strengths and weaknesses of your counterpart's unit. | 134 | 2.84 | 1.30 | 147 | 3.01 | 1.50 | 56 | 2.64 | 1.58 | 148 | 2.77 | 1.36 |
| Capitalize on the similarities between your beliefs, values, and goals and those of your counterpart. | 136 | 2.83 | 1.53 | 147 | 2.65 | 1.59 | 56 | 2.71 | 1.53 | 150 | 2.84 | 1.37 |
| Influence how your counterpart perceives your transition team. | 136 | 2.83 | 1.57 | 148 | 2.64 | 1.67 | 56 | 2.75 | 1.55 | 150 | 2.85 | 1.47 |
| Stress the legitimacy of the transition team work. | 135 | 2.83 | 1.54 | 147 | 2.67 | 1.64 | 56 | 2.64 | 1.59 | 150 | 2.49 | 1.46 |
| Spend "unstructured time" with your counterpart. | 136 | 2.82 | 1.52 | 146 | 2.99 | 1.51 | 56 | 2.96 | 1.58 | 150 | 2.73 | 1.51 |
| Identify the training needs of your counterpart's unit. | 135 | 2.82 | 1.40 | 148 | 3.02 | 1.48 | 56 | 2.84 | 1.47 | 148 | 2.99 | 1.27 |
| Demonstrate enthusiasm of the transition team work to your counterpart. | 136 | 2.79 | 1.51 | 146 | 3.03 | 1.56 | 56 | 3.20 | 1.42 | 150 | 2.89 | 1.43 |
| Stress sustainability to the counterpart. | 136 | 2.78 | 1.58 | 146 | 3.15 | 1.40 | 56 | 3.04 | 1.53 | 149 | 2.73 | 1.47 |

| <i>Activity (Frequency Ratings)</i> | <u><i>Border</i></u> | | | <u><i>Military Combat Arms</i></u> | | | <u><i>Military CSS</i></u> | | | <u><i>Police</i></u> | | |
|---|----------------------|----------|-----------|------------------------------------|----------|-----------|----------------------------|----------|-----------|----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Take advantage of the concept of honor in your counterpart's culture. | 136 | 2.77 | 1.64 | 146 | 2.42 | 1.71 | 56 | 2.38 | 1.72 | 150 | 2.91 | 1.48 |
| Judge your counterpart's actions according to his cultural standards. | 136 | 2.76 | 1.63 | 145 | 2.81 | 1.55 | 55 | 2.49 | 1.63 | 150 | 2.89 | 1.40 |
| Use knowledge about customs and traditions to understand the behavior of an individual from the relevant culture. | 136 | 2.75 | 1.47 | 147 | 2.85 | 1.42 | 56 | 2.34 | 1.27 | 150 | 2.45 | 1.46 |
| Influence how your counterpart perceives you. | 136 | 2.74 | 1.55 | 148 | 2.58 | 1.71 | 56 | 2.73 | 1.52 | 150 | 2.77 | 1.41 |
| Understand how religion impacts the current operating environment. | 135 | 2.74 | 1.49 | 147 | 3.16 | 1.51 | 56 | 2.88 | 1.32 | 150 | 2.98 | 1.43 |
| Deal with corruption in your counterpart's organization. | 136 | 2.74 | 1.71 | 147 | 2.82 | 1.75 | 56 | 2.25 | 1.62 | 149 | 2.71 | 1.77 |
| Establish short term goals for your counterpart to accomplish. | 136 | 2.74 | 1.38 | 146 | 2.72 | 1.34 | 55 | 2.38 | 1.39 | 149 | 2.41 | 1.34 |
| Find ways to deal with or work around corruption in the local environment. | 136 | 2.70 | 1.72 | 148 | 2.61 | 1.73 | 56 | 1.89 | 1.71 | 149 | 2.64 | 1.70 |
| Apply principles of team building in a cross-cultural setting. | 135 | 2.68 | 1.59 | 146 | 2.66 | 1.64 | 56 | 2.29 | 1.59 | 149 | 2.30 | 1.59 |
| Give your counterpart feedback for poor performance. | 135 | 2.67 | 1.53 | 147 | 2.90 | 1.46 | 55 | 2.73 | 1.50 | 149 | 2.46 | 1.42 |
| Explain the role of the transition team to coalition forces. | 136 | 2.63 | 1.66 | 148 | 2.44 | 1.64 | 56 | 1.93 | 1.49 | 149 | 2.44 | 1.47 |
| Assess the readiness of your counterpart's unit to perform missions. | 135 | 2.63 | 1.35 | 148 | 2.91 | 1.51 | 56 | 2.41 | 1.45 | 148 | 2.67 | 1.39 |
| Prepare an interpreter for a meeting. | 135 | 2.61 | 1.58 | 147 | 3.00 | 1.54 | 55 | 3.07 | 1.65 | 150 | 2.67 | 1.56 |

| <i>Activity (Frequency Ratings)</i> | <u><i>Border</i></u> | | | <u><i>Military Combat Arms</i></u> | | | <u><i>Military CSS</i></u> | | | <u><i>Police</i></u> | | |
|---|----------------------|----------|-----------|------------------------------------|----------|-----------|----------------------------|----------|-----------|----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Use knowledge about social influences to understand the behavior of an individual from the relevant culture. | 135 | 2.59 | 1.51 | 148 | 2.55 | 1.60 | 55 | 2.00 | 1.40 | 150 | 2.37 | 1.46 |
| Capitalize on your counterpart's perspective or point of view. | 136 | 2.57 | 1.49 | 148 | 2.55 | 1.49 | 56 | 2.68 | 1.53 | 150 | 2.48 | 1.40 |
| Adjust the way you treated individuals from the other culture, depending on their social status. | 135 | 2.56 | 1.57 | 148 | 2.11 | 1.73 | 55 | 1.87 | 1.69 | 148 | 2.51 | 1.64 |
| Understand the history of different religions found in your operating area. | 134 | 2.55 | 1.54 | 145 | 2.37 | 1.59 | 56 | 1.66 | 1.39 | 150 | 2.52 | 1.53 |
| Demonstrate support for your counterpart (increase authority and legitimacy by deferring, promoting, remaining in the shadows as much as possible). | 136 | 2.53 | 1.59 | 147 | 2.78 | 1.58 | 56 | 3.05 | 1.60 | 150 | 2.55 | 1.50 |
| Take advantage of the role of power and authority in the relevant culture. | 136 | 2.53 | 1.69 | 148 | 2.24 | 1.81 | 56 | 2.07 | 1.74 | 150 | 2.39 | 1.62 |
| Take advantage of the concept of hospitality in your counterpart's culture. | 136 | 2.53 | 1.70 | 148 | 2.23 | 1.68 | 56 | 2.43 | 1.87 | 150 | 2.51 | 1.60 |
| Build a consensus with individuals from the relevant culture. | 135 | 2.53 | 1.58 | 146 | 2.25 | 1.57 | 56 | 2.20 | 1.61 | 149 | 2.01 | 1.48 |
| Understand the general theology of different religions found in your operating area. | 133 | 2.52 | 1.64 | 146 | 2.52 | 1.67 | 56 | 1.77 | 1.51 | 150 | 2.55 | 1.50 |
| Use knowledge about professional influences to understand the behavior of an individual from the relevant culture. | 136 | 2.52 | 1.61 | 148 | 2.61 | 1.55 | 56 | 1.80 | 1.42 | 150 | 2.21 | 1.44 |
| Communicate the long term goals of the U.S. military to your counterpart. | 136 | 2.52 | 1.40 | 146 | 2.50 | 1.47 | 55 | 2.25 | 1.42 | 149 | 2.34 | 1.34 |
| Limit how your cultural bias affects your perceptions of your counterpart's behavior. | 136 | 2.51 | 1.65 | 145 | 2.52 | 1.57 | 56 | 2.63 | 1.73 | 148 | 3.03 | 1.43 |

| <i>Activity (Frequency Ratings)</i> | <u><i>Border</i></u> | | | <u><i>Military Combat Arms</i></u> | | | <u><i>Military CSS</i></u> | | | <u><i>Police</i></u> | | |
|---|----------------------|----------|-----------|------------------------------------|----------|-----------|----------------------------|----------|-----------|----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Share personal information about yourself with your interpreter. | 136 | 2.50 | 1.59 | 147 | 2.35 | 1.59 | 56 | 2.46 | 1.61 | 146 | 2.67 | 1.55 |
| Use knowledge about military influences to understand the behavior of an individual from the relevant culture. | 136 | 2.49 | 1.47 | 148 | 2.69 | 1.52 | 56 | 1.89 | 1.25 | 150 | 2.22 | 1.46 |
| Determine which information to provide and withhold from a counterpart. | 136 | 2.47 | 1.67 | 147 | 2.93 | 1.68 | 56 | 2.34 | 1.68 | 148 | 2.64 | 1.63 |
| Use rational persuasion (i.e., provide logical arguments and evidence) to influence your counterpart. | 136 | 2.46 | 1.55 | 147 | 2.65 | 1.51 | 56 | 2.79 | 1.66 | 149 | 2.52 | 1.42 |
| Employ a Rapport Plan (continuously plan, execute, and refine methods to increase the closeness of the relationship with your counterpart). | 135 | 2.45 | 1.64 | 148 | 2.53 | 1.66 | 56 | 2.41 | 1.77 | 150 | 2.39 | 1.57 |
| Use knowledge about religious influences to understand the behavior of an individual from the relevant culture. | 135 | 2.44 | 1.54 | 147 | 2.51 | 1.58 | 56 | 1.89 | 1.37 | 150 | 2.31 | 1.42 |
| Speak to others in the host nation's language. | 136 | 2.43 | 1.72 | 148 | 2.18 | 1.87 | 56 | 2.64 | 1.93 | 149 | 2.11 | 1.72 |
| Identify sources of corruption in the local environment. | 135 | 2.42 | 1.68 | 147 | 2.69 | 1.67 | 55 | 2.13 | 1.59 | 149 | 2.55 | 1.58 |
| Apply pressure tactics as a way to influence your counterpart. | 136 | 2.40 | 1.71 | 148 | 2.18 | 1.56 | 55 | 2.78 | 1.56 | 149 | 2.17 | 1.50 |
| Explain to your counterpart how compliance with your request would benefit him (i.e., apply “apprising” tactics to influence your counterpart). | 136 | 2.40 | 1.54 | 148 | 2.55 | 1.50 | 56 | 2.57 | 1.44 | 149 | 2.52 | 1.41 |
| Manage interpersonal conflict effectively in a cross-cultural setting. | 135 | 2.38 | 1.59 | 145 | 2.43 | 1.47 | 56 | 2.21 | 1.57 | 149 | 1.89 | 1.51 |

| <i>Activity (Frequency Ratings)</i> | <u><i>Border</i></u> | | | <u><i>Military Combat Arms</i></u> | | | <u><i>Military CSS</i></u> | | | <u><i>Police</i></u> | | |
|--|----------------------|----------|-----------|------------------------------------|----------|-----------|----------------------------|----------|-----------|----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Manage a training program that targets individuals from another culture. | 134 | 2.37 | 1.60 | 148 | 2.22 | 1.69 | 55 | 1.96 | 1.72 | 149 | 1.91 | 1.59 |
| Share your personal history or information with your counterpart. | 135 | 2.36 | 1.61 | 147 | 2.32 | 1.59 | 56 | 2.38 | 1.50 | 150 | 2.41 | 1.55 |
| Prevent personal feelings toward your counterpart from interfering with the transition team mission. | 135 | 2.36 | 1.74 | 145 | 2.28 | 1.74 | 56 | 2.52 | 1.69 | 150 | 2.75 | 1.56 |
| Capitalize on your counterpart's belief system. | 136 | 2.34 | 1.61 | 146 | 2.36 | 1.63 | 56 | 2.23 | 1.56 | 150 | 2.43 | 1.41 |
| Use knowledge about tribal influences to understand the behavior of an individual from the relevant culture. | 136 | 2.31 | 1.54 | 148 | 2.28 | 1.64 | 56 | 1.50 | 1.31 | 150 | 2.08 | 1.45 |
| Display the body language and posture commonly found in the host nation's culture. | 135 | 2.30 | 1.87 | 148 | 2.45 | 1.88 | 56 | 2.41 | 1.90 | 150 | 2.43 | 1.81 |
| Adjust the way you treated individuals from the other culture, depending on their gender. | 136 | 2.26 | 1.74 | 148 | 1.99 | 1.84 | 55 | 1.07 | 1.37 | 150 | 2.15 | 1.75 |
| Understand the implications of religion for military operations. | 136 | 2.25 | 1.69 | 146 | 2.72 | 1.65 | 56 | 2.21 | 1.46 | 150 | 2.53 | 1.57 |
| Influence your counterpart to adopt a course of action by telling him that you would collaborate (e.g., indicate that you would cooperate or provide resources). | 136 | 2.18 | 1.54 | 148 | 2.09 | 1.58 | 56 | 2.02 | 1.58 | 149 | 2.31 | 1.49 |
| Take advantage of how historical events are relevant to the current operating environment. | 136 | 2.15 | 1.61 | 146 | 2.23 | 1.64 | 56 | 1.91 | 1.46 | 150 | 2.24 | 1.54 |
| Use knowledge about historical influences to understand the behavior of an individual from the relevant culture. | 136 | 2.15 | 1.63 | 147 | 2.07 | 1.49 | 55 | 1.13 | 1.22 | 149 | 1.94 | 1.49 |
| Use knowledge about educational influences to understand the behavior of an individual from the relevant culture. | 136 | 2.12 | 1.57 | 148 | 2.22 | 1.57 | 55 | 1.65 | 1.28 | 149 | 2.05 | 1.42 |

| <i>Activity (Frequency Ratings)</i> | <u><i>Border</i></u> | | | <u><i>Military Combat Arms</i></u> | | | <u><i>Military CSS</i></u> | | | <u><i>Police</i></u> | | |
|--|----------------------|----------|-----------|------------------------------------|----------|-----------|----------------------------|----------|-----------|----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Identify and manage potential divisions among religious groups. | 135 | 2.10 | 1.74 | 145 | 2.10 | 1.81 | 56 | 1.52 | 1.62 | 148 | 2.24 | 1.64 |
| Use knowledge about geography to understand the behavior of an individual from the relevant culture. | 136 | 2.10 | 1.56 | 148 | 2.14 | 1.61 | 54 | 1.28 | 1.27 | 149 | 1.95 | 1.48 |
| Use knowledge about economic influences to understand the behavior of an individual from the relevant culture. | 136 | 2.10 | 1.63 | 148 | 2.28 | 1.55 | 55 | 1.47 | 1.26 | 149 | 1.97 | 1.47 |
| Deal with chain of command issues with coalition forces | 134 | 2.10 | 1.67 | 147 | 2.18 | 1.71 | 56 | 1.29 | 1.38 | 147 | 2.04 | 1.69 |
| Assess the impact of information on military factors. | 135 | 2.09 | 1.61 | 147 | 2.41 | 1.65 | 56 | 1.55 | 1.41 | 149 | 2.22 | 1.65 |
| Become comfortable with same-sex activities (e.g., male-male hand holding, kissing during greetings). | 135 | 2.07 | 1.88 | 145 | 2.00 | 1.84 | 56 | 2.55 | 1.82 | 150 | 2.45 | 1.77 |
| Use knowledge about demographic influences (e.g., age, sex) to understand the behavior of an individual from the relevant culture. | 136 | 2.06 | 1.60 | 148 | 2.12 | 1.61 | 55 | 1.44 | 1.26 | 149 | 1.99 | 1.40 |
| Interact with foreign coalition forces. | 135 | 2.06 | 1.93 | 146 | 2.60 | 1.95 | 56 | 1.95 | 1.52 | 149 | 1.82 | 1.62 |
| Take advantage of the host nation's military culture. | 136 | 2.04 | 1.69 | 148 | 1.68 | 1.68 | 56 | 1.68 | 1.50 | 149 | 1.95 | 1.59 |
| Prepare one's transition team for a meeting in which an interpreter would be used. | 134 | 2.01 | 1.67 | 141 | 2.18 | 1.70 | 56 | 2.11 | 1.71 | 150 | 2.03 | 1.73 |
| Take advantage of the role of reconciliation in your counterpart's culture. | 136 | 2.00 | 1.71 | 148 | 1.76 | 1.68 | 55 | 1.67 | 1.64 | 150 | 2.13 | 1.56 |
| Take advantage of the social hierarchy of the relevant culture. | 136 | 1.99 | 1.67 | 148 | 1.39 | 1.56 | 56 | 1.11 | 1.51 | 150 | 1.85 | 1.56 |

| <i>Activity (Frequency Ratings)</i> | <u><i>Border</i></u> | | | <u><i>Military Combat Arms</i></u> | | | <u><i>Military CSS</i></u> | | | <u><i>Police</i></u> | | |
|---|----------------------|----------|-----------|------------------------------------|----------|-----------|----------------------------|----------|-----------|----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Use knowledge about criminal influences to understand the behavior of an individual from the relevant culture. | 136 | 1.98 | 1.71 | 148 | 1.77 | 1.57 | 55 | 1.05 | 1.15 | 149 | 1.81 | 1.48 |
| Use personal appeal (i.e., ask an individual to comply out of loyalty or friendship) to influence your counterpart. | 136 | 1.97 | 1.64 | 148 | 1.75 | 1.57 | 56 | 1.48 | 1.44 | 149 | 1.95 | 1.50 |
| Restrict sensitive information provided to a counterpart. | 136 | 1.96 | 1.79 | 148 | 2.14 | 1.80 | 56 | 1.66 | 1.53 | 148 | 2.09 | 1.80 |
| Provide symbolic rewards (e.g., certificates, coins) to your counterpart for good performance. | 136 | 1.96 | 1.51 | 147 | 1.80 | 1.52 | 55 | 1.58 | 1.29 | 149 | 1.71 | 1.47 |
| Assess the impact of information on social factors. | 133 | 1.91 | 1.64 | 147 | 1.82 | 1.66 | 56 | 1.21 | 1.30 | 149 | 1.91 | 1.62 |
| Stress to coalition forces that the advisor is not in command of the counterpart. | 134 | 1.86 | 1.74 | 147 | 2.44 | 1.75 | 55 | 2.20 | 1.85 | 148 | 2.28 | 1.67 |
| Instruct a counterpart without the aid of an interpreter. | 134 | 1.85 | 1.65 | 148 | 1.85 | 1.68 | 56 | 1.77 | 1.50 | 150 | 1.63 | 1.44 |
| Assess the impact of information on politics. | 136 | 1.83 | 1.61 | 147 | 1.35 | 1.57 | 55 | 1.00 | 1.32 | 149 | 1.64 | 1.59 |
| Deal with foreign coalition partners who do not understand the transition team purpose and mission. | 136 | 1.80 | 1.87 | 146 | 1.71 | 1.80 | 56 | 1.23 | 1.31 | 149 | 1.50 | 1.71 |
| Display the facial expressions commonly used by individuals from the host nation. | 136 | 1.79 | 1.83 | 148 | 2.11 | 1.91 | 56 | 1.91 | 1.77 | 145 | 2.13 | 1.80 |
| Use your legitimate authority (i.e., your position, rank, or status) to influence your counterpart. | 136 | 1.79 | 1.66 | 147 | 1.60 | 1.58 | 56 | 1.54 | 1.60 | 148 | 1.64 | 1.57 |
| Appeal to the emotions of your counterpart (i.e., engage in inspirational influence tactics) to influence him. | 136 | 1.79 | 1.56 | 147 | 1.70 | 1.52 | 56 | 1.79 | 1.61 | 149 | 1.95 | 1.51 |

| <i>Activity (Frequency Ratings)</i> | <u><i>Border</i></u> | | | <u><i>Military Combat Arms</i></u> | | | <u><i>Military CSS</i></u> | | | <u><i>Police</i></u> | | |
|--|----------------------|----------|-----------|------------------------------------|----------|-----------|----------------------------|----------|-----------|----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Assess the impact of information on local economic factors. | 136 | 1.76 | 1.63 | 147 | 1.49 | 1.56 | 56 | 1.30 | 1.54 | 149 | 1.67 | 1.56 |
| Offer your counterpart a desired item or action in exchange for compliance with a request (i.e., us exchange tactics as a way to influence your counterpart). | 136 | 1.70 | 1.42 | 147 | 1.59 | 1.46 | 56 | 1.52 | 1.50 | 149 | 1.64 | 1.41 |
| Let your counterpart participate in transition team activities or decisions in order to gain his compliance and commitment (i.e., use participation as an influence tactic). | 135 | 1.66 | 1.59 | 147 | 1.99 | 1.79 | 55 | 1.71 | 1.50 | 149 | 1.66 | 1.45 |
| Promote your counterpart's authority to coalition forces. | 134 | 1.66 | 1.61 | 147 | 1.98 | 1.71 | 56 | 1.32 | 1.35 | 148 | 2.02 | 1.62 |
| Preparing your counterpart to conduct negotiations and meetings. | 136 | 1.59 | 1.52 | 148 | 1.95 | 1.58 | 55 | 1.73 | 1.42 | 149 | 1.70 | 1.46 |
| Adjust the way you treated individuals from the other culture, depending on his/her tribal affiliation. | 135 | 1.51 | 1.64 | 148 | 1.27 | 1.68 | 56 | 0.88 | 1.44 | 150 | 1.49 | 1.64 |
| Work with an unfamiliar interpreter. | 134 | 1.42 | 1.22 | 143 | 1.72 | 1.29 | 56 | 1.50 | 1.14 | 150 | 1.46 | 1.12 |
| Prepare coalition partners to conduct cross-cultural negotiations and meetings. | 134 | 1.35 | 1.64 | 145 | 1.71 | 1.75 | 56 | 1.18 | 1.66 | 148 | 1.64 | 1.61 |
| Talk about Family in your counterpart's language. | 135 | 1.22 | 1.66 | 147 | 0.63 | 1.15 | 56 | 0.75 | 1.28 | 149 | 1.01 | 1.38 |
| Disclose sensitive information to a counterpart. | 135 | 1.10 | 1.42 | 148 | 1.30 | 1.52 | 56 | 0.80 | 1.27 | 149 | 1.00 | 1.44 |
| Manage the release of information to local civilians. | 135 | 1.06 | 1.55 | 148 | 1.25 | 1.59 | 56 | 0.73 | 1.23 | 149 | 1.01 | 1.50 |
| Work with an interpreter from the local population who has not been vetted. | 136 | 0.93 | 1.48 | 148 | 0.74 | 1.28 | 56 | 0.25 | 0.72 | 149 | 0.60 | 1.07 |
| Talk about economic issues in your counterpart's language | 135 | 0.91 | 1.44 | 147 | 0.54 | 1.15 | 54 | 0.41 | 0.88 | 149 | 0.88 | 1.36 |

| <i>Activity (Frequency Ratings)</i> | <u><i>Border</i></u> | | | <u><i>Military Combat Arms</i></u> | | | <u><i>Military CSS</i></u> | | | <u><i>Police</i></u> | | |
|---|----------------------|----------|-----------|------------------------------------|----------|-----------|----------------------------|----------|-----------|----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Capitalize on the concept of “revenge” in your counterpart’s culture. | 136 | 0.83 | 1.40 | 147 | 0.75 | 1.32 | 56 | 0.50 | 1.04 | 149 | 1.00 | 1.39 |
| Talk about tribal issues in your counterpart's language. | 135 | 0.71 | 1.24 | 145 | 0.50 | 1.09 | 56 | 0.43 | 1.01 | 150 | 0.82 | 1.27 |
| Talk about sports in your counterpart's language. | 136 | 0.69 | 1.26 | 148 | 0.44 | 1.00 | 56 | 0.50 | 1.01 | 150 | 0.69 | 1.15 |
| Talk about religion in your counterpart's language. | 135 | 0.64 | 1.18 | 147 | 0.52 | 1.17 | 56 | 0.48 | 0.93 | 150 | 0.62 | 1.07 |
| Read the host nation’s language. | 136 | 0.54 | 1.26 | 148 | 0.53 | 1.13 | 56 | 0.46 | 1.01 | 150 | 0.59 | 1.22 |
| Talk about politics in your counterpart's language. | 136 | 0.43 | 0.99 | 148 | 0.39 | 1.03 | 56 | 0.27 | 0.75 | 150 | 0.46 | 0.94 |
| Write in the host nation’s language. | 136 | 0.26 | 0.83 | 147 | 0.33 | 0.92 | 56 | 0.13 | 0.47 | 149 | 0.30 | 0.83 |

Note. 5= More than once a day, 4 = Once a day, 3 = Once a week, 2 = Once a month, 1 = A few times, 0 = Did not perform

Table F-2*Means and Standard Deviations for Frequency Ratings of KSAs by Team Type*

| <i>KSAs (Frequency Ratings)</i> | <i><u>Border</u></i> | | | <i><u>Military Combat Arms</u></i> | | | <i><u>Military CSS</u></i> | | | <i><u>Police</u></i> | | |
|---|----------------------|----------|-----------|------------------------------------|----------|-----------|----------------------------|----------|-----------|----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Establishing Credibility | 134 | 3.60 | 1.21 | 146 | 3.73 | 1.18 | 56 | 3.88 | 1.19 | 147 | 3.35 | 1.25 |
| Consideration and Respect | 134 | 3.57 | 1.00 | 148 | 3.64 | 0.94 | 56 | 3.56 | 1.08 | 148 | 3.49 | 1.01 |
| Role Modeling | 136 | 3.51 | 1.10 | 146 | 3.79 | 0.92 | 56 | 3.80 | 1.10 | 150 | 3.53 | 1.11 |
| Comparing One's Culture with CP Culture | 136 | 3.31 | 1.24 | 147 | 3.37 | 1.25 | 56 | 3.24 | 1.37 | 150 | 3.35 | 1.12 |
| Instructing CP through Interpreter | 135 | 3.27 | 1.43 | 148 | 3.74 | 1.34 | 56 | 3.59 | 1.49 | 149 | 3.10 | 1.35 |
| Interpreting Nonverbal Behavior | 135 | 3.24 | 1.62 | 147 | 3.32 | 1.60 | 56 | 3.34 | 1.71 | 150 | 3.43 | 1.49 |
| Speaking Common Words in CP Language | 133 | 3.22 | 1.79 | 146 | 3.34 | 1.75 | 56 | 3.71 | 1.70 | 148 | 3.41 | 1.64 |
| Interacting with US Coalition Forces | 133 | 3.18 | 1.40 | 145 | 3.10 | 1.43 | 56 | 2.60 | 1.35 | 147 | 3.06 | 1.28 |
| Using an Interpreter | 130 | 3.14 | 0.97 | 140 | 3.25 | 0.94 | 55 | 3.28 | 1.05 | 146 | 3.13 | 1.04 |
| Building Rapport | 135 | 3.01 | 1.05 | 147 | 3.04 | 1.08 | 56 | 3.08 | 1.05 | 150 | 2.91 | 1.05 |
| Mentoring and Coaching | 134 | 3.00 | 1.27 | 147 | 3.17 | 1.35 | 55 | 2.90 | 1.36 | 148 | 2.84 | 1.21 |
| Sensing Manipulation | 133 | 2.90 | 1.60 | 145 | 2.99 | 1.68 | 56 | 3.29 | 1.34 | 143 | 3.14 | 1.51 |
| Identifying Training Needs | 135 | 2.84 | 1.37 | 148 | 3.07 | 1.42 | 56 | 2.85 | 1.37 | 147 | 2.98 | 1.28 |
| Communicating Legitimacy of Advisor Team Work | 135 | 2.83 | 1.54 | 147 | 2.67 | 1.64 | 56 | 2.64 | 1.59 | 150 | 2.49 | 1.46 |
| Understanding CP | 136 | 2.81 | 1.17 | 147 | 2.85 | 1.28 | 56 | 2.83 | 1.23 | 150 | 2.80 | 1.12 |
| Managing Perceptions About the Advisor Team | 136 | 2.79 | 1.49 | 148 | 2.61 | 1.61 | 56 | 2.74 | 1.50 | 150 | 2.81 | 1.41 |
| Establishing Goals | 136 | 2.78 | 1.17 | 147 | 2.88 | 1.11 | 55 | 2.68 | 1.19 | 149 | 2.56 | 1.10 |
| Judging by CP's Standards | 136 | 2.76 | 1.63 | 145 | 2.81 | 1.55 | 55 | 2.49 | 1.63 | 150 | 2.89 | 1.40 |
| Assessing CP Performance | 134 | 2.74 | 1.25 | 147 | 2.96 | 1.46 | 56 | 2.53 | 1.47 | 148 | 2.72 | 1.33 |
| Suppressing Cultural Bias | 135 | 2.70 | 1.21 | 144 | 2.60 | 1.15 | 56 | 2.77 | 1.22 | 150 | 2.87 | 1.24 |
| Cross-Cultural Team Building | 135 | 2.68 | 1.59 | 146 | 2.66 | 1.64 | 56 | 2.29 | 1.59 | 149 | 2.30 | 1.59 |

| <i>KSAs (Frequency Ratings)</i> | <i><u>Border</u></i> | | | <i><u>Military Combat Arms</u></i> | | | <i><u>Military CSS</u></i> | | | <i><u>Police</u></i> | | |
|---|----------------------|----------|-----------|------------------------------------|----------|-----------|----------------------------|----------|-----------|----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Managing CP Performance | 134 | 2.67 | 1.21 | 146 | 2.84 | 1.12 | 55 | 2.60 | 1.18 | 149 | 2.52 | 1.12 |
| Dealing with Corruption | 135 | 2.63 | 1.54 | 146 | 2.70 | 1.50 | 55 | 2.09 | 1.41 | 148 | 2.63 | 1.50 |
| Building Consensus | 135 | 2.53 | 1.58 | 146 | 2.25 | 1.57 | 56 | 2.20 | 1.61 | 149 | 2.01 | 1.48 |
| Tailoring Interactions to Cultural Demographics | 135 | 2.49 | 1.17 | 148 | 2.22 | 1.30 | 55 | 1.91 | 1.25 | 148 | 2.39 | 1.29 |
| Employing a Rapport Plan | 135 | 2.45 | 1.64 | 148 | 2.53 | 1.66 | 56 | 2.41 | 1.77 | 150 | 2.39 | 1.57 |
| Knowledge of Religious Influences | 134 | 2.44 | 1.40 | 146 | 2.58 | 1.33 | 56 | 2.01 | 1.20 | 150 | 2.57 | 1.34 |
| Managing Interpersonal Conflict | 135 | 2.38 | 1.59 | 145 | 2.43 | 1.47 | 56 | 2.21 | 1.57 | 149 | 1.89 | 1.51 |
| Using Nonverbal Behavior | 134 | 2.37 | 1.59 | 147 | 2.55 | 1.66 | 56 | 2.51 | 1.59 | 145 | 2.57 | 1.53 |
| Managing a Training Program | 134 | 2.37 | 1.60 | 148 | 2.22 | 1.69 | 55 | 1.96 | 1.72 | 149 | 1.91 | 1.59 |
| Understanding the Operating Environment | 136 | 2.30 | 1.33 | 148 | 2.34 | 1.29 | 55 | 1.63 | 0.99 | 149 | 2.11 | 1.25 |
| Using Proactive Influence Tactics | 136 | 2.16 | 1.09 | 147 | 2.16 | 1.03 | 56 | 2.17 | 1.08 | 149 | 2.13 | 0.99 |
| Leveraging Cultural Knowledge | 136 | 2.11 | 1.22 | 148 | 1.84 | 1.18 | 56 | 1.72 | 1.06 | 150 | 2.12 | 1.16 |
| Interacting with Foreign Coalition Forces | 135 | 1.93 | 1.74 | 145 | 2.16 | 1.65 | 56 | 1.59 | 1.24 | 149 | 1.66 | 1.50 |
| Informing and Engaging Coalition Forces | 134 | 1.92 | 1.37 | 147 | 2.15 | 1.42 | 56 | 1.58 | 1.16 | 148 | 2.08 | 1.32 |
| Instructing CP without Interpreter | 134 | 1.85 | 1.65 | 148 | 1.85 | 1.68 | 56 | 1.77 | 1.50 | 150 | 1.63 | 1.44 |
| Managing Information | 134 | 1.77 | 1.24 | 148 | 1.84 | 1.18 | 56 | 1.33 | 0.97 | 149 | 1.77 | 1.23 |
| Preparing CP for Negotiations/Meetings | 136 | 1.59 | 1.52 | 148 | 1.95 | 1.58 | 55 | 1.73 | 1.42 | 149 | 1.70 | 1.46 |
| Working with Unfamiliar Interpreter | 134 | 1.42 | 1.22 | 143 | 1.72 | 1.29 | 56 | 1.50 | 1.14 | 150 | 1.46 | 1.12 |
| Working with Unvetted Interpreter | 136 | 0.93 | 1.48 | 148 | 0.74 | 1.28 | 56 | 0.25 | 0.72 | 149 | 0.60 | 1.07 |
| Maintaining a Conversation in CP Language | 135 | 0.76 | 1.04 | 147 | 0.50 | 0.93 | 56 | 0.47 | 0.86 | 150 | 0.74 | 0.97 |
| Reading and Writing in CP Language | 136 | 0.40 | 0.96 | 147 | 0.44 | 0.97 | 56 | 0.29 | 0.66 | 149 | 0.44 | 0.96 |

Table F-3*Means and Standard Deviations for Importance Ratings of Activities by Team Type*

| <i>Activity (Importance Ratings)</i> | <u><i>Border</i></u> | | | <u><i>Military Combat Arms</i></u> | | | <u><i>Military CSS</i></u> | | | <u><i>Police</i></u> | | |
|---|----------------------|----------|-----------|------------------------------------|----------|-----------|----------------------------|----------|-----------|----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Communicate through an interpreter. | 135 | 4.56 | 0.78 | 145 | 4.63 | 0.79 | 56 | 4.66 | 0.88 | 149 | 4.28 | 1.05 |
| Evaluate the trustworthiness of your interpreter. | 135 | 4.39 | 1.12 | 146 | 4.36 | 1.03 | 56 | 4.45 | 1.03 | 149 | 4.42 | 1.02 |
| Establish your credibility with your counterpart. | 135 | 4.35 | 1.05 | 148 | 4.27 | 1.08 | 56 | 4.46 | 1.17 | 149 | 4.26 | 1.11 |
| Understand the capabilities of your interpreter. | 135 | 4.31 | 1.16 | 144 | 4.41 | 1.11 | 56 | 4.20 | 1.27 | 150 | 4.23 | 1.27 |
| Exhibit a strong work ethic. | 135 | 4.30 | 1.05 | 147 | 4.16 | 1.06 | 56 | 4.23 | 1.32 | 150 | 4.14 | 1.18 |
| Demonstrate to your counterpart that the transition team provides something of value. | 135 | 4.25 | 1.12 | 148 | 4.22 | 1.07 | 56 | 4.27 | 1.20 | 147 | 4.14 | 1.10 |
| Conduct a meeting through an interpreter. | 135 | 4.21 | 1.20 | 146 | 4.49 | 0.95 | 56 | 4.50 | 1.13 | 149 | 3.97 | 1.33 |
| Demonstrate a positive attitude. | 135 | 4.19 | 1.09 | 147 | 4.18 | 0.98 | 56 | 4.46 | 1.09 | 150 | 4.15 | 1.08 |
| Recognize when individuals from the other culture were trying to manipulate you. | 132 | 4.17 | 1.33 | 146 | 3.97 | 1.46 | 56 | 4.21 | 1.19 | 143 | 4.13 | 1.21 |
| Serve as a role model for your counterpart. | 136 | 4.15 | 1.20 | 146 | 4.21 | 1.17 | 56 | 4.05 | 1.54 | 150 | 4.05 | 1.27 |
| Follow-up with your counterpart to ensure that work has been accomplished. | 136 | 4.15 | 1.13 | 146 | 3.96 | 1.10 | 55 | 4.07 | 1.26 | 149 | 3.99 | 1.19 |
| Understand your interpreter's cultural biases. | 135 | 4.14 | 1.25 | 145 | 4.05 | 1.28 | 55 | 3.95 | 1.38 | 150 | 4.01 | 1.30 |
| Behave respectfully within the constraints of the relevant culture. | 135 | 4.14 | 1.11 | 147 | 4.07 | 1.26 | 56 | 4.20 | 1.15 | 148 | 4.19 | 1.07 |
| Instruct a counterpart with the aid of an interpreter. | 135 | 4.14 | 1.22 | 148 | 4.20 | 1.18 | 56 | 4.13 | 1.29 | 149 | 4.00 | 1.25 |
| Understand the background of your interpreter. | 135 | 4.12 | 1.17 | 146 | 3.99 | 1.27 | 56 | 3.88 | 1.38 | 149 | 4.12 | 1.14 |
| Build a close relationship with your counterpart. | 134 | 4.11 | 1.24 | 148 | 4.16 | 1.16 | 56 | 4.29 | 1.16 | 150 | 4.09 | 1.24 |
| Communicate to your counterpart that you respect him. | 135 | 4.11 | 1.09 | 147 | 4.07 | 1.16 | 55 | 3.95 | 1.18 | 148 | 4.03 | 1.20 |
| Praise your counterpart for good performance. | 134 | 4.10 | 1.20 | 147 | 4.10 | 1.06 | 55 | 4.02 | 1.27 | 149 | 4.04 | 1.17 |

| <i>Activity (Importance Ratings)</i> | <u><i>Border</i></u> | | | <u><i>Military Combat Arms</i></u> | | | <u><i>Military CSS</i></u> | | | <u><i>Police</i></u> | | |
|---|----------------------|----------|-----------|------------------------------------|----------|-----------|----------------------------|----------|-----------|----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Demonstrate tolerance toward individuals from another culture. | 136 | 4.06 | 1.25 | 148 | 4.01 | 1.22 | 56 | 4.16 | 1.25 | 150 | 4.22 | 1.04 |
| Be tactful toward individuals from another culture. | 136 | 4.04 | 1.21 | 148 | 4.17 | 0.98 | 56 | 4.20 | 1.24 | 149 | 4.17 | 0.97 |
| Identify the training needs of your counterpart. | 135 | 4.04 | 1.26 | 148 | 3.97 | 1.26 | 56 | 3.88 | 1.43 | 148 | 3.88 | 1.25 |
| Give your counterpart feedback for poor performance. | 134 | 4.00 | 1.32 | 147 | 3.79 | 1.39 | 55 | 3.55 | 1.56 | 148 | 3.76 | 1.28 |
| Teach or instruct a counterpart in acquiring or improving a skill or ability. | 135 | 3.99 | 1.16 | 148 | 3.83 | 1.35 | 56 | 3.75 | 1.37 | 150 | 3.99 | 1.18 |
| Identify the training needs of your counterpart's unit. | 135 | 3.99 | 1.30 | 148 | 3.95 | 1.33 | 56 | 3.89 | 1.52 | 147 | 3.93 | 1.24 |
| Actively listen to individuals from another culture. | 135 | 3.96 | 1.24 | 147 | 4.01 | 1.12 | 56 | 4.07 | 1.32 | 149 | 4.08 | 1.03 |
| Mentor or provide a counterpart with advice or counsel to assist him in making a decision through a mutually developed bond of trust. | 135 | 3.96 | 1.24 | 148 | 3.95 | 1.22 | 56 | 3.86 | 1.39 | 149 | 3.89 | 1.26 |
| Be supportive of a counterpart's decisions and activities. | 135 | 3.96 | 1.23 | 146 | 3.92 | 1.22 | 56 | 4.02 | 1.30 | 149 | 3.72 | 1.35 |
| Coach or guide a counterpart to reach the next level of knowledge or skill. | 135 | 3.95 | 1.21 | 148 | 3.82 | 1.21 | 56 | 3.52 | 1.58 | 150 | 3.93 | 1.18 |
| Assess the strengths and weaknesses of your counterpart's unit. | 135 | 3.94 | 1.27 | 148 | 3.96 | 1.31 | 56 | 3.68 | 1.65 | 148 | 3.82 | 1.35 |
| Recognize differences between Western culture and your counterpart's culture. | 136 | 3.93 | 1.32 | 146 | 3.93 | 1.29 | 56 | 3.96 | 1.33 | 149 | 3.97 | 1.23 |
| Establish short term goals for your counterpart to accomplish. | 136 | 3.93 | 1.18 | 147 | 3.74 | 1.32 | 55 | 3.58 | 1.58 | 149 | 3.68 | 1.31 |
| Gain the trust of individuals from the relevant culture. | 134 | 3.92 | 1.29 | 146 | 3.87 | 1.32 | 54 | 3.81 | 1.58 | 150 | 3.81 | 1.21 |
| Capitalize on what motivates your counterpart. | 136 | 3.88 | 1.26 | 147 | 3.61 | 1.37 | 56 | 3.70 | 1.50 | 150 | 3.81 | 1.13 |
| Understand the background of your counterpart. | 136 | 3.88 | 1.36 | 147 | 3.90 | 1.31 | 56 | 3.91 | 1.01 | 150 | 3.85 | 1.31 |
| Ask about your counterpart's Family. | 136 | 3.86 | 1.27 | 146 | 3.69 | 1.38 | 55 | 3.76 | 1.43 | 150 | 3.93 | 1.23 |

| <i>Activity (Importance Ratings)</i> | <u><i>Border</i></u> | | | <u><i>Military Combat Arms</i></u> | | | <u><i>Military CSS</i></u> | | | <u><i>Police</i></u> | | |
|--|----------------------|----------|-----------|------------------------------------|----------|-----------|----------------------------|----------|-----------|----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Recognize differences between U.S. military culture and your counterpart's military culture. | 136 | 3.86 | 1.32 | 146 | 3.86 | 1.28 | 56 | 3.93 | 1.29 | 149 | 4.03 | 1.10 |
| Deal with corruption in your counterpart's organization. | 135 | 3.86 | 1.52 | 145 | 3.88 | 1.53 | 55 | 3.42 | 1.81 | 148 | 4.01 | 1.30 |
| Stress unity of effort/purpose with one's counterpart. | 135 | 3.83 | 1.46 | 147 | 3.76 | 1.30 | 56 | 3.70 | 1.39 | 150 | 3.76 | 1.34 |
| Find ways to deal with or work around corruption in the local environment. | 134 | 3.81 | 1.52 | 147 | 3.69 | 1.56 | 56 | 2.98 | 1.90 | 148 | 3.89 | 1.41 |
| Gain commitment from the counterpart and the counterpart's team. | 135 | 3.80 | 1.27 | 145 | 3.74 | 1.22 | 56 | 3.63 | 1.51 | 148 | 3.57 | 1.45 |
| Become comfortable with eating the food of another culture. | 136 | 3.74 | 1.37 | 146 | 3.43 | 1.51 | 56 | 3.54 | 1.32 | 150 | 3.47 | 1.47 |
| Adjust the way you treated individuals from the other culture, depending on their rank. | 135 | 3.73 | 1.33 | 148 | 3.45 | 1.55 | 55 | 3.60 | 1.61 | 148 | 3.51 | 1.51 |
| Assess the readiness of your counterpart's unit to perform missions. | 135 | 3.73 | 1.41 | 147 | 3.83 | 1.44 | 56 | 3.64 | 1.67 | 148 | 3.71 | 1.38 |
| Interact with U.S. coalition forces (non-transition team members). | 136 | 3.72 | 1.43 | 146 | 3.82 | 1.28 | 56 | 3.84 | 1.42 | 148 | 3.91 | 1.28 |
| Communicate the long term goals of the U.S. military to your counterpart. | 136 | 3.72 | 1.46 | 145 | 3.46 | 1.52 | 55 | 3.58 | 1.66 | 149 | 3.52 | 1.40 |
| Adjust the way you treated individuals from the other culture, depending on their age. | 133 | 3.71 | 1.42 | 147 | 3.44 | 1.56 | 55 | 3.62 | 1.62 | 148 | 3.47 | 1.52 |
| Prepare an interpreter for a meeting. | 135 | 3.69 | 1.47 | 146 | 3.64 | 1.43 | 55 | 3.36 | 1.67 | 149 | 3.40 | 1.59 |
| Determine which information to provide and withhold from a counterpart. | 136 | 3.68 | 1.62 | 148 | 3.63 | 1.57 | 55 | 3.35 | 1.70 | 148 | 3.60 | 1.64 |
| Interpret the gestures of individuals from your counterpart's culture. | 135 | 3.67 | 1.47 | 147 | 3.39 | 1.58 | 56 | 3.52 | 1.54 | 150 | 3.74 | 1.37 |
| Stress the legitimacy of the transition team work. | 135 | 3.66 | 1.57 | 148 | 3.14 | 1.60 | 56 | 3.34 | 1.62 | 149 | 3.34 | 1.51 |
| Spend "unstructured time" with your counterpart. | 136 | 3.65 | 1.46 | 147 | 3.80 | 1.34 | 56 | 3.79 | 1.32 | 149 | 3.63 | 1.39 |

| <i>Activity (Importance Ratings)</i> | <u><i>Border</i></u> | | | <u><i>Military Combat Arms</i></u> | | | <u><i>Military CSS</i></u> | | | <u><i>Police</i></u> | | |
|--|----------------------|----------|-----------|------------------------------------|----------|-----------|----------------------------|----------|-----------|----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Predict how your counterpart will behave. | 136 | 3.65 | 1.47 | 148 | 3.46 | 1.55 | 56 | 3.48 | 1.45 | 150 | 3.72 | 1.23 |
| Read the facial expressions of individuals from your counterpart's culture. | 135 | 3.64 | 1.51 | 147 | 3.50 | 1.47 | 56 | 3.64 | 1.46 | 150 | 3.76 | 1.33 |
| Recognize how your counterpart's understanding of time impacts his behavior and decisions. | 136 | 3.62 | 1.47 | 148 | 3.36 | 1.65 | 56 | 3.68 | 1.42 | 149 | 3.70 | 1.41 |
| Explain the role of the transition team to coalition forces. | 136 | 3.62 | 1.54 | 148 | 3.55 | 1.65 | 56 | 3.27 | 1.72 | 149 | 3.56 | 1.54 |
| Stress sustainability to the counterpart. | 136 | 3.61 | 1.53 | 147 | 3.75 | 1.41 | 55 | 3.51 | 1.60 | 149 | 3.58 | 1.54 |
| Understand how religion impacts the current operating environment. | 133 | 3.59 | 1.49 | 147 | 3.80 | 1.33 | 56 | 3.80 | 1.15 | 150 | 3.81 | 1.26 |
| Interpret the body language of individuals from your counterpart's culture. | 135 | 3.58 | 1.56 | 147 | 3.51 | 1.51 | 56 | 3.55 | 1.46 | 150 | 3.81 | 1.31 |
| Limit how your cultural bias affects your perceptions of your counterpart's behavior. | 136 | 3.57 | 1.63 | 148 | 3.32 | 1.49 | 55 | 3.75 | 1.46 | 148 | 3.73 | 1.27 |
| Deal with U.S. coalition partners who do not understand the transition team purpose and mission. | 136 | 3.57 | 1.72 | 147 | 3.47 | 1.66 | 56 | 3.25 | 1.59 | 147 | 3.52 | 1.53 |
| Communicate organizational goals and objectives to the counterpart. | 135 | 3.56 | 1.48 | 144 | 3.67 | 1.23 | 55 | 3.42 | 1.49 | 149 | 3.56 | 1.29 |
| Exchanging common greetings in your counterpart's language. | 133 | 3.55 | 1.78 | 145 | 3.35 | 1.75 | 56 | 3.79 | 1.66 | 148 | 3.74 | 1.55 |
| Influence how your counterpart perceives your transition team. | 136 | 3.55 | 1.53 | 148 | 3.17 | 1.65 | 56 | 3.54 | 1.44 | 150 | 3.67 | 1.38 |
| Spend "unstructured time" with your interpreter. | 136 | 3.54 | 1.37 | 144 | 3.25 | 1.42 | 54 | 3.07 | 1.64 | 148 | 3.72 | 1.36 |
| Become comfortable with non-Western cultural norms. | 136 | 3.54 | 1.51 | 145 | 3.42 | 1.52 | 56 | 3.80 | 1.37 | 146 | 3.67 | 1.43 |
| Influence how your counterpart perceives you. | 136 | 3.54 | 1.47 | 147 | 3.07 | 1.68 | 56 | 3.46 | 1.40 | 150 | 3.64 | 1.30 |
| Apply principles of team building in a cross-cultural setting. | 134 | 3.53 | 1.57 | 145 | 3.44 | 1.40 | 56 | 3.23 | 1.54 | 149 | 3.40 | 1.48 |

| <i>Activity (Importance Ratings)</i> | <u><i>Border</i></u> | | | <u><i>Military Combat Arms</i></u> | | | <u><i>Military CSS</i></u> | | | <u><i>Police</i></u> | | |
|---|----------------------|----------|-----------|------------------------------------|----------|-----------|----------------------------|----------|-----------|----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Use knowledge about customs and traditions to understand the behavior of an individual from the relevant culture. | 135 | 3.53 | 1.42 | 147 | 3.50 | 1.31 | 55 | 3.33 | 1.20 | 149 | 3.36 | 1.47 |
| Speak common words in your counterpart's language. | 135 | 3.52 | 1.70 | 146 | 3.28 | 1.66 | 56 | 3.70 | 1.52 | 148 | 3.51 | 1.59 |
| Prevent personal feelings toward your counterpart from interfering with the transition team mission. | 136 | 3.51 | 1.74 | 147 | 3.33 | 1.65 | 56 | 3.82 | 1.50 | 149 | 3.70 | 1.47 |
| Demonstrate enthusiasm of the transition team work to your counterpart. | 136 | 3.50 | 1.41 | 144 | 3.59 | 1.47 | 56 | 3.61 | 1.44 | 150 | 3.45 | 1.25 |
| Take advantage of the concept of honor in your counterpart's culture. | 136 | 3.49 | 1.60 | 147 | 3.06 | 1.68 | 56 | 2.91 | 1.69 | 150 | 3.55 | 1.36 |
| Express compassion toward individuals of a different culture. | 134 | 3.48 | 1.52 | 147 | 3.42 | 1.40 | 56 | 3.27 | 1.33 | 150 | 3.67 | 1.31 |
| Capitalize on your counterpart's perspective or point of view. | 136 | 3.46 | 1.42 | 148 | 3.24 | 1.41 | 56 | 3.38 | 1.45 | 150 | 3.34 | 1.28 |
| Capitalize on the similarities between your beliefs, values, and goals and those of your counterpart. | 135 | 3.43 | 1.51 | 145 | 3.14 | 1.53 | 56 | 3.39 | 1.50 | 149 | 3.47 | 1.33 |
| Demonstrate support for your counterpart (increase authority and legitimacy by deferring, promoting, remaining in the shadows as much as possible). | 136 | 3.43 | 1.58 | 146 | 3.47 | 1.57 | 56 | 3.75 | 1.39 | 150 | 3.61 | 1.41 |
| Use gestures commonly found in the host nation's culture. | 135 | 3.40 | 1.64 | 146 | 3.29 | 1.61 | 56 | 3.43 | 1.57 | 150 | 3.54 | 1.50 |
| Identify sources of corruption in the local environment. | 136 | 3.40 | 1.72 | 148 | 3.49 | 1.68 | 54 | 3.37 | 1.64 | 149 | 3.76 | 1.42 |
| Use knowledge about social influences to understand the behavior of an individual from the relevant culture. | 135 | 3.39 | 1.48 | 147 | 3.37 | 1.50 | 56 | 2.96 | 1.44 | 149 | 3.35 | 1.46 |
| Use knowledge about military influences to understand the behavior of an individual from the relevant culture. | 135 | 3.39 | 1.36 | 147 | 3.45 | 1.32 | 56 | 2.79 | 1.45 | 149 | 3.20 | 1.60 |
| Provide symbolic rewards (e.g., certificates, coins) to your counterpart for good performance. | 136 | 3.36 | 1.71 | 147 | 3.29 | 1.68 | 55 | 3.27 | 1.66 | 149 | 3.32 | 1.62 |

| <i>Activity (Importance Ratings)</i> | <u><i>Border</i></u> | | | <u><i>Military Combat Arms</i></u> | | | <u><i>Military CSS</i></u> | | | <u><i>Police</i></u> | | |
|---|----------------------|----------|-----------|------------------------------------|----------|-----------|----------------------------|----------|-----------|----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Adjust the way you treated individuals from the other culture, depending on their social status. | 134 | 3.34 | 1.70 | 147 | 2.90 | 1.83 | 54 | 2.89 | 1.84 | 148 | 3.22 | 1.62 |
| Manage interpersonal conflict effectively in a cross-cultural setting. | 134 | 3.34 | 1.63 | 144 | 3.24 | 1.55 | 56 | 3.13 | 1.62 | 149 | 3.01 | 1.74 |
| Build a consensus with individuals from the relevant culture. | 135 | 3.33 | 1.60 | 145 | 3.07 | 1.64 | 56 | 2.89 | 1.65 | 149 | 3.03 | 1.67 |
| Use rational persuasion (i.e., provide logical arguments and evidence) to influence your counterpart. | 136 | 3.32 | 1.51 | 148 | 3.25 | 1.52 | 56 | 3.61 | 1.63 | 149 | 3.35 | 1.26 |
| Understand the history of different religions found in your operating area. | 136 | 3.32 | 1.56 | 144 | 2.99 | 1.57 | 56 | 2.57 | 1.68 | 150 | 3.47 | 1.39 |
| Manage a training program that targets individuals from another culture. | 135 | 3.32 | 1.78 | 147 | 2.88 | 1.78 | 55 | 2.58 | 1.89 | 148 | 2.89 | 1.83 |
| Explain to your counterpart how compliance with your request would benefit him (i.e., apply “apprising” tactics to influence your counterpart). | 135 | 3.29 | 1.60 | 148 | 3.33 | 1.43 | 56 | 3.48 | 1.51 | 149 | 3.39 | 1.34 |
| Take advantage of the role of power and authority in the relevant culture. | 136 | 3.29 | 1.73 | 148 | 2.87 | 1.72 | 56 | 2.77 | 1.83 | 149 | 3.15 | 1.60 |
| Employ a Rapport Plan (continuously plan, execute, and refine methods to increase the closeness of the relationship with your counterpart). | 135 | 3.27 | 1.68 | 147 | 3.22 | 1.62 | 56 | 3.34 | 1.61 | 150 | 3.11 | 1.52 |
| Use knowledge about professional influences to understand the behavior of an individual from the relevant culture. | 135 | 3.27 | 1.48 | 148 | 3.36 | 1.43 | 56 | 2.64 | 1.67 | 149 | 3.19 | 1.60 |
| Understand the general theology of different religions found in your operating area. | 136 | 3.26 | 1.70 | 147 | 3.10 | 1.66 | 55 | 2.69 | 1.71 | 150 | 3.45 | 1.33 |
| Apply pressure tactics as a way to influence your counterpart. | 136 | 3.25 | 1.69 | 148 | 3.18 | 1.58 | 56 | 3.66 | 1.56 | 150 | 3.15 | 1.45 |
| Restrict sensitive information provided to a counterpart. | 136 | 3.25 | 1.94 | 146 | 3.22 | 1.91 | 56 | 2.98 | 1.90 | 149 | 3.50 | 1.85 |

| <i>Activity (Importance Ratings)</i> | <u><i>Border</i></u> | | | <u><i>Military Combat Arms</i></u> | | | <u><i>Military CSS</i></u> | | | <u><i>Police</i></u> | | |
|--|----------------------|----------|-----------|------------------------------------|----------|-----------|----------------------------|----------|-----------|----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Judge your counterpart's actions according to his cultural standards. | 135 | 3.24 | 1.56 | 146 | 3.29 | 1.44 | 55 | 3.27 | 1.57 | 148 | 3.51 | 1.32 |
| Adjust the way you treated individuals from the other culture, depending on their gender. | 136 | 3.24 | 1.89 | 147 | 3.08 | 1.98 | 54 | 2.17 | 2.06 | 150 | 3.12 | 1.76 |
| Use knowledge about religious influences to understand the behavior of an individual from the relevant culture. | 135 | 3.23 | 1.52 | 148 | 3.28 | 1.53 | 56 | 2.86 | 1.62 | 149 | 3.33 | 1.49 |
| Speak to others in the host nation's language. | 135 | 3.19 | 1.62 | 146 | 2.82 | 1.62 | 56 | 3.23 | 1.69 | 148 | 2.94 | 1.62 |
| Use knowledge about tribal influences to understand the behavior of an individual from the relevant culture. | 135 | 3.19 | 1.63 | 148 | 3.03 | 1.60 | 56 | 2.46 | 1.63 | 149 | 3.15 | 1.61 |
| Capitalize on your counterpart's belief system. | 136 | 3.18 | 1.66 | 147 | 3.03 | 1.62 | 56 | 2.95 | 1.59 | 150 | 3.28 | 1.32 |
| Take advantage of how historical events are relevant to the current operating environment. | 135 | 3.15 | 1.64 | 145 | 2.97 | 1.62 | 56 | 2.96 | 1.51 | 150 | 3.15 | 1.50 |
| Influence your counterpart to adopt a course of action by telling him that you would collaborate (e.g., indicate that you would cooperate or provide resources). | 136 | 3.14 | 1.63 | 147 | 2.92 | 1.61 | 56 | 2.86 | 1.74 | 149 | 3.21 | 1.39 |
| Take advantage of the concept of hospitality in your counterpart's culture. | 136 | 3.10 | 1.67 | 148 | 2.91 | 1.83 | 56 | 2.98 | 1.85 | 150 | 3.36 | 1.53 |
| Understand the implications of religion for military operations. | 136 | 3.08 | 1.82 | 147 | 3.41 | 1.57 | 56 | 3.61 | 1.29 | 150 | 3.48 | 1.51 |
| Use knowledge about geography to understand the behavior of an individual from the relevant culture. | 136 | 3.07 | 1.69 | 148 | 2.70 | 1.57 | 55 | 2.02 | 1.72 | 149 | 3.12 | 1.55 |
| Assess the impact of information on military factors. | 135 | 3.04 | 1.75 | 145 | 3.11 | 1.65 | 55 | 2.49 | 1.72 | 149 | 3.03 | 1.74 |
| Prepare one's transition team for a meeting in which an interpreter would be used. | 134 | 3.01 | 1.84 | 143 | 2.81 | 1.84 | 54 | 3.15 | 1.72 | 149 | 2.83 | 1.79 |
| Share your personal history or information with your counterpart. | 136 | 3.01 | 1.58 | 148 | 2.97 | 1.61 | 56 | 3.02 | 1.57 | 149 | 3.21 | 1.50 |

| <i>Activity (Importance Ratings)</i> | <u><i>Border</i></u> | | | <u><i>Military Combat Arms</i></u> | | | <u><i>Military CSS</i></u> | | | <u><i>Police</i></u> | | |
|--|----------------------|----------|-----------|------------------------------------|----------|-----------|----------------------------|----------|-----------|----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Use knowledge about educational influences to understand the behavior of an individual from the relevant culture. | 136 | 3.01 | 1.68 | 148 | 2.89 | 1.51 | 55 | 2.67 | 1.70 | 149 | 3.13 | 1.52 |
| Use knowledge about historical influences to understand the behavior of an individual from the relevant culture. | 136 | 2.99 | 1.73 | 147 | 2.79 | 1.57 | 55 | 2.07 | 1.70 | 149 | 3.00 | 1.60 |
| Use knowledge about demographic influences (e.g., age, sex) to understand the behavior of an individual from the relevant culture. | 136 | 2.99 | 1.75 | 148 | 2.69 | 1.53 | 54 | 2.44 | 1.64 | 148 | 3.05 | 1.50 |
| Take advantage of the host nation's military culture. | 136 | 2.98 | 1.73 | 147 | 2.15 | 1.79 | 56 | 2.32 | 1.67 | 149 | 2.83 | 1.67 |
| Use knowledge about economic influences to understand the behavior of an individual from the relevant culture. | 136 | 2.97 | 1.73 | 148 | 2.78 | 1.59 | 55 | 2.38 | 1.62 | 149 | 2.99 | 1.56 |
| Deal with chain of command issues with coalition forces | 133 | 2.96 | 1.88 | 146 | 3.12 | 1.72 | 56 | 2.25 | 1.85 | 147 | 3.07 | 1.72 |
| Share personal information about yourself with your interpreter. | 136 | 2.95 | 1.55 | 146 | 2.65 | 1.54 | 55 | 2.98 | 1.52 | 146 | 3.10 | 1.48 |
| Take advantage of the social hierarchy of the relevant culture. | 135 | 2.87 | 1.79 | 148 | 1.99 | 1.69 | 56 | 1.73 | 1.74 | 150 | 2.86 | 1.68 |
| Assess the impact of information on social factors. | 134 | 2.87 | 1.81 | 146 | 2.46 | 1.75 | 55 | 2.05 | 1.79 | 149 | 2.71 | 1.82 |
| Stress to coalition forces that the advisor is not in command of the counterpart. | 133 | 2.86 | 1.98 | 145 | 3.55 | 1.76 | 55 | 3.29 | 2.02 | 147 | 3.47 | 1.69 |
| Identify and manage potential divisions among religious groups. | 134 | 2.85 | 1.90 | 145 | 2.85 | 1.82 | 56 | 2.39 | 1.75 | 148 | 3.19 | 1.64 |
| Use personal appeal (i.e., ask an individual to comply out of loyalty or friendship) to influence your counterpart. | 136 | 2.82 | 1.75 | 148 | 2.48 | 1.75 | 56 | 2.16 | 1.65 | 149 | 2.82 | 1.53 |
| Display the body language and posture commonly found in the host nation's culture. | 135 | 2.81 | 1.76 | 148 | 2.78 | 1.62 | 56 | 2.70 | 1.68 | 149 | 3.01 | 1.73 |
| Use knowledge about criminal influences to understand the behavior of an individual from the relevant culture. | 136 | 2.81 | 1.83 | 147 | 2.54 | 1.76 | 55 | 2.24 | 1.71 | 149 | 3.07 | 1.65 |

| <i>Activity (Importance Ratings)</i> | <u><i>Border</i></u> | | | <u><i>Military Combat Arms</i></u> | | | <u><i>Military CSS</i></u> | | | <u><i>Police</i></u> | | |
|--|----------------------|----------|-----------|------------------------------------|----------|-----------|----------------------------|----------|-----------|----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Take advantage of the role of reconciliation in your counterpart's culture. | 135 | 2.80 | 1.77 | 147 | 2.35 | 1.79 | 55 | 2.35 | 1.62 | 150 | 3.02 | 1.67 |
| Offer your counterpart a desired item or action in exchange for compliance with a request (i.e., us exchange tactics as a way to influence your counterpart). | 136 | 2.79 | 1.62 | 148 | 2.36 | 1.69 | 56 | 2.38 | 1.73 | 149 | 2.70 | 1.51 |
| Instruct a counterpart without the aid of an interpreter. | 134 | 2.79 | 1.84 | 146 | 2.74 | 1.71 | 56 | 2.79 | 1.70 | 150 | 2.77 | 1.72 |
| Become comfortable with same-sex activities (e.g., male-male hand holding, kissing during greetings). | 136 | 2.74 | 1.81 | 147 | 2.20 | 1.84 | 55 | 2.98 | 1.82 | 150 | 2.91 | 1.78 |
| Use your legitimate authority (i.e., your position, rank, or status) to influence your counterpart. | 135 | 2.74 | 1.83 | 148 | 2.35 | 1.75 | 55 | 2.51 | 1.81 | 150 | 2.45 | 1.64 |
| Interact with foreign coalition forces. | 134 | 2.74 | 1.99 | 147 | 2.99 | 1.82 | 56 | 2.98 | 1.81 | 147 | 2.79 | 1.77 |
| Appeal to the emotions of your counterpart (i.e., engage in inspirational influence tactics) to influence him. | 136 | 2.70 | 1.69 | 147 | 2.22 | 1.68 | 55 | 2.47 | 1.75 | 149 | 2.75 | 1.54 |
| Promote your counterpart's authority to coalition forces. | 133 | 2.69 | 1.97 | 145 | 3.01 | 1.86 | 56 | 2.43 | 1.92 | 146 | 3.16 | 1.67 |
| Assess the impact of information on politics. | 136 | 2.68 | 1.79 | 145 | 2.07 | 1.83 | 53 | 1.66 | 1.71 | 149 | 2.44 | 1.82 |
| Assess the impact of information on local economic factors. | 136 | 2.65 | 1.77 | 145 | 2.12 | 1.75 | 54 | 2.04 | 1.79 | 149 | 2.58 | 1.86 |
| Work with an unfamiliar interpreter. | 134 | 2.64 | 1.65 | 145 | 2.99 | 1.62 | 56 | 2.79 | 1.70 | 149 | 2.92 | 1.69 |
| Preparing your counterpart to conduct negotiations and meetings. | 136 | 2.64 | 1.84 | 147 | 2.74 | 1.74 | 55 | 2.78 | 1.75 | 150 | 2.61 | 1.61 |
| Let your counterpart participate in transition team activities or decisions in order to gain his compliance and commitment (i.e., use participation as an influence tactic). | 134 | 2.60 | 1.76 | 148 | 2.69 | 1.84 | 54 | 2.72 | 1.71 | 149 | 2.70 | 1.58 |
| Disclose sensitive information to a counterpart. | 136 | 2.53 | 2.03 | 146 | 2.62 | 2.02 | 55 | 1.80 | 1.92 | 148 | 2.68 | 2.05 |
| Adjust the way you treated individuals from the other culture, depending on his/her tribal affiliation. | 135 | 2.43 | 1.86 | 147 | 1.96 | 1.96 | 56 | 1.48 | 1.79 | 150 | 2.38 | 1.86 |

| <i>Activity (Importance Ratings)</i> | <u><i>Border</i></u> | | | <u><i>Military Combat Arms</i></u> | | | <u><i>Military CSS</i></u> | | | <u><i>Police</i></u> | | |
|---|----------------------|----------|-----------|------------------------------------|----------|-----------|----------------------------|----------|-----------|----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Deal with foreign coalition partners who do not understand the transition team purpose and mission. | 136 | 2.40 | 2.03 | 147 | 2.44 | 1.95 | 55 | 2.42 | 1.74 | 148 | 2.39 | 1.95 |
| Display the facial expressions commonly used by individuals from the host nation. | 136 | 2.37 | 1.90 | 148 | 2.32 | 1.70 | 56 | 2.45 | 1.64 | 146 | 2.81 | 1.74 |
| Manage the release of information to local civilians. | 132 | 2.34 | 1.93 | 147 | 2.24 | 1.88 | 54 | 1.72 | 1.92 | 149 | 2.26 | 1.96 |
| Prepare coalition partners to conduct cross-cultural negotiations and meetings. | 133 | 2.26 | 2.02 | 144 | 2.78 | 1.92 | 55 | 2.13 | 1.96 | 146 | 2.88 | 1.89 |
| Talk about Family in your counterpart's language. | 134 | 1.98 | 1.90 | 144 | 1.55 | 1.80 | 55 | 1.36 | 1.70 | 148 | 2.10 | 1.75 |
| Work with an interpreter from the local population who has not been vetted. | 136 | 1.79 | 1.99 | 145 | 1.66 | 1.88 | 53 | 0.92 | 1.63 | 147 | 1.74 | 1.96 |
| Capitalize on the concept of “revenge” in your counterpart’s culture. | 135 | 1.67 | 1.80 | 145 | 1.39 | 1.70 | 56 | 1.05 | 1.67 | 149 | 1.79 | 1.83 |
| Talk about economic issues in your counterpart's language | 134 | 1.58 | 1.74 | 143 | 1.29 | 1.67 | 52 | 0.98 | 1.54 | 145 | 2.01 | 1.71 |
| Read the host nation’s language. | 134 | 1.54 | 1.73 | 146 | 1.30 | 1.56 | 55 | 1.04 | 1.44 | 149 | 1.63 | 1.66 |
| Talk about tribal issues in your counterpart's language. | 134 | 1.52 | 1.77 | 141 | 1.35 | 1.72 | 53 | 0.91 | 1.46 | 147 | 1.95 | 1.73 |
| Talk about sports in your counterpart's language. | 135 | 1.41 | 1.69 | 146 | 0.92 | 1.36 | 55 | 0.93 | 1.43 | 149 | 1.48 | 1.62 |
| Talk about religion in your counterpart's language. | 134 | 1.37 | 1.57 | 145 | 1.19 | 1.55 | 54 | 0.94 | 1.43 | 146 | 1.71 | 1.69 |
| Write in the host nation’s language. | 134 | 1.20 | 1.61 | 145 | 0.97 | 1.44 | 55 | 0.67 | 1.19 | 149 | 1.21 | 1.54 |
| Talk about politics in your counterpart's language. | 135 | 1.15 | 1.46 | 145 | 0.94 | 1.33 | 55 | 0.80 | 1.34 | 149 | 1.40 | 1.61 |

Note. 5= Extremely important, 4 = Very important, 3 = Moderately important, 2 = Some importance, 1 = Little importance, 0 = None

Table F-4*Means and Standard Deviations for Importance Ratings of KSAs by Team Type*

| <i>KSAs (Importance Ratings)</i> | <i><u>Border</u></i> | | | <i><u>Military Combat Arms</u></i> | | | <i><u>Military CSS</u></i> | | | <i><u>Police</u></i> | | |
|---|----------------------|----------|-----------|------------------------------------|----------|-----------|----------------------------|----------|-----------|----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Establishing Credibility | 135 | 4.30 | 1.04 | 148 | 4.25 | 1.02 | 56 | 4.37 | 1.13 | 147 | 4.20 | 1.02 |
| Sensing Manipulation | 132 | 4.17 | 1.33 | 146 | 3.97 | 1.46 | 56 | 4.21 | 1.19 | 143 | 4.13 | 1.21 |
| Instructing CP through Interpreter | 135 | 4.14 | 1.22 | 148 | 4.20 | 1.18 | 56 | 4.13 | 1.29 | 149 | 4.00 | 1.25 |
| Role Modeling | 135 | 4.04 | 0.98 | 143 | 4.04 | 0.92 | 56 | 4.09 | 1.13 | 150 | 3.95 | 1.04 |
| Identifying Training Needs | 135 | 4.02 | 1.26 | 148 | 3.96 | 1.26 | 56 | 3.88 | 1.44 | 148 | 3.90 | 1.24 |
| Mentoring and Coaching | 135 | 3.97 | 1.04 | 148 | 3.87 | 1.14 | 56 | 3.71 | 1.31 | 149 | 3.94 | 1.11 |
| Consideration and Respect | 135 | 3.97 | 1.01 | 148 | 3.96 | 0.88 | 56 | 3.97 | 0.92 | 147 | 4.06 | 0.86 |
| Managing CP Performance | 133 | 3.93 | 1.12 | 146 | 3.79 | 1.04 | 55 | 3.73 | 1.21 | 148 | 3.78 | 1.11 |
| Using an Interpreter | 135 | 3.89 | 0.84 | 144 | 3.84 | 0.83 | 56 | 3.83 | 0.95 | 150 | 3.81 | 0.89 |
| Assessing CP Performance | 135 | 3.83 | 1.25 | 147 | 3.90 | 1.31 | 56 | 3.66 | 1.65 | 148 | 3.76 | 1.32 |
| Building Rapport | 136 | 3.75 | 0.96 | 147 | 3.74 | 1.01 | 56 | 3.78 | 1.01 | 150 | 3.73 | 0.95 |
| Comparing One's Culture with CP Culture | 136 | 3.74 | 1.22 | 146 | 3.65 | 1.18 | 56 | 3.76 | 1.19 | 149 | 3.83 | 1.10 |
| Establishing Goals | 136 | 3.73 | 1.10 | 146 | 3.67 | 1.06 | 55 | 3.57 | 1.15 | 149 | 3.63 | 1.04 |
| Dealing with Corruption | 134 | 3.70 | 1.39 | 145 | 3.69 | 1.36 | 53 | 3.22 | 1.59 | 147 | 3.90 | 1.15 |
| Communicating Legitimacy of Advisor Team Work | 135 | 3.66 | 1.57 | 148 | 3.14 | 1.60 | 56 | 3.34 | 1.62 | 149 | 3.34 | 1.51 |
| Interacting with US Coalition Forces | 136 | 3.64 | 1.35 | 146 | 3.64 | 1.30 | 56 | 3.54 | 1.41 | 146 | 3.70 | 1.16 |
| Interpreting Nonverbal Behavior | 135 | 3.63 | 1.44 | 147 | 3.46 | 1.46 | 56 | 3.57 | 1.43 | 150 | 3.77 | 1.27 |
| Understanding CP | 136 | 3.61 | 1.08 | 148 | 3.43 | 1.17 | 56 | 3.51 | 1.08 | 150 | 3.62 | 0.99 |
| Managing Perceptions About the Advisor Team | 136 | 3.54 | 1.44 | 147 | 3.11 | 1.60 | 56 | 3.50 | 1.36 | 150 | 3.65 | 1.28 |
| Speaking Common Words in CP Language | 133 | 3.54 | 1.69 | 145 | 3.31 | 1.63 | 56 | 3.74 | 1.53 | 147 | 3.65 | 1.43 |
| Cross-Cultural Team Building | 134 | 3.53 | 1.57 | 145 | 3.44 | 1.40 | 56 | 3.23 | 1.54 | 149 | 3.40 | 1.48 |

| <i>KSAs (Importance Ratings)</i> | <u><i>Border</i></u> | | | <u><i>Military Combat Arms</i></u> | | | <u><i>Military CSS</i></u> | | | <u><i>Police</i></u> | | |
|---|----------------------|----------|-----------|------------------------------------|----------|-----------|----------------------------|----------|-----------|----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Suppressing Cultural Bias | 136 | 3.42 | 1.19 | 147 | 3.14 | 1.23 | 56 | 3.58 | 1.19 | 149 | 3.50 | 1.17 |
| Managing Interpersonal Conflict | 134 | 3.34 | 1.63 | 144 | 3.24 | 1.55 | 56 | 3.13 | 1.62 | 149 | 3.01 | 1.74 |
| Building Consensus | 135 | 3.33 | 1.60 | 145 | 3.07 | 1.64 | 56 | 2.89 | 1.65 | 149 | 3.03 | 1.67 |
| Managing a Training Program | 135 | 3.32 | 1.78 | 147 | 2.88 | 1.78 | 55 | 2.58 | 1.89 | 148 | 2.89 | 1.83 |
| Tailoring Interactions to Cultural Demographics | 135 | 3.29 | 1.24 | 147 | 2.96 | 1.31 | 55 | 2.77 | 1.29 | 148 | 3.13 | 1.29 |
| Employing a Rapport Plan | 135 | 3.27 | 1.68 | 147 | 3.22 | 1.62 | 56 | 3.34 | 1.61 | 150 | 3.11 | 1.52 |
| Judging by CP's Standards | 135 | 3.24 | 1.56 | 146 | 3.29 | 1.44 | 55 | 3.27 | 1.57 | 148 | 3.51 | 1.32 |
| Knowledge of Religious Influences | 136 | 3.23 | 1.45 | 147 | 3.23 | 1.24 | 56 | 3.01 | 1.12 | 150 | 3.48 | 1.19 |
| Understanding the Operating Environment | 135 | 3.14 | 1.29 | 148 | 3.03 | 1.16 | 55 | 2.58 | 1.18 | 148 | 3.16 | 1.30 |
| Using Proactive Influence Tactics | 136 | 3.08 | 1.10 | 148 | 2.91 | 1.04 | 56 | 3.03 | 1.09 | 149 | 3.06 | 0.90 |
| Leveraging Cultural Knowledge | 135 | 2.92 | 1.22 | 147 | 2.46 | 1.21 | 56 | 2.39 | 1.11 | 150 | 2.96 | 1.13 |
| Managing Information | 135 | 2.88 | 1.40 | 145 | 2.68 | 1.30 | 53 | 2.25 | 1.18 | 149 | 2.85 | 1.46 |
| Informing and Engaging Coalition Forces | 133 | 2.88 | 1.54 | 144 | 3.20 | 1.41 | 56 | 2.67 | 1.38 | 147 | 3.24 | 1.40 |
| Using Nonverbal Behavior | 134 | 2.87 | 1.55 | 146 | 2.81 | 1.47 | 56 | 2.86 | 1.47 | 146 | 3.12 | 1.50 |
| Instructing CP without Interpreter | 134 | 2.79 | 1.84 | 146 | 2.74 | 1.71 | 56 | 2.79 | 1.70 | 150 | 2.77 | 1.72 |
| Working with Unfamiliar Interpreter | 134 | 2.64 | 1.65 | 145 | 2.99 | 1.62 | 56 | 2.79 | 1.70 | 149 | 2.92 | 1.69 |
| Preparing CP for Negotiations/Meetings | 136 | 2.64 | 1.84 | 147 | 2.74 | 1.74 | 55 | 2.78 | 1.75 | 150 | 2.61 | 1.61 |
| Interacting with Foreign Coalition Forces | 134 | 2.57 | 1.89 | 146 | 2.73 | 1.68 | 55 | 2.70 | 1.57 | 146 | 2.59 | 1.69 |
| Working with an Unvetted Interpreter | 136 | 1.79 | 1.99 | 145 | 1.66 | 1.88 | 53 | 0.92 | 1.62 | 147 | 1.74 | 1.96 |
| Maintaining a Conversation in CP Language | 133 | 1.51 | 1.42 | 144 | 1.20 | 1.36 | 53 | 1.00 | 1.27 | 147 | 1.77 | 1.44 |
| Reading and Writing in CP Language | 134 | 1.37 | 1.60 | 145 | 1.13 | 1.44 | 55 | 0.85 | 1.20 | 148 | 1.42 | 1.53 |

Note. 5= Extremely important, 4 = Very important, 3 = Moderately important, 2 = Some importance, 1 = Little importance, 0 = None

Table F-5*Means and Standard Deviations for F-I Composite Ratings of Activities by Team Type*

| <i>Activity (F-I Composite Ratings)</i> | <i>Border</i> | | | <i>Military Combat Arms</i> | | | <i>Military CSS</i> | | | <i>Police</i> | | |
|--|---------------|----------|-----------|-----------------------------|----------|-----------|---------------------|----------|-----------|---------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Communicate through an interpreter. | 135 | 18.70 | 6.01 | 145 | 20.60 | 5.85 | 55 | 21.62 | 5.10 | 149 | 16.77 | 7.02 |
| Exhibit a strong work ethic. | 135 | 17.19 | 7.41 | 147 | 17.77 | 6.65 | 56 | 18.41 | 7.50 | 150 | 16.85 | 7.42 |
| Demonstrate tolerance toward individuals from another culture. | 135 | 16.79 | 7.81 | 148 | 16.99 | 7.73 | 56 | 17.88 | 7.66 | 149 | 17.25 | 7.40 |
| Be tactful toward individuals from another culture. | 135 | 16.66 | 7.71 | 148 | 17.55 | 6.95 | 56 | 17.48 | 7.57 | 150 | 16.16 | 7.33 |
| Serve as a role model for your counterpart. | 136 | 16.29 | 7.76 | 146 | 17.83 | 7.23 | 56 | 17.39 | 8.51 | 150 | 15.67 | 7.79 |
| Demonstrate to your counterpart that the transition team provides something of value. | 134 | 15.92 | 7.51 | 147 | 16.30 | 7.17 | 56 | 17.38 | 7.13 | 146 | 14.62 | 7.48 |
| Understand the capabilities of your interpreter. | 128 | 15.89 | 7.87 | 140 | 17.22 | 7.71 | 55 | 15.89 | 8.20 | 147 | 15.60 | 7.87 |
| Establish your credibility with your counterpart. | 133 | 15.89 | 7.40 | 147 | 16.88 | 7.30 | 56 | 18.48 | 7.02 | 147 | 15.08 | 7.43 |
| Demonstrate a positive attitude. | 135 | 15.88 | 7.61 | 147 | 17.48 | 6.73 | 56 | 19.29 | 6.22 | 150 | 16.59 | 7.31 |
| Evaluate the trustworthiness of your interpreter. | 130 | 15.82 | 7.91 | 140 | 15.31 | 8.05 | 54 | 17.17 | 8.76 | 145 | 15.90 | 7.90 |
| Actively listen to individuals from another culture. | 134 | 15.80 | 7.51 | 147 | 16.80 | 7.40 | 56 | 17.07 | 7.59 | 150 | 14.90 | 7.46 |
| Recognize differences between Western culture and your counterpart's culture. | 136 | 15.59 | 7.91 | 145 | 15.74 | 8.07 | 56 | 14.86 | 8.16 | 147 | 15.05 | 7.36 |
| Behave respectfully within the constraints of the relevant culture. | 135 | 15.26 | 7.46 | 146 | 15.94 | 7.42 | 56 | 16.46 | 7.35 | 148 | 15.85 | 6.96 |
| Conduct a meeting through an interpreter. | 133 | 15.00 | 7.27 | 145 | 18.12 | 6.51 | 56 | 18.54 | 6.63 | 149 | 14.27 | 7.90 |
| Ask about your counterpart's Family. | 134 | 14.59 | 7.68 | 146 | 12.67 | 8.06 | 55 | 12.80 | 8.10 | 150 | 14.15 | 7.75 |
| Recognize differences between U.S. military culture and your counterpart's military culture. | 135 | 14.49 | 7.95 | 146 | 15.64 | 8.03 | 56 | 15.36 | 7.96 | 149 | 15.17 | 7.10 |
| Instruct a counterpart with the aid of an interpreter. | 135 | 14.46 | 7.69 | 148 | 16.94 | 7.60 | 56 | 16.29 | 8.19 | 149 | 13.45 | 7.29 |

| <i>Activity (F-I Composite Ratings)</i> | <i>Border</i> | | | <i>Military Combat Arms</i> | | | <i>Military CSS</i> | | | <i>Police</i> | | |
|--|---------------|----------|-----------|-----------------------------|----------|-----------|---------------------|----------|-----------|---------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Communicate to your counterpart that you respect him. | 135 | 14.39 | 6.98 | 146 | 14.68 | 7.16 | 56 | 14.29 | 7.23 | 147 | 14.57 | 7.26 |
| Understand your interpreter's cultural biases. | 130 | 14.28 | 8.35 | 139 | 14.69 | 8.43 | 54 | 14.89 | 7.92 | 145 | 14.42 | 7.71 |
| Exchange common greetings in your counterpart's language. | 133 | 14.20 | 9.75 | 145 | 14.23 | 9.61 | 56 | 16.38 | 9.17 | 148 | 15.06 | 8.80 |
| Understand the background of your interpreter. | 130 | 14.12 | 8.19 | 140 | 14.36 | 8.20 | 55 | 14.02 | 7.81 | 145 | 14.54 | 7.77 |
| Build a close relationship with your counterpart. | 134 | 13.82 | 7.87 | 145 | 16.14 | 7.50 | 56 | 17.13 | 6.93 | 149 | 14.27 | 7.89 |
| Read the facial expressions of individuals from your counterpart's culture. | 135 | 13.74 | 8.92 | 147 | 13.75 | 8.64 | 56 | 14.27 | 8.76 | 150 | 14.55 | 8.39 |
| Interact with U.S. coalition forces (non-transition team members). | 135 | 13.73 | 8.06 | 145 | 14.83 | 8.03 | 56 | 12.46 | 8.08 | 148 | 14.46 | 7.89 |
| Become comfortable with eating the food of another culture. | 134 | 13.65 | 8.00 | 143 | 11.57 | 7.96 | 56 | 10.23 | 6.59 | 150 | 11.87 | 7.85 |
| Follow-up with your counterpart to ensure that work has been accomplished. | 135 | 13.61 | 7.07 | 146 | 14.01 | 7.19 | 55 | 13.89 | 6.45 | 149 | 12.32 | 6.77 |
| Understand the background of your counterpart. | 135 | 13.59 | 7.82 | 147 | 13.54 | 7.93 | 56 | 13.38 | 7.09 | 150 | 13.19 | 7.35 |
| Interpret the gestures of individuals from your counterpart's culture. | 135 | 13.47 | 8.57 | 147 | 12.78 | 8.49 | 56 | 13.55 | 9.37 | 150 | 14.27 | 8.52 |
| Gain the trust of individuals from the relevant culture. | 134 | 13.37 | 8.02 | 145 | 13.29 | 8.35 | 54 | 14.28 | 8.24 | 150 | 12.25 | 7.23 |
| Recognize when individuals from the other culture were trying to manipulate you. | 132 | 13.32 | 8.47 | 145 | 13.43 | 8.70 | 56 | 14.82 | 7.33 | 143 | 14.05 | 8.05 |
| Interpret the body language of individuals from your counterpart's culture. | 135 | 13.28 | 8.51 | 147 | 13.67 | 8.72 | 56 | 13.96 | 8.82 | 150 | 14.34 | 8.46 |

| <i>Activity (F-I Composite Ratings)</i> | <i>Border</i> | | | <i>Military Combat Arms</i> | | | <i>Military CSS</i> | | | <i>Police</i> | | |
|---|---------------|----------|-----------|-----------------------------|----------|-----------|---------------------|----------|-----------|---------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Mentor or provide a counterpart with advice or counsel to assist him in making a decision through a mutually developed bond of trust. | 134 | 13.28 | 7.83 | 148 | 13.90 | 7.98 | 55 | 13.42 | 7.65 | 149 | 11.87 | 7.04 |
| Speak common words in your counterpart's language. | 135 | 13.23 | 9.38 | 146 | 12.51 | 9.29 | 56 | 15.34 | 8.94 | 149 | 13.55 | 8.96 |
| Become comfortable with non-Western cultural norms. | 135 | 13.20 | 8.48 | 145 | 13.16 | 8.63 | 56 | 14.84 | 8.32 | 146 | 13.32 | 8.20 |
| Praise your counterpart for good performance. | 134 | 13.05 | 7.51 | 147 | 14.41 | 7.34 | 55 | 12.76 | 6.95 | 149 | 12.83 | 6.78 |
| Stress unity of effort/purpose with one's counterpart. | 134 | 13.01 | 8.05 | 148 | 13.06 | 7.94 | 56 | 12.70 | 8.21 | 150 | 11.92 | 7.44 |
| Be supportive of a counterpart's decisions and activities. | 135 | 12.90 | 7.45 | 145 | 13.79 | 7.45 | 56 | 13.54 | 6.97 | 149 | 11.54 | 6.90 |
| Teach or instruct a counterpart in acquiring or improving a skill or ability. | 135 | 12.87 | 7.34 | 147 | 13.54 | 7.86 | 56 | 12.18 | 7.32 | 149 | 12.28 | 6.90 |
| Spend "unstructured time" with your interpreter. | 136 | 12.80 | 7.45 | 143 | 11.15 | 7.35 | 54 | 10.81 | 8.33 | 148 | 13.72 | 8.09 |
| Deal with U.S. coalition partners who do not understand the transition team purpose and mission. | 134 | 12.80 | 8.89 | 146 | 11.40 | 9.12 | 56 | 8.09 | 6.91 | 147 | 11.17 | 8.51 |
| Adjust the way you treated individuals from the other culture, depending on their age. | 133 | 12.68 | 7.81 | 147 | 11.82 | 8.27 | 55 | 12.07 | 8.51 | 148 | 11.66 | 7.62 |
| Identify the training needs of your counterpart. | 135 | 12.58 | 7.27 | 148 | 13.46 | 7.44 | 56 | 12.43 | 6.85 | 148 | 12.29 | 7.27 |
| Adjust the way you treated individuals from the other culture, depending on their rank. | 135 | 12.44 | 7.68 | 147 | 11.86 | 8.43 | 55 | 11.78 | 8.50 | 147 | 12.05 | 7.95 |
| Identify the training needs of your counterpart's unit. | 135 | 12.44 | 7.45 | 148 | 13.05 | 7.61 | 56 | 12.64 | 7.48 | 147 | 12.55 | 7.19 |
| Capitalize on what motivates your counterpart. | 136 | 12.43 | 7.59 | 146 | 12.35 | 7.85 | 56 | 12.75 | 7.77 | 150 | 11.93 | 7.04 |
| Coach or guide a counterpart to reach the next level of knowledge or skill. | 135 | 12.39 | 7.53 | 147 | 13.01 | 7.75 | 55 | 11.67 | 8.02 | 150 | 11.70 | 6.40 |

| <i>Activity (F-I Composite Ratings)</i> | <i>Border</i> | | | <i>Military Combat Arms</i> | | | <i>Military CSS</i> | | | <i>Police</i> | | |
|--|---------------|----------|-----------|-----------------------------|----------|-----------|---------------------|----------|-----------|---------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Recognize how your counterpart's understanding of time impacts his behavior and decisions. | 136 | 12.37 | 8.40 | 146 | 11.84 | 8.42 | 56 | 12.86 | 8.59 | 149 | 12.12 | 8.02 |
| Use gestures commonly found in the host nation's culture. | 135 | 12.35 | 8.90 | 147 | 12.41 | 9.00 | 56 | 13.14 | 8.74 | 150 | 13.13 | 8.68 |
| Deal with corruption in your counterpart's organization. | 135 | 12.34 | 8.63 | 146 | 12.46 | 8.98 | 55 | 9.42 | 7.38 | 149 | 12.08 | 8.73 |
| Assess the strengths and weaknesses of your counterpart's unit. | 134 | 12.21 | 6.97 | 147 | 13.14 | 7.63 | 56 | 11.66 | 7.89 | 148 | 11.55 | 7.29 |
| Gain commitment from the counterpart and the counterpart's team. | 135 | 12.02 | 7.30 | 146 | 11.81 | 7.46 | 56 | 11.16 | 6.89 | 148 | 10.27 | 6.79 |
| Find ways to deal with or work around corruption in the local environment. | 135 | 11.99 | 8.62 | 148 | 11.35 | 8.78 | 56 | 7.63 | 7.98 | 149 | 11.49 | 8.52 |
| Stress the legitimacy of the transition team work. | 135 | 11.98 | 8.22 | 147 | 10.43 | 8.44 | 56 | 10.95 | 8.53 | 150 | 9.77 | 7.40 |
| Predict how your counterpart will behave. | 136 | 11.93 | 7.73 | 148 | 12.73 | 8.72 | 56 | 11.71 | 7.98 | 150 | 12.14 | 7.77 |
| Influence how your counterpart perceives your transition team. | 136 | 11.85 | 8.28 | 148 | 10.59 | 8.45 | 56 | 11.29 | 8.12 | 150 | 11.83 | 7.46 |
| Give your counterpart feedback for poor performance. | 134 | 11.77 | 7.71 | 147 | 12.17 | 7.80 | 55 | 11.22 | 7.52 | 148 | 10.02 | 7.03 |
| Spend "unstructured time" with your counterpart. | 136 | 11.71 | 7.81 | 145 | 12.86 | 7.92 | 56 | 12.64 | 8.07 | 149 | 11.15 | 7.58 |
| Establish short term goals for your counterpart to accomplish. | 136 | 11.70 | 6.94 | 146 | 11.25 | 7.07 | 55 | 10.13 | 6.99 | 149 | 9.84 | 6.77 |
| Express compassion toward individuals of a different culture. | 134 | 11.66 | 8.24 | 147 | 11.49 | 8.22 | 56 | 9.63 | 7.21 | 150 | 11.91 | 7.44 |
| Communicate organizational goals and objectives to the counterpart. | 135 | 11.65 | 7.59 | 145 | 11.63 | 7.64 | 55 | 10.22 | 6.78 | 148 | 9.72 | 6.54 |
| Stress sustainability to the counterpart. | 136 | 11.63 | 7.98 | 146 | 13.16 | 7.99 | 55 | 12.40 | 8.14 | 149 | 11.26 | 7.21 |

| <i>Activity (F-I Composite Ratings)</i> | <i>Border</i> | | | <i>Military Combat Arms</i> | | | <i>Military CSS</i> | | | <i>Police</i> | | |
|---|---------------|----------|-----------|-----------------------------|----------|-----------|---------------------|----------|-----------|---------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Take advantage of the concept of honor in your counterpart's culture. | 136 | 11.57 | 8.70 | 146 | 9.49 | 8.17 | 56 | 9.21 | 8.43 | 150 | 11.55 | 7.57 |
| Understand how religion impacts the current operating environment. | 133 | 11.32 | 7.76 | 147 | 13.12 | 8.23 | 56 | 11.91 | 7.11 | 150 | 12.48 | 7.43 |
| Capitalize on the similarities between your beliefs, values, and goals and those of your counterpart. | 135 | 11.30 | 8.09 | 145 | 10.17 | 7.97 | 56 | 10.86 | 7.74 | 149 | 10.93 | 7.12 |
| Influence how your counterpart perceives you. | 136 | 11.28 | 7.84 | 147 | 10.31 | 8.54 | 56 | 10.95 | 7.72 | 150 | 11.33 | 7.33 |
| Apply principles of team building in a cross-cultural setting. | 134 | 11.25 | 8.14 | 145 | 10.81 | 8.26 | 56 | 9.09 | 7.34 | 149 | 9.18 | 7.62 |
| Demonstrate enthusiasm of the transition team work to your counterpart. | 136 | 11.18 | 7.77 | 145 | 12.42 | 8.46 | 56 | 13.13 | 7.76 | 150 | 11.04 | 7.18 |
| Explain the role of the transition team to coalition forces. | 136 | 11.18 | 8.67 | 148 | 10.28 | 8.41 | 56 | 7.79 | 7.37 | 149 | 10.09 | 7.44 |
| Use knowledge about customs and traditions to understand the behavior of an individual from the relevant culture. | 135 | 11.16 | 7.92 | 147 | 11.14 | 7.47 | 55 | 8.60 | 5.52 | 150 | 9.59 | 7.09 |
| Assess the readiness of your counterpart's unit to perform missions. | 135 | 11.03 | 6.83 | 147 | 12.52 | 7.61 | 56 | 10.41 | 7.09 | 148 | 10.88 | 7.35 |
| Prepare an interpreter for a meeting. | 135 | 11.00 | 7.86 | 146 | 12.47 | 7.82 | 55 | 12.67 | 8.39 | 150 | 10.71 | 7.59 |
| Judge your counterpart's actions according to his cultural standards. | 135 | 10.91 | 8.45 | 145 | 11.01 | 7.85 | 55 | 10.11 | 8.24 | 148 | 11.33 | 7.13 |
| Determine which information to provide and withhold from a counterpart. | 136 | 10.89 | 8.26 | 147 | 12.54 | 8.64 | 56 | 9.73 | 8.24 | 148 | 11.36 | 8.13 |
| Communicate the long term goals of the U.S. military to your counterpart. | 136 | 10.66 | 7.07 | 146 | 10.13 | 7.82 | 55 | 9.69 | 7.02 | 149 | 9.32 | 6.40 |
| Limit how your cultural bias affects your perceptions of your counterpart's behavior. | 136 | 10.56 | 8.19 | 145 | 9.81 | 7.86 | 55 | 11.38 | 8.25 | 148 | 12.30 | 7.69 |

| <i>Activity (F-I Composite Ratings)</i> | <i>Border</i> | | | <i>Military Combat Arms</i> | | | <i>Military CSS</i> | | | <i>Police</i> | | |
|---|---------------|----------|-----------|-----------------------------|----------|-----------|---------------------|----------|-----------|---------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Take advantage of the role of power and authority in the relevant culture. | 136 | 10.53 | 8.36 | 148 | 8.79 | 8.57 | 56 | 8.43 | 8.31 | 149 | 9.33 | 7.92 |
| Demonstrate support for your counterpart (increase authority and legitimacy by deferring, promoting, remaining in the shadows as much as possible). | 136 | 10.49 | 8.08 | 145 | 11.47 | 8.28 | 56 | 13.20 | 8.12 | 150 | 10.63 | 7.72 |
| Adjust the way you treated individuals from the other culture, depending on their social status. | 134 | 10.39 | 7.81 | 148 | 8.42 | 8.36 | 55 | 7.29 | 7.86 | 148 | 9.98 | 7.79 |
| Capitalize on your counterpart's perspective or point of view. | 136 | 10.31 | 7.59 | 148 | 9.70 | 7.03 | 56 | 10.68 | 7.29 | 150 | 9.29 | 6.66 |
| Use knowledge about social influences to understand the behavior of an individual from the relevant culture. | 134 | 10.28 | 7.83 | 148 | 10.36 | 7.81 | 55 | 7.09 | 5.80 | 150 | 9.19 | 6.89 |
| Build a consensus with individuals from the relevant culture. | 135 | 10.27 | 7.96 | 146 | 8.79 | 7.50 | 56 | 8.39 | 7.40 | 149 | 7.73 | 6.86 |
| Understand the general theology of different religions found in your operating area. | 133 | 10.16 | 8.12 | 146 | 9.86 | 8.26 | 56 | 6.73 | 6.86 | 150 | 9.96 | 7.52 |
| Use knowledge about professional influences to understand the behavior of an individual from the relevant culture. | 135 | 10.09 | 8.02 | 148 | 10.40 | 7.90 | 56 | 6.27 | 5.81 | 150 | 8.59 | 6.81 |
| Prevent personal feelings toward your counterpart from interfering with the transition team mission. | 135 | 10.08 | 8.61 | 145 | 9.32 | 8.45 | 56 | 10.71 | 8.19 | 150 | 11.64 | 8.14 |
| Identify sources of corruption in the local environment. | 135 | 10.06 | 8.27 | 147 | 11.24 | 8.49 | 55 | 8.65 | 7.43 | 149 | 10.76 | 7.75 |
| Understand the history of different religions found in your operating area. | 134 | 10.00 | 7.87 | 144 | 8.97 | 7.41 | 56 | 6.09 | 6.57 | 150 | 9.96 | 7.59 |
| Employ a Rapport Plan (continuously plan, execute, and refine methods to increase the closeness of the relationship with your counterpart). | 135 | 9.92 | 8.05 | 147 | 10.09 | 8.23 | 56 | 10.05 | 8.59 | 150 | 9.12 | 7.39 |

| <i>Activity (F-I Composite Ratings)</i> | <i>Border</i> | | | <i>Military Combat Arms</i> | | | <i>Military CSS</i> | | | <i>Police</i> | | |
|---|---------------|----------|-----------|-----------------------------|----------|-----------|---------------------|----------|-----------|---------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Manage a training program that targets individuals from another culture. | 134 | 9.87 | 8.09 | 147 | 8.82 | 8.52 | 55 | 7.84 | 8.17 | 149 | 7.50 | 7.38 |
| Take advantage of the concept of hospitality in your counterpart's culture. | 136 | 9.85 | 8.52 | 148 | 8.91 | 8.24 | 56 | 10.07 | 9.01 | 150 | 10.11 | 8.12 |
| Use knowledge about military influences to understand the behavior of an individual from the relevant culture. | 135 | 9.83 | 7.34 | 147 | 10.57 | 7.66 | 56 | 6.21 | 5.10 | 150 | 8.64 | 6.91 |
| Adjust the way you treated individuals from the other culture, depending on their gender. | 136 | 9.68 | 8.63 | 147 | 8.61 | 8.73 | 55 | 4.16 | 6.01 | 150 | 8.59 | 8.08 |
| Manage interpersonal conflict effectively in a cross-cultural setting. | 134 | 9.67 | 7.92 | 145 | 9.43 | 7.13 | 56 | 8.38 | 7.60 | 149 | 7.30 | 6.84 |
| Use rational persuasion (i.e., provide logical arguments and evidence) to influence your counterpart. | 136 | 9.63 | 7.63 | 147 | 10.26 | 7.56 | 56 | 11.57 | 8.14 | 149 | 9.36 | 6.88 |
| Apply pressure tactics as a way to influence your counterpart. | 136 | 9.60 | 8.39 | 148 | 8.43 | 7.36 | 55 | 12.20 | 8.05 | 149 | 8.25 | 7.17 |
| Use knowledge about religious influences to understand the behavior of an individual from the relevant culture. | 134 | 9.49 | 7.72 | 147 | 9.92 | 7.63 | 56 | 6.79 | 5.70 | 150 | 8.93 | 6.70 |
| Explain to your counterpart how compliance with your request would benefit him (i.e., apply "apprising" tactics to influence your counterpart). | 136 | 9.39 | 7.52 | 148 | 9.97 | 7.60 | 56 | 10.43 | 7.07 | 149 | 9.83 | 6.97 |
| Speak to others in the host nation's language. | 135 | 9.36 | 8.26 | 148 | 7.99 | 8.42 | 56 | 10.98 | 9.55 | 148 | 7.82 | 7.76 |
| Use knowledge about tribal influences to understand the behavior of an individual from the relevant culture. | 135 | 9.36 | 7.79 | 148 | 8.79 | 7.90 | 56 | 5.07 | 5.10 | 150 | 8.10 | 6.71 |
| Capitalize on your counterpart's belief system. | 136 | 9.35 | 7.78 | 145 | 9.06 | 7.76 | 56 | 8.61 | 7.42 | 150 | 9.19 | 6.92 |

| <i>Activity (F-I Composite Ratings)</i> | <i>Border</i> | | | <i>Military Combat Arms</i> | | | <i>Military CSS</i> | | | <i>Police</i> | | |
|--|---------------|----------|-----------|-----------------------------|----------|-----------|---------------------|----------|-----------|---------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Understand the implications of religion for military operations. | 136 | 9.07 | 8.17 | 146 | 11.02 | 8.24 | 56 | 9.02 | 7.45 | 150 | 10.19 | 7.71 |
| Display the body language and posture commonly found in the host nation's culture. | 135 | 8.98 | 8.94 | 148 | 9.21 | 8.60 | 56 | 9.11 | 9.09 | 150 | 9.72 | 8.77 |
| Share personal information about yourself with your interpreter. | 136 | 8.88 | 7.82 | 146 | 7.97 | 7.59 | 55 | 8.64 | 7.29 | 146 | 9.66 | 7.72 |
| Share your personal history or information with your counterpart. | 135 | 8.77 | 8.03 | 147 | 8.80 | 7.87 | 56 | 8.91 | 7.36 | 150 | 9.42 | 7.75 |
| Deal with chain of command issues with coalition forces. | 133 | 8.59 | 8.09 | 146 | 8.98 | 8.30 | 56 | 4.52 | 5.77 | 148 | 8.11 | 7.90 |
| Restrict sensitive information provided to a counterpart. | 136 | 8.57 | 8.56 | 147 | 8.90 | 8.57 | 56 | 6.54 | 7.02 | 148 | 9.06 | 8.67 |
| Take advantage of how historical events relate to the current operating environment. | 135 | 8.53 | 7.65 | 146 | 8.58 | 7.96 | 56 | 7.14 | 7.13 | 150 | 8.60 | 7.38 |
| Use knowledge about historical influences to understand the behavior of an individual from the relevant culture. | 136 | 8.47 | 7.84 | 146 | 7.45 | 7.00 | 55 | 3.64 | 4.92 | 149 | 7.36 | 6.87 |
| Identify and manage potential divisions among religious groups. | 134 | 8.46 | 8.26 | 145 | 8.34 | 8.51 | 56 | 5.71 | 7.21 | 148 | 8.84 | 7.88 |
| Influence your counterpart to adopt a course of action by telling him that you would collaborate (e.g., indicate that you would cooperate or provide resources). | 136 | 8.38 | 7.19 | 148 | 7.97 | 7.42 | 56 | 7.88 | 7.30 | 149 | 8.79 | 7.12 |
| Assess the impact of information on military factors. | 135 | 8.27 | 7.69 | 146 | 9.55 | 7.81 | 56 | 5.46 | 6.20 | 149 | 8.66 | 7.54 |
| Interact with foreign coalition forces. | 133 | 8.27 | 9.06 | 146 | 10.44 | 9.39 | 56 | 7.59 | 7.27 | 148 | 7.05 | 7.62 |
| Become comfortable with same-sex activities (e.g., male-male hand holding, kissing during greetings). | 135 | 8.24 | 8.90 | 145 | 6.94 | 8.21 | 55 | 10.27 | 8.86 | 150 | 9.49 | 8.57 |

| <i>Activity (F-I Composite Ratings)</i> | <i>Border</i> | | | <i>Military Combat Arms</i> | | | <i>Military CSS</i> | | | <i>Police</i> | | |
|--|---------------|----------|-----------|-----------------------------|----------|-----------|---------------------|----------|-----------|---------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Use knowledge about economic influences to understand the behavior of an individual from the relevant culture. | 136 | 8.24 | 7.87 | 148 | 8.22 | 7.33 | 55 | 4.62 | 4.54 | 149 | 7.21 | 6.55 |
| Use knowledge about geography to understand the behavior of an individual from the relevant culture. | 136 | 8.21 | 7.26 | 148 | 7.69 | 7.43 | 55 | 4.09 | 5.18 | 149 | 7.40 | 6.68 |
| Use knowledge about demographic influences (e.g., age, sex) to understand the behavior of an individual from the relevant culture. | 136 | 8.21 | 7.76 | 148 | 7.57 | 7.34 | 55 | 4.75 | 5.03 | 148 | 7.31 | 6.45 |
| Use knowledge about educational influences to understand the behavior of an individual from the relevant culture. | 136 | 8.15 | 7.60 | 148 | 8.19 | 7.54 | 55 | 5.65 | 5.53 | 149 | 7.63 | 6.45 |
| Take advantage of the host nation's military culture. | 136 | 8.13 | 7.86 | 148 | 5.98 | 7.39 | 56 | 5.95 | 6.50 | 149 | 7.36 | 7.38 |
| Provide symbolic rewards (e.g., certificates, coins) to your counterpart for good performance. | 136 | 8.10 | 7.25 | 147 | 7.30 | 7.27 | 55 | 6.38 | 6.13 | 149 | 6.93 | 6.92 |
| Prepare one's transition team for a meeting in which an interpreter would be used. | 134 | 7.96 | 7.81 | 140 | 8.51 | 7.95 | 55 | 8.60 | 8.09 | 150 | 7.83 | 8.13 |
| Take advantage of the social hierarchy of the relevant culture. | 135 | 7.93 | 7.87 | 148 | 4.84 | 6.38 | 56 | 4.05 | 6.84 | 150 | 7.07 | 7.31 |
| Use knowledge about criminal influences to understand the behavior of an individual from the relevant culture. | 136 | 7.91 | 7.99 | 148 | 6.67 | 6.98 | 55 | 3.60 | 4.40 | 149 | 6.99 | 6.59 |
| Take advantage of the role of reconciliation in your counterpart's culture. | 135 | 7.65 | 8.00 | 148 | 6.35 | 7.44 | 55 | 5.95 | 7.49 | 150 | 8.16 | 7.26 |
| Stress to coalition forces that the advisor is not in command of the counterpart. | 134 | 7.65 | 8.25 | 146 | 10.71 | 8.70 | 55 | 10.07 | 9.31 | 148 | 9.56 | 8.07 |
| Use personal appeal (i.e., ask an individual to comply out of loyalty or friendship) to influence your counterpart. | 136 | 7.64 | 7.70 | 148 | 6.40 | 7.43 | 56 | 5.09 | 6.09 | 149 | 7.14 | 6.85 |

| <i>Activity (F-I Composite Ratings)</i> | <i>Border</i> | | | <i>Military Combat Arms</i> | | | <i>Military CSS</i> | | | <i>Police</i> | | |
|---|---------------|----------|-----------|-----------------------------|----------|-----------|---------------------|----------|-----------|---------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Assess the impact of information on social factors. | 133 | 7.44 | 7.80 | 147 | 6.75 | 7.47 | 56 | 4.16 | 5.44 | 149 | 7.35 | 7.34 |
| Instruct a counterpart without the aid of an interpreter. | 134 | 7.13 | 7.70 | 147 | 6.90 | 7.84 | 56 | 6.63 | 6.89 | 150 | 5.94 | 6.45 |
| Deal with foreign coalition partners who do not understand the transition team purpose and mission. | 136 | 7.07 | 8.90 | 146 | 6.75 | 8.33 | 56 | 4.32 | 5.47 | 149 | 5.88 | 7.65 |
| Assess the impact of information on politics. | 136 | 6.89 | 7.34 | 147 | 4.95 | 6.98 | 54 | 2.80 | 4.20 | 149 | 5.89 | 6.78 |
| Use your legitimate authority (i.e., your position, rank, or status) to influence your counterpart. | 135 | 6.81 | 7.61 | 147 | 5.82 | 7.21 | 55 | 5.82 | 7.73 | 148 | 5.74 | 6.98 |
| Display the facial expressions commonly used by individuals from the host nation. | 136 | 6.79 | 8.35 | 148 | 7.59 | 8.36 | 56 | 6.96 | 8.05 | 145 | 8.35 | 8.62 |
| Promote your counterpart's authority to coalition forces. | 132 | 6.77 | 7.57 | 147 | 8.29 | 8.18 | 56 | 5.04 | 6.08 | 148 | 8.14 | 7.56 |
| Assess the impact of information on local economic factors. | 136 | 6.60 | 7.38 | 147 | 5.18 | 6.62 | 56 | 4.48 | 6.21 | 149 | 6.32 | 6.95 |
| Appeal to the emotions of your counterpart (i.e., engage in inspirational influence tactics) to influence him. | 136 | 6.55 | 7.02 | 147 | 5.76 | 6.68 | 56 | 6.64 | 7.22 | 149 | 6.93 | 6.66 |
| Offer your counterpart something that he wants in exchange for compliance with a request (i.e., use exchange tactics as a way to influence your counterpart). | 136 | 6.18 | 6.55 | 147 | 5.45 | 6.38 | 56 | 5.38 | 6.20 | 149 | 5.91 | 6.50 |
| Let your counterpart participate in transition team activities and decisions in order to gain his compliance and commitment (i.e., use participation as an influence tactic). | 134 | 6.18 | 7.16 | 147 | 8.11 | 8.68 | 55 | 6.58 | 6.91 | 149 | 5.95 | 6.26 |
| Prepare your counterpart to conduct negotiations and meetings. | 136 | 6.08 | 6.75 | 147 | 7.35 | 7.20 | 55 | 6.73 | 6.71 | 149 | 6.05 | 6.39 |

| <i>Activity (F-I Composite Ratings)</i> | <i>Border</i> | | | <i>Military Combat Arms</i> | | | <i>Military CSS</i> | | | <i>Police</i> | | |
|---|---------------|----------|-----------|-----------------------------|----------|-----------|---------------------|----------|-----------|---------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Adjust how you treat an individual from the other culture, depending on his/her tribal affiliation. | 135 | 5.73 | 7.53 | 147 | 4.85 | 7.29 | 56 | 3.13 | 5.95 | 150 | 5.53 | 7.14 |
| Prepare coalition partners to conduct cross-cultural negotiations and meetings. | 134 | 5.40 | 7.46 | 145 | 7.04 | 8.04 | 56 | 4.75 | 7.36 | 148 | 6.68 | 7.49 |
| Talk about Family in your counterpart's language. | 135 | 4.47 | 7.15 | 147 | 2.22 | 4.73 | 56 | 2.63 | 5.70 | 149 | 3.54 | 5.84 |
| Work with an unfamiliar interpreter. | 134 | 4.39 | 4.94 | 143 | 5.76 | 5.60 | 56 | 5.20 | 5.71 | 149 | 4.85 | 4.87 |
| Manage the release of information to local civilians. | 135 | 4.27 | 6.89 | 148 | 4.66 | 6.80 | 56 | 2.61 | 4.95 | 149 | 3.95 | 6.53 |
| Disclose sensitive information to a counterpart. | 136 | 4.19 | 6.19 | 148 | 5.11 | 6.73 | 55 | 2.58 | 4.55 | 149 | 3.87 | 6.09 |
| Work with an interpreter from the local population who has not been vetted. | 136 | 3.43 | 6.47 | 148 | 2.19 | 4.83 | 56 | 0.82 | 2.63 | 149 | 1.89 | 4.28 |
| Talk about economic issues in your counterpart's language. | 135 | 3.10 | 5.65 | 147 | 1.92 | 4.70 | 54 | 1.20 | 3.76 | 149 | 3.01 | 5.09 |
| Capitalize on the concept of "revenge" in your counterpart's culture. | 136 | 2.88 | 5.45 | 147 | 2.53 | 5.37 | 56 | 1.80 | 4.31 | 149 | 3.56 | 5.89 |
| Talk about tribal issues in your counterpart's language. | 135 | 2.44 | 5.15 | 145 | 1.71 | 4.39 | 56 | 1.38 | 4.17 | 150 | 2.84 | 4.81 |
| Talk about sports in your counterpart's language. | 136 | 2.23 | 4.95 | 148 | 1.20 | 3.35 | 56 | 1.45 | 3.61 | 150 | 2.07 | 4.06 |
| Read the host nation's language. | 136 | 1.96 | 5.42 | 148 | 1.53 | 3.86 | 56 | 1.16 | 3.31 | 150 | 1.85 | 4.38 |
| Talk about religion in your counterpart's language. | 135 | 1.85 | 4.37 | 147 | 1.61 | 4.53 | 56 | 1.43 | 3.92 | 150 | 2.05 | 4.06 |
| Talk about politics in your counterpart's language. | 136 | 1.15 | 3.19 | 148 | 1.07 | 3.48 | 56 | 0.71 | 2.53 | 150 | 1.36 | 3.41 |
| Write in the host nation's language. | 136 | 0.91 | 3.79 | 147 | 0.79 | 2.59 | 56 | 0.25 | 1.24 | 149 | 0.83 | 2.66 |

Table F-6*Means and Standard Deviations for F-I Composite Ratings of KSAs by Team Type*

| <i>KSAs (F-I Composite Ratings)</i> | <u><i>Border</i></u> | | | <u><i>Military Combat Arms</i></u> | | | <u><i>Military CSS</i></u> | | | <u><i>Police</i></u> | | |
|---|----------------------|----------|-----------|------------------------------------|----------|-----------|----------------------------|----------|-----------|----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Establishing Credibility | 133 | 15.92 | 7.20 | 146 | 16.57 | 6.91 | 56 | 17.93 | 6.88 | 146 | 14.85 | 6.99 |
| Consideration and Respect | 134 | 15.17 | 6.27 | 148 | 15.56 | 5.80 | 56 | 15.47 | 5.69 | 148 | 15.07 | 5.86 |
| Role Modeling | 135 | 15.14 | 6.55 | 144 | 16.36 | 5.86 | 56 | 17.05 | 6.09 | 150 | 15.04 | 6.40 |
| Instructing CP through Interpreter | 135 | 14.46 | 7.69 | 148 | 16.94 | 7.60 | 56 | 16.29 | 8.19 | 149 | 13.45 | 7.29 |
| Speaking Common Words in CP Language | 133 | 13.79 | 9.24 | 145 | 13.33 | 9.00 | 56 | 15.86 | 8.64 | 148 | 14.35 | 8.44 |
| Comparing One's Culture with CP Culture | 134 | 13.77 | 7.08 | 144 | 13.88 | 7.06 | 56 | 13.69 | 6.81 | 147 | 13.71 | 6.42 |
| Interpreting Nonverbal Behavior | 135 | 13.50 | 8.31 | 147 | 13.40 | 8.24 | 56 | 13.93 | 8.58 | 150 | 14.38 | 8.02 |
| Using an Interpreter | 130 | 13.46 | 5.25 | 139 | 14.10 | 5.04 | 55 | 14.18 | 5.47 | 146 | 13.31 | 5.43 |
| Sensing Manipulation | 132 | 13.32 | 8.47 | 145 | 13.43 | 8.70 | 56 | 14.82 | 7.33 | 143 | 14.05 | 8.05 |
| Interacting with US Coalition Forces | 133 | 13.24 | 7.56 | 145 | 13.07 | 7.47 | 56 | 10.28 | 6.58 | 146 | 12.71 | 6.75 |
| Mentoring and Coaching | 134 | 12.84 | 6.92 | 147 | 13.48 | 7.23 | 55 | 12.42 | 7.23 | 148 | 11.99 | 6.35 |
| Building Rapport | 135 | 12.55 | 5.89 | 144 | 12.96 | 5.91 | 56 | 13.21 | 5.47 | 150 | 12.14 | 5.57 |
| Identifying Training Needs | 135 | 12.51 | 7.28 | 148 | 13.25 | 7.40 | 56 | 12.54 | 6.97 | 147 | 12.43 | 7.20 |
| Stressing Legitimacy of Advisor Work | 135 | 11.98 | 8.22 | 147 | 10.43 | 8.44 | 56 | 10.95 | 8.53 | 150 | 9.77 | 7.40 |
| Establishing Goals | 136 | 11.73 | 6.07 | 147 | 11.85 | 6.09 | 55 | 11.06 | 5.71 | 149 | 10.44 | 5.29 |
| Understanding CP | 136 | 11.66 | 6.24 | 147 | 11.54 | 6.34 | 56 | 11.66 | 6.04 | 150 | 11.32 | 5.74 |
| Managing CP Performance | 132 | 11.65 | 6.20 | 146 | 11.99 | 6.09 | 55 | 11.06 | 5.85 | 148 | 10.51 | 5.70 |
| Assessing CP Performance | 134 | 11.62 | 6.53 | 147 | 12.83 | 7.39 | 56 | 11.04 | 7.24 | 148 | 11.22 | 7.12 |
| Managing Perceptions About the Advisor Team | 136 | 11.56 | 7.82 | 147 | 10.44 | 8.13 | 56 | 11.12 | 7.66 | 150 | 11.58 | 7.20 |
| Dealing with Corruption | 134 | 11.53 | 7.65 | 145 | 11.66 | 7.72 | 54 | 8.52 | 6.55 | 148 | 11.41 | 7.45 |
| Cross-Cultural Team Building | 134 | 11.25 | 8.14 | 145 | 10.81 | 8.26 | 56 | 9.09 | 7.34 | 149 | 9.18 | 7.62 |

| <i>KSAs (F-I Composite Ratings)</i> | <i><u>Border</u></i> | | | <i><u>Military Combat Arms</u></i> | | | <i><u>Military CSS</u></i> | | | <i><u>Police</u></i> | | |
|---|----------------------|----------|-----------|------------------------------------|----------|-----------|----------------------------|----------|-----------|----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Suppressing Cultural Bias | 135 | 11.16 | 6.38 | 143 | 10.08 | 6.01 | 56 | 11.47 | 5.88 | 150 | 11.70 | 6.61 |
| Judging by CP's Standards | 135 | 10.91 | 8.45 | 145 | 11.01 | 7.85 | 55 | 10.11 | 8.24 | 148 | 11.33 | 7.13 |
| Building Consensus | 135 | 10.27 | 7.96 | 146 | 8.79 | 7.50 | 56 | 8.39 | 7.40 | 149 | 7.73 | 6.86 |
| Tailoring Interactions to Cultural Demographics | 135 | 10.17 | 6.06 | 147 | 9.08 | 6.23 | 55 | 7.75 | 5.68 | 148 | 9.55 | 6.13 |
| Employing a Rapport Plan | 135 | 9.92 | 8.05 | 147 | 10.09 | 8.23 | 56 | 10.05 | 8.59 | 150 | 9.12 | 7.39 |
| Managing a Training Program | 134 | 9.87 | 8.09 | 147 | 8.82 | 8.52 | 55 | 7.84 | 8.17 | 149 | 7.50 | 7.38 |
| Knowledge of Religious Influences | 134 | 9.85 | 7.12 | 146 | 10.27 | 6.61 | 56 | 7.89 | 5.76 | 150 | 10.28 | 6.71 |
| Managing Interpersonal Conflict | 134 | 9.67 | 7.92 | 145 | 9.43 | 7.13 | 56 | 8.37 | 7.60 | 149 | 7.30 | 6.84 |
| Using Nonverbal Behavior | 134 | 9.40 | 7.77 | 147 | 9.74 | 7.75 | 56 | 9.74 | 7.65 | 145 | 10.35 | 7.77 |
| Understanding the Operating Environment | 135 | 9.12 | 6.60 | 148 | 8.92 | 6.17 | 55 | 5.56 | 3.87 | 149 | 8.06 | 5.74 |
| Using Proactive Influence Tactics | 136 | 8.44 | 5.17 | 147 | 8.31 | 4.89 | 56 | 8.72 | 4.93 | 149 | 8.05 | 4.59 |
| Leveraging Cultural Knowledge | 135 | 8.38 | 5.90 | 148 | 6.93 | 5.20 | 56 | 6.59 | 4.89 | 150 | 8.21 | 5.44 |
| Informing and Engaging Coalition Forces | 133 | 7.95 | 6.65 | 146 | 9.07 | 6.88 | 56 | 6.42 | 5.31 | 148 | 8.52 | 6.35 |
| Interacting with Foreign Coalition Forces | 133 | 7.66 | 8.33 | 145 | 8.63 | 7.83 | 56 | 5.96 | 5.70 | 148 | 6.49 | 6.89 |
| Instructing CP without Interpreter | 134 | 7.13 | 7.70 | 147 | 6.90 | 7.84 | 56 | 6.63 | 6.89 | 150 | 5.94 | 6.45 |
| Managing Information | 135 | 7.10 | 5.75 | 147 | 7.24 | 5.37 | 55 | 4.71 | 3.72 | 149 | 7.05 | 5.42 |
| Preparing CP for Negotiations/Meetings | 136 | 6.08 | 6.75 | 147 | 7.35 | 7.20 | 55 | 6.73 | 6.71 | 149 | 6.05 | 6.39 |
| Working with Unfamiliar Interpreter | 134 | 4.39 | 4.94 | 143 | 5.76 | 5.60 | 56 | 5.20 | 5.71 | 149 | 4.85 | 4.87 |
| Working with an Unvetted Interpreter | 136 | 3.43 | 6.47 | 148 | 2.19 | 4.83 | 56 | 0.82 | 2.63 | 149 | 1.89 | 4.28 |
| Maintaining a Conversation in CP Language | 135 | 2.51 | 3.97 | 147 | 1.62 | 3.57 | 56 | 1.46 | 3.57 | 150 | 2.47 | 3.62 |
| Reading and Writing in CP Language | 136 | 1.43 | 4.22 | 147 | 1.17 | 3.01 | 56 | 0.71 | 2.00 | 149 | 1.34 | 3.30 |

APPENDIX G
FREQUENCY, IMPORTANCE, AND F-I COMPOSITE
RATINGS BY MILITARY SERVICE

APPENDIX G LIST OF TABLES

| | Page |
|--|------|
| TABLE G-1. MEANS AND STANDARD DEVIATIONS FOR FREQUENCY RATINGS OF ACTIVITIES FOR ADVISORS BY COMPONENT (IRAQ DEPLOYMENT) | G-3 |
| TABLE G-2. MEANS AND STANDARD DEVIATIONS FOR FREQUENCY RATINGS OF KSAS FOR ADVISORS BY COMPONENT (IRAQ DEPLOYMENT) | G-12 |
| TABLE G-3. MEANS AND STANDARD DEVIATIONS FOR IMPORTANCE RATINGS OF ACTIVITIES FOR ADVISORS BY COMPONENT (IRAQ DEPLOYMENT) | G-14 |
| TABLE G-4. MEANS AND STANDARD DEVIATIONS FOR IMPORTANCE RATINGS OF KSAS FOR ADVISORS BY COMPONENT (IRAQ DEPLOYMENT) | G-22 |
| TABLE G-5. MEANS AND STANDARD DEVIATIONS FOR F-I COMPOSITE RATINGS OF ACTIVITIES FOR ADVISORS BY COMPONENT (IRAQ DEPLOYMENT) | G-24 |
| TABLE G-6. MEANS AND STANDARD DEVIATIONS FOR F-I COMPOSITE RATINGS OF KSAS FOR ADVISORS BY COMPONENT (IRAQ DEPLOYMENT) | G-33 |

Table G-1*Means and Standard Deviations for Frequency Ratings of Activities for Advisors by Component (Iraq Deployment)*

| <i>Activity (Frequency Ratings)</i> | <u><i>Active Army</i></u> | | | <u><i>Army Reserves</i></u> | | | <u><i>Active Marines</i></u> | | |
|--|---------------------------|----------|-----------|-----------------------------|----------|-----------|------------------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Communicate through an interpreter. | 155 | 4.13 | 0.94 | 96 | 3.75 | 1.33 | 69 | 4.25 | 0.91 |
| Demonstrate tolerance toward individuals from another culture. | 155 | 3.94 | 1.12 | 96 | 3.81 | 1.37 | 69 | 4.09 | 1.15 |
| Exhibit a strong work ethic. | 157 | 3.93 | 1.06 | 96 | 3.77 | 1.23 | 69 | 3.91 | 1.09 |
| Be tactful toward individuals from another culture. | 156 | 3.88 | 1.19 | 96 | 3.68 | 1.29 | 69 | 4.07 | 1.10 |
| Actively listen to individuals from another culture. | 156 | 3.79 | 1.19 | 96 | 3.39 | 1.39 | 69 | 3.86 | 1.24 |
| Interact with U.S. coalition forces (non-transition team members). | 156 | 3.79 | 1.30 | 95 | 3.24 | 1.46 | 69 | 3.19 | 1.44 |
| Demonstrate a positive attitude. | 157 | 3.77 | 1.13 | 96 | 3.80 | 1.33 | 69 | 3.81 | 1.12 |
| Serve as a role model for your counterpart. | 157 | 3.71 | 1.27 | 96 | 3.29 | 1.63 | 69 | 3.78 | 1.30 |
| Conduct a meeting through an interpreter. | 153 | 3.70 | 1.19 | 96 | 3.05 | 1.64 | 69 | 3.43 | 1.34 |
| Establish your credibility with your counterpart. | 155 | 3.70 | 1.14 | 95 | 3.35 | 1.49 | 68 | 3.62 | 1.23 |
| Behave respectfully within the constraints of the relevant culture. | 157 | 3.70 | 1.04 | 95 | 3.56 | 1.38 | 68 | 3.51 | 1.38 |
| Recognize differences between U.S. military culture and your counterpart's military culture. | 157 | 3.68 | 1.21 | 96 | 3.73 | 1.22 | 68 | 3.43 | 1.44 |
| Recognize differences between Western culture and your counterpart's culture. | 155 | 3.65 | 1.23 | 95 | 3.63 | 1.31 | 69 | 3.68 | 1.45 |
| Demonstrate to your counterpart that the transition team provides something of value. | 155 | 3.59 | 1.18 | 96 | 3.38 | 1.48 | 68 | 3.65 | 1.18 |
| Exchanging common greetings in your counterpart's language. | 155 | 3.54 | 1.77 | 95 | 3.80 | 1.62 | 68 | 3.57 | 1.83 |
| Understand the capabilities of your interpreter. | 148 | 3.53 | 1.38 | 95 | 3.16 | 1.64 | 66 | 3.52 | 1.52 |
| Build a close relationship with your counterpart. | 156 | 3.53 | 1.23 | 96 | 3.24 | 1.57 | 69 | 3.09 | 1.57 |
| Read the facial expressions of individuals from your counterpart's culture. | 157 | 3.50 | 1.60 | 96 | 3.41 | 1.55 | 67 | 3.52 | 1.65 |
| Interpret the body language of individuals from your counterpart's culture. | 157 | 3.46 | 1.63 | 96 | 3.32 | 1.57 | 67 | 3.48 | 1.63 |

| <i>Activity (Frequency Ratings)</i> | <u><i>Active Army</i></u> | | | <u><i>Army Reserves</i></u> | | | <u><i>Active Marines</i></u> | | |
|---|---------------------------|----------|-----------|-----------------------------|----------|-----------|------------------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Ask about your counterpart's Family. | 154 | 3.46 | 1.14 | 96 | 3.30 | 1.43 | 69 | 3.45 | 1.44 |
| Communicate to your counterpart that you respect him. | 157 | 3.46 | 1.15 | 95 | 3.36 | 1.44 | 68 | 3.35 | 1.28 |
| Instruct a counterpart with the aid of an interpreter. | 155 | 3.45 | 1.33 | 96 | 2.95 | 1.53 | 69 | 3.35 | 1.38 |
| Evaluate the trustworthiness of your interpreter. | 148 | 3.42 | 1.45 | 95 | 3.33 | 1.65 | 68 | 3.49 | 1.44 |
| Interpret the gestures of individuals from your counterpart's culture. | 157 | 3.41 | 1.64 | 96 | 3.29 | 1.61 | 67 | 3.40 | 1.71 |
| Speak common words in your counterpart's language. | 156 | 3.38 | 1.80 | 95 | 3.48 | 1.58 | 68 | 3.28 | 1.80 |
| Understand your interpreter's cultural biases. | 150 | 3.35 | 1.57 | 93 | 3.18 | 1.51 | 67 | 3.36 | 1.50 |
| Become comfortable with non-Western cultural norms. | 157 | 3.35 | 1.38 | 94 | 3.19 | 1.65 | 68 | 3.57 | 1.44 |
| Understand the background of your counterpart. | 155 | 3.25 | 1.32 | 96 | 3.07 | 1.47 | 67 | 3.09 | 1.49 |
| Spend "unstructured time" with your interpreter. | 156 | 3.22 | 1.53 | 94 | 3.19 | 1.62 | 69 | 3.67 | 1.23 |
| Understand the background of your interpreter. | 150 | 3.16 | 1.52 | 94 | 3.13 | 1.47 | 67 | 3.30 | 1.57 |
| Follow-up with your counterpart to ensure that work has been accomplished. | 154 | 3.15 | 1.18 | 95 | 2.84 | 1.33 | 69 | 3.32 | 1.33 |
| Gain the trust of individuals from the relevant culture. | 155 | 3.14 | 1.36 | 96 | 2.88 | 1.49 | 68 | 3.13 | 1.53 |
| Adjust the way you treated individuals from the other culture, depending on their rank. | 156 | 3.13 | 1.55 | 94 | 2.93 | 1.68 | 68 | 2.93 | 1.48 |
| Mentor or provide a counterpart with advice or counsel to assist him in making a decision through a mutually developed bond of trust. | 156 | 3.07 | 1.30 | 94 | 2.82 | 1.57 | 69 | 3.20 | 1.39 |
| Stress sustainability to the counterpart. | 157 | 3.07 | 1.35 | 95 | 2.61 | 1.65 | 69 | 2.90 | 1.43 |
| Be supportive of a counterpart's decisions and activities. | 156 | 3.06 | 1.31 | 95 | 2.49 | 1.53 | 68 | 3.15 | 1.32 |
| Stress unity of effort/purpose with one's counterpart. | 155 | 3.04 | 1.37 | 96 | 2.69 | 1.52 | 69 | 2.99 | 1.49 |
| Use gestures commonly found in the host nation's culture. | 157 | 3.03 | 1.76 | 96 | 3.30 | 1.67 | 67 | 3.28 | 1.78 |
| Recognize when individuals from the other culture were trying to manipulate you. | 152 | 3.03 | 1.52 | 90 | 3.22 | 1.55 | 68 | 3.10 | 1.47 |

| <i>Activity (Frequency Ratings)</i> | <u><i>Active Army</i></u> | | | <u><i>Army Reserves</i></u> | | | <u><i>Active Marines</i></u> | | |
|--|---------------------------|----------|-----------|-----------------------------|----------|-----------|------------------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Recognize how your counterpart's understanding of time impacts his behavior and decisions. | 156 | 3.03 | 1.53 | 96 | 2.57 | 1.66 | 69 | 3.03 | 1.58 |
| Predict how your counterpart will behave. | 157 | 3.01 | 1.61 | 96 | 2.67 | 1.60 | 69 | 3.09 | 1.30 |
| Deal with U.S. coalition partners who do not understand the transition team purpose and mission. | 156 | 3.01 | 1.71 | 94 | 2.71 | 1.57 | 69 | 2.87 | 1.78 |
| Demonstrate enthusiasm of the transition team work to your counterpart. | 157 | 3.00 | 1.42 | 96 | 2.79 | 1.48 | 69 | 2.70 | 1.52 |
| Praise your counterpart for good performance. | 155 | 2.99 | 1.26 | 95 | 3.02 | 1.40 | 68 | 3.10 | 1.38 |
| Spend "unstructured time" with your counterpart. | 157 | 2.97 | 1.45 | 95 | 2.82 | 1.54 | 69 | 3.20 | 1.38 |
| Influence how your counterpart perceives your transition team. | 157 | 2.96 | 1.51 | 96 | 2.81 | 1.56 | 69 | 2.80 | 1.58 |
| Influence how your counterpart perceives you. | 157 | 2.94 | 1.46 | 96 | 2.84 | 1.54 | 69 | 2.67 | 1.59 |
| Assess the strengths and weaknesses of your counterpart's unit. | 155 | 2.94 | 1.29 | 95 | 2.52 | 1.44 | 69 | 2.75 | 1.34 |
| Become comfortable with eating the food of another culture. | 156 | 2.92 | 1.42 | 96 | 2.63 | 1.57 | 68 | 3.65 | 1.21 |
| Capitalize on what motivates your counterpart. | 157 | 2.92 | 1.46 | 96 | 2.76 | 1.53 | 69 | 3.01 | 1.31 |
| Understand how religion impacts the current operating environment. | 155 | 2.92 | 1.41 | 96 | 2.95 | 1.52 | 68 | 2.65 | 1.49 |
| Adjust the way you treated individuals from the other culture, depending on their age. | 154 | 2.89 | 1.55 | 95 | 2.74 | 1.66 | 68 | 3.19 | 1.47 |
| Judge your counterpart's actions according to his cultural standards. | 156 | 2.87 | 1.48 | 95 | 2.73 | 1.51 | 69 | 3.06 | 1.49 |
| Identify the training needs of your counterpart. | 156 | 2.87 | 1.24 | 95 | 2.88 | 1.41 | 69 | 2.90 | 1.34 |
| Express compassion toward individuals of a different culture. | 154 | 2.83 | 1.50 | 96 | 2.81 | 1.54 | 68 | 2.79 | 1.66 |
| Coach or guide a counterpart to reach the next level of knowledge or skill. | 156 | 2.80 | 1.34 | 95 | 2.87 | 1.47 | 69 | 2.87 | 1.37 |
| Identify the training needs of your counterpart's unit. | 156 | 2.79 | 1.30 | 95 | 2.96 | 1.42 | 69 | 2.91 | 1.33 |
| Teach or instruct a counterpart in acquiring or improving a skill or ability. | 156 | 2.78 | 1.30 | 96 | 2.95 | 1.50 | 69 | 3.12 | 1.33 |

| <i>Activity (Frequency Ratings)</i> | <u><i>Active Army</i></u> | | | <u><i>Army Reserves</i></u> | | | <u><i>Active Marines</i></u> | | |
|---|---------------------------|----------|-----------|-----------------------------|----------|-----------|------------------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Capitalize on the similarities between your beliefs, values, and goals and those of your counterpart. | 157 | 2.76 | 1.52 | 96 | 2.72 | 1.43 | 69 | 2.91 | 1.55 |
| Prepare an interpreter for a meeting. | 155 | 2.74 | 1.49 | 96 | 2.40 | 1.72 | 69 | 2.84 | 1.56 |
| Determine which information to provide and withhold from a counterpart. | 157 | 2.74 | 1.62 | 95 | 2.41 | 1.74 | 69 | 2.71 | 1.66 |
| Assess the readiness of your counterpart's unit to perform missions. | 156 | 2.73 | 1.25 | 95 | 2.49 | 1.51 | 69 | 2.55 | 1.40 |
| Limit how your cultural bias affects your perceptions of your counterpart's behavior. | 157 | 2.69 | 1.60 | 96 | 2.80 | 1.57 | 69 | 2.67 | 1.62 |
| Communicate organizational goals and objectives to the counterpart. | 156 | 2.69 | 1.49 | 95 | 2.28 | 1.44 | 68 | 2.88 | 1.30 |
| Demonstrate support for your counterpart (increase authority and legitimacy by deferring, promoting, remaining in the shadows as much as possible). | 157 | 2.68 | 1.48 | 96 | 2.47 | 1.55 | 69 | 2.86 | 1.56 |
| Gain commitment from the counterpart and the counterpart's team. | 156 | 2.68 | 1.42 | 95 | 2.35 | 1.51 | 68 | 2.79 | 1.30 |
| Use knowledge about customs and traditions to understand the behavior of an individual from the relevant culture. | 157 | 2.64 | 1.41 | 96 | 2.30 | 1.51 | 68 | 2.69 | 1.62 |
| Use rational persuasion (i.e., provide logical arguments and evidence) to influence your counterpart. | 157 | 2.63 | 1.52 | 95 | 2.39 | 1.46 | 69 | 2.55 | 1.50 |
| Capitalize on your counterpart's perspective or point of view. | 157 | 2.62 | 1.47 | 96 | 2.39 | 1.50 | 69 | 2.62 | 1.45 |
| Take advantage of the concept of honor in your counterpart's culture. | 157 | 2.62 | 1.61 | 96 | 2.95 | 1.68 | 69 | 2.90 | 1.58 |
| Prevent personal feelings toward your counterpart from interfering with the transition team mission. | 157 | 2.61 | 1.61 | 96 | 2.64 | 1.61 | 68 | 2.19 | 1.81 |
| Explain to your counterpart how compliance with your request would benefit him (i.e., apply "apprising" tactics to influence your counterpart). | 157 | 2.60 | 1.44 | 95 | 2.47 | 1.48 | 69 | 2.71 | 1.37 |
| Explain the role of the transition team to coalition forces. | 157 | 2.59 | 1.53 | 95 | 2.29 | 1.56 | 69 | 2.58 | 1.62 |
| Stress the legitimacy of the transition team work. | 156 | 2.58 | 1.55 | 96 | 2.41 | 1.51 | 69 | 2.72 | 1.52 |
| Take advantage of the concept of hospitality in your counterpart's culture. | 156 | 2.53 | 1.69 | 96 | 2.47 | 1.70 | 69 | 2.57 | 1.61 |

| <i>Activity (Frequency Ratings)</i> | <u><i>Active Army</i></u> | | | <u><i>Army Reserves</i></u> | | | <u><i>Active Marines</i></u> | | |
|---|---------------------------|----------|-----------|-----------------------------|----------|-----------|------------------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Share personal information about yourself with your interpreter. | 156 | 2.51 | 1.55 | 94 | 2.62 | 1.61 | 69 | 2.77 | 1.61 |
| Share your personal history or information with your counterpart. | 156 | 2.51 | 1.49 | 96 | 2.29 | 1.61 | 69 | 2.64 | 1.67 |
| Understand the general theology of different religions found in your operating area. | 155 | 2.51 | 1.53 | 96 | 2.68 | 1.59 | 66 | 2.45 | 1.60 |
| Establish short term goals for your counterpart to accomplish. | 155 | 2.50 | 1.24 | 95 | 2.36 | 1.46 | 69 | 2.84 | 1.37 |
| Understand the history of different religions found in your operating area. | 154 | 2.49 | 1.55 | 96 | 2.65 | 1.56 | 67 | 2.43 | 1.53 |
| Give your counterpart feedback for poor performance. | 155 | 2.48 | 1.49 | 95 | 2.54 | 1.53 | 68 | 3.01 | 1.43 |
| Apply pressure tactics as a way to influence your counterpart. | 156 | 2.46 | 1.52 | 96 | 2.09 | 1.61 | 69 | 2.42 | 1.64 |
| Display the body language and posture commonly found in the host nation's culture. | 157 | 2.45 | 1.93 | 96 | 2.46 | 1.77 | 69 | 2.29 | 1.94 |
| Apply principles of team building in a cross-cultural setting. | 156 | 2.42 | 1.65 | 95 | 2.07 | 1.65 | 68 | 2.82 | 1.47 |
| Become comfortable with same-sex activities (e.g., male-male hand holding, kissing during greetings). | 157 | 2.41 | 1.83 | 96 | 2.39 | 1.76 | 68 | 2.15 | 1.84 |
| Take advantage of the role of power and authority in the relevant culture. | 157 | 2.41 | 1.64 | 96 | 2.13 | 1.71 | 69 | 2.71 | 1.58 |
| Use knowledge about military influences to understand the behavior of an individual from the relevant culture. | 157 | 2.39 | 1.49 | 96 | 2.11 | 1.44 | 69 | 2.41 | 1.57 |
| Employ a Rapport Plan (continuously plan, execute, and refine methods to increase the closeness of the relationship with your counterpart). | 156 | 2.38 | 1.65 | 96 | 2.23 | 1.64 | 69 | 2.61 | 1.50 |
| Capitalize on your counterpart's belief system. | 157 | 2.38 | 1.56 | 96 | 2.25 | 1.60 | 69 | 2.20 | 1.61 |
| Understand the implications of religion for military operations. | 156 | 2.36 | 1.62 | 96 | 2.70 | 1.62 | 68 | 2.01 | 1.71 |
| Deal with corruption in your counterpart's organization. | 157 | 2.34 | 1.71 | 95 | 2.43 | 1.75 | 69 | 3.25 | 1.59 |
| Use knowledge about social influences to understand the behavior of an individual from the relevant culture. | 156 | 2.33 | 1.55 | 96 | 2.10 | 1.50 | 69 | 2.62 | 1.58 |

| <i>Activity (Frequency Ratings)</i> | <u><i>Active Army</i></u> | | | <u><i>Army Reserves</i></u> | | | <u><i>Active Marines</i></u> | | |
|--|---------------------------|----------|-----------|-----------------------------|----------|-----------|------------------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Adjust the way you treated individuals from the other culture, depending on their social status. | 155 | 2.30 | 1.77 | 95 | 2.25 | 1.66 | 68 | 2.41 | 1.52 |
| Speak to others in the host nation's language. | 157 | 2.29 | 1.74 | 95 | 2.38 | 1.63 | 69 | 2.81 | 1.67 |
| Find ways to deal with or work around corruption in the local environment. | 157 | 2.29 | 1.72 | 95 | 2.23 | 1.69 | 69 | 3.07 | 1.67 |
| Influence your counterpart to adopt a course of action by telling him that you would collaborate (e.g., indicate that you would cooperate or provide resources). | 157 | 2.27 | 1.56 | 95 | 2.21 | 1.54 | 69 | 2.30 | 1.52 |
| Take advantage of how historical events are relevant to the current operating environment. | 156 | 2.26 | 1.49 | 96 | 2.09 | 1.64 | 68 | 2.28 | 1.64 |
| Use knowledge about religious influences to understand the behavior of an individual from the relevant culture. | 156 | 2.26 | 1.50 | 96 | 2.08 | 1.40 | 69 | 2.36 | 1.63 |
| Use knowledge about professional influences to understand the behavior of an individual from the relevant culture. | 157 | 2.25 | 1.48 | 96 | 2.05 | 1.45 | 69 | 2.52 | 1.64 |
| Communicate the long term goals of the U.S. military to your counterpart. | 155 | 2.25 | 1.33 | 95 | 2.32 | 1.39 | 69 | 2.62 | 1.45 |
| Identify sources of corruption in the local environment. | 155 | 2.19 | 1.64 | 95 | 2.24 | 1.56 | 69 | 2.87 | 1.69 |
| Build a consensus with individuals from the relevant culture. | 156 | 2.16 | 1.62 | 95 | 1.85 | 1.54 | 68 | 2.53 | 1.53 |
| Assess the impact of information on military factors. | 156 | 2.12 | 1.62 | 95 | 2.04 | 1.66 | 69 | 2.07 | 1.73 |
| Stress to coalition forces that the advisor is not in command of the counterpart. | 156 | 2.12 | 1.71 | 95 | 2.04 | 1.77 | 69 | 2.20 | 1.75 |
| Manage interpersonal conflict effectively in a cross-cultural setting. | 155 | 2.09 | 1.59 | 95 | 1.75 | 1.47 | 68 | 2.41 | 1.56 |
| Identify and manage potential divisions among religious groups. | 155 | 2.08 | 1.74 | 95 | 2.17 | 1.72 | 68 | 1.90 | 1.66 |
| Take advantage of the host nation's military culture. | 157 | 2.04 | 1.61 | 96 | 1.91 | 1.75 | 69 | 1.97 | 1.70 |
| Display the facial expressions commonly used by individuals from the host nation. | 156 | 2.03 | 1.86 | 94 | 2.26 | 1.73 | 69 | 1.90 | 1.95 |
| Take advantage of the role of reconciliation in your counterpart's culture. | 155 | 2.02 | 1.70 | 96 | 2.06 | 1.69 | 69 | 2.07 | 1.57 |

| <i>Activity (Frequency Ratings)</i> | <u><i>Active Army</i></u> | | | <u><i>Army Reserves</i></u> | | | <u><i>Active Marines</i></u> | | |
|---|---------------------------|----------|-----------|-----------------------------|----------|-----------|------------------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Prepare one's transition team for a meeting in which an interpreter would be used. | 155 | 2.00 | 1.63 | 95 | 1.81 | 1.76 | 69 | 2.01 | 1.63 |
| Deal with chain of command issues with coalition forces | 154 | 2.00 | 1.66 | 95 | 1.97 | 1.75 | 69 | 2.41 | 1.52 |
| Interact with foreign coalition forces. | 156 | 1.99 | 1.85 | 95 | 1.46 | 1.55 | 69 | 1.12 | 1.60 |
| Use knowledge about educational influences to understand the behavior of an individual from the relevant culture. | 156 | 1.96 | 1.40 | 95 | 1.83 | 1.48 | 69 | 2.06 | 1.61 |
| Use knowledge about historical influences to understand the behavior of an individual from the relevant culture. | 155 | 1.89 | 1.40 | 95 | 1.78 | 1.54 | 69 | 2.28 | 1.63 |
| Use personal appeal (i.e., ask an individual to comply out of loyalty or friendship) to influence your counterpart. | 157 | 1.88 | 1.57 | 95 | 1.88 | 1.52 | 69 | 2.03 | 1.49 |
| Adjust the way you treated individuals from the other culture, depending on their gender. | 157 | 1.88 | 1.76 | 95 | 2.00 | 1.76 | 69 | 2.22 | 1.70 |
| Use knowledge about geography to understand the behavior of an individual from the relevant culture. | 156 | 1.88 | 1.48 | 94 | 1.74 | 1.57 | 69 | 2.04 | 1.60 |
| Use knowledge about economic influences to understand the behavior of an individual from the relevant culture. | 156 | 1.86 | 1.43 | 95 | 1.95 | 1.55 | 69 | 2.25 | 1.60 |
| Use knowledge about demographic influences (e.g., age, sex) to understand the behavior of an individual from the relevant culture. | 156 | 1.84 | 1.43 | 95 | 1.79 | 1.43 | 69 | 2.17 | 1.63 |
| Offer your counterpart a desired item or action in exchange for compliance with a request (i.e., us exchange tactics as a way to influence your counterpart). | 157 | 1.82 | 1.48 | 95 | 1.58 | 1.46 | 69 | 1.83 | 1.43 |
| Appeal to the emotions of your counterpart (i.e., engage in inspirational influence tactics) to influence him. | 157 | 1.82 | 1.57 | 95 | 1.89 | 1.51 | 69 | 1.84 | 1.50 |
| Use knowledge about tribal influences to understand the behavior of an individual from the relevant culture. | 157 | 1.82 | 1.46 | 96 | 1.90 | 1.50 | 69 | 2.41 | 1.58 |
| Manage a training program that targets individuals from another culture. | 155 | 1.77 | 1.58 | 96 | 1.90 | 1.62 | 68 | 2.50 | 1.57 |
| Restrict sensitive information provided to a counterpart. | 157 | 1.75 | 1.70 | 94 | 1.81 | 1.87 | 69 | 2.14 | 1.87 |

| <i>Activity (Frequency Ratings)</i> | <u><i>Active Army</i></u> | | | <u><i>Army Reserves</i></u> | | | <u><i>Active Marines</i></u> | | |
|--|---------------------------|----------|-----------|-----------------------------|----------|-----------|------------------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Use your legitimate authority (i.e., your position, rank, or status) to influence your counterpart. | 155 | 1.71 | 1.55 | 94 | 1.67 | 1.62 | 69 | 1.87 | 1.63 |
| Take advantage of the social hierarchy of the relevant culture. | 157 | 1.70 | 1.58 | 96 | 1.73 | 1.74 | 69 | 2.06 | 1.65 |
| Preparing your counterpart to conduct negotiations and meetings. | 156 | 1.69 | 1.49 | 96 | 1.64 | 1.48 | 69 | 1.78 | 1.61 |
| Assess the impact of information on social factors. | 154 | 1.69 | 1.54 | 95 | 1.68 | 1.62 | 69 | 1.87 | 1.83 |
| Promote your counterpart's authority to coalition forces. | 156 | 1.69 | 1.52 | 95 | 1.84 | 1.76 | 68 | 1.81 | 1.56 |
| Use knowledge about criminal influences to understand the behavior of an individual from the relevant culture. | 156 | 1.67 | 1.43 | 95 | 1.79 | 1.60 | 69 | 2.17 | 1.71 |
| Let your counterpart participate in transition team activities or decisions in order to gain his compliance and commitment (i.e., use participation as an influence tactic). | 157 | 1.66 | 1.64 | 94 | 1.38 | 1.34 | 68 | 1.71 | 1.55 |
| Instruct a counterpart without the aid of an interpreter. | 155 | 1.64 | 1.55 | 96 | 1.80 | 1.43 | 69 | 2.20 | 1.56 |
| Provide symbolic rewards (e.g., certificates, coins) to your counterpart for good performance. | 155 | 1.63 | 1.39 | 95 | 1.72 | 1.47 | 69 | 1.83 | 1.53 |
| Assess the impact of information on local economic factors. | 157 | 1.59 | 1.55 | 95 | 1.53 | 1.52 | 69 | 1.71 | 1.69 |
| Assess the impact of information on politics. | 157 | 1.48 | 1.50 | 94 | 1.39 | 1.58 | 69 | 1.88 | 1.72 |
| Deal with foreign coalition partners who do not understand the transition team purpose and mission. | 157 | 1.48 | 1.76 | 94 | 1.16 | 1.55 | 69 | 1.01 | 1.56 |
| Prepare coalition partners to conduct cross-cultural negotiations and meetings. | 156 | 1.47 | 1.64 | 95 | 1.43 | 1.60 | 69 | 1.57 | 1.64 |
| Work with an unfamiliar interpreter. | 156 | 1.35 | 1.04 | 95 | 1.36 | 1.01 | 69 | 1.58 | 1.32 |
| Adjust the way you treated individuals from the other culture, depending on his/her tribal affiliation. | 157 | 1.20 | 1.62 | 95 | 1.59 | 1.72 | 69 | 1.45 | 1.58 |
| Talk about Family in your counterpart's language. | 157 | 1.01 | 1.50 | 95 | 0.92 | 1.25 | 68 | 1.18 | 1.59 |
| Disclose sensitive information to a counterpart. | 156 | 0.91 | 1.27 | 95 | 0.94 | 1.42 | 69 | 1.26 | 1.56 |

| <i>Activity (Frequency Ratings)</i> | <u><i>Active Army</i></u> | | | <u><i>Army Reserves</i></u> | | | <u><i>Active Marines</i></u> | | |
|---|---------------------------|----------|-----------|-----------------------------|----------|-----------|------------------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Manage the release of information to local civilians. | 156 | 0.90 | 1.35 | 95 | 1.05 | 1.59 | 69 | 1.01 | 1.51 |
| Capitalize on the concept of “revenge” in your counterpart’s culture. | 156 | 0.76 | 1.25 | 95 | 0.95 | 1.43 | 69 | 0.87 | 1.47 |
| Talk about economic issues in your counterpart's language | 155 | 0.70 | 1.24 | 96 | 0.89 | 1.37 | 68 | 0.88 | 1.46 |
| Talk about religion in your counterpart's language. | 157 | 0.57 | 1.14 | 96 | 0.64 | 1.07 | 68 | 0.56 | 1.04 |
| Talk about tribal issues in your counterpart's language. | 157 | 0.55 | 1.12 | 96 | 0.79 | 1.23 | 68 | 0.68 | 1.14 |
| Work with an interpreter from the local population who has not been vetted. | 157 | 0.53 | 1.01 | 96 | 0.60 | 1.15 | 69 | 0.87 | 1.44 |
| Talk about sports in your counterpart's language. | 157 | 0.48 | 0.98 | 96 | 0.80 | 1.29 | 69 | 0.88 | 1.45 |
| Read the host nation’s language. | 157 | 0.43 | 1.00 | 96 | 0.71 | 1.31 | 69 | 0.64 | 1.27 |
| Talk about politics in your counterpart's language. | 157 | 0.25 | 0.73 | 96 | 0.50 | 0.99 | 69 | 0.65 | 1.19 |
| Write in the host nation’s language. | 157 | 0.14 | 0.57 | 96 | 0.32 | 0.88 | 69 | 0.32 | 0.87 |

Note. 5= More than once a day, 4 = Once a day, 3 = Once a week, 2 = Once a month, 1 = A few times, 0 = Did not perform

Table G-2*Means and Standard Deviations for Frequency Ratings of KSAs for Advisors by Component (Iraq Deployment)*

| <i>KSAs (Frequency Ratings)</i> | <u><i>Active Army</i></u> | | | <u><i>Army Reserve</i></u> | | | <u><i>Active Marines</i></u> | | |
|---|---------------------------|----------|-----------|----------------------------|----------|-----------|------------------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Establishing Credibility | 154 | 3.65 | 1.12 | 95 | 3.36 | 1.40 | 68 | 3.63 | 1.13 |
| Consideration and Respect | 156 | 3.61 | 0.88 | 95 | 3.42 | 1.06 | 68 | 3.63 | 0.99 |
| Role Modeling | 157 | 3.60 | 0.98 | 96 | 3.41 | 1.20 | 69 | 3.55 | 0.95 |
| Speaking Common Words in CP Language | 155 | 3.47 | 1.71 | 95 | 3.64 | 1.53 | 68 | 3.43 | 1.73 |
| Interpreting Nonverbal Behavior | 157 | 3.46 | 1.57 | 96 | 3.34 | 1.44 | 67 | 3.47 | 1.59 |
| Instructing CP through Interpreter | 155 | 3.45 | 1.33 | 96 | 2.95 | 1.53 | 69 | 3.35 | 1.38 |
| Interacting with US Coalition Forces | 155 | 3.40 | 1.25 | 94 | 2.97 | 1.30 | 69 | 3.03 | 1.36 |
| Comparing One's Culture with CP Culture | 157 | 3.36 | 1.10 | 96 | 3.36 | 1.11 | 69 | 3.34 | 1.26 |
| Using an Interpreter | 150 | 3.18 | 0.99 | 94 | 2.96 | 1.06 | 67 | 3.27 | 0.95 |
| Building Rapport | 156 | 3.12 | 0.97 | 96 | 2.84 | 1.09 | 69 | 3.11 | 1.08 |
| Sensing Manipulation | 152 | 3.03 | 1.52 | 90 | 3.22 | 1.55 | 68 | 3.10 | 1.47 |
| Managing Perceptions of Advising Team | 157 | 2.95 | 1.43 | 96 | 2.83 | 1.52 | 69 | 2.73 | 1.52 |
| Mentoring and Coaching | 156 | 2.88 | 1.19 | 94 | 2.88 | 1.41 | 69 | 3.06 | 1.24 |
| Judging by CP's Standards | 156 | 2.87 | 1.48 | 95 | 2.73 | 1.51 | 69 | 3.06 | 1.49 |
| Understanding CP | 156 | 2.86 | 1.18 | 96 | 2.62 | 1.21 | 69 | 2.83 | 1.17 |
| Assessing CP Performance | 155 | 2.84 | 1.19 | 95 | 2.51 | 1.43 | 69 | 2.65 | 1.32 |
| Identifying Training Needs | 155 | 2.83 | 1.25 | 95 | 2.92 | 1.39 | 69 | 2.91 | 1.32 |
| Suppressing Cultural Bias | 157 | 2.79 | 1.15 | 96 | 2.72 | 1.24 | 68 | 2.86 | 1.17 |
| Establishing Goals | 155 | 2.71 | 1.02 | 95 | 2.46 | 1.21 | 69 | 2.85 | 1.10 |
| Communicating Legitimacy of Advisor Team Work | 156 | 2.58 | 1.55 | 96 | 2.41 | 1.51 | 69 | 2.72 | 1.52 |
| Managing CP Performance | 154 | 2.56 | 1.07 | 95 | 2.53 | 1.16 | 68 | 2.83 | 1.15 |

| <i>KSAs (Frequency Ratings)</i> | <u><i>Active Army</i></u> | | | <u><i>Army Reserve</i></u> | | | <u><i>Active Marines</i></u> | | |
|---|---------------------------|----------|-----------|----------------------------|----------|-----------|------------------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Using Nonverbal Behavior | 156 | 2.50 | 1.65 | 94 | 2.68 | 1.49 | 67 | 2.50 | 1.68 |
| Knowledge of Religious Influences | 155 | 2.48 | 1.36 | 96 | 2.63 | 1.36 | 67 | 2.30 | 1.36 |
| Cross-Cultural Team Building | 156 | 2.42 | 1.65 | 95 | 2.07 | 1.65 | 68 | 2.82 | 1.47 |
| Employ a Rapport Plan | 156 | 2.38 | 1.65 | 96 | 2.23 | 1.64 | 69 | 2.61 | 1.50 |
| Tailoring Interactions to Cultural Demographics | 155 | 2.28 | 1.26 | 94 | 2.30 | 1.38 | 68 | 2.45 | 1.13 |
| Dealing with Corruption | 155 | 2.27 | 1.50 | 94 | 2.29 | 1.39 | 69 | 3.06 | 1.46 |
| Using Proactive Influence Tactics | 157 | 2.20 | 1.05 | 95 | 2.03 | 0.98 | 69 | 2.26 | 0.97 |
| Consensus Building | 156 | 2.16 | 1.62 | 95 | 1.85 | 1.54 | 68 | 2.53 | 1.53 |
| Managing Interpersonal Conflict | 155 | 2.09 | 1.59 | 95 | 1.75 | 1.47 | 68 | 2.41 | 1.56 |
| Understanding the Operating Environment | 156 | 2.07 | 1.19 | 95 | 1.95 | 1.29 | 69 | 2.33 | 1.39 |
| Leveraging Cultural Knowledge | 156 | 2.04 | 1.11 | 96 | 2.04 | 1.27 | 69 | 2.17 | 1.18 |
| Informing and Engaging Coalition Forces | 156 | 1.97 | 1.30 | 95 | 1.91 | 1.36 | 69 | 2.12 | 1.26 |
| Managing a Training Program | 155 | 1.77 | 1.58 | 96 | 1.90 | 1.62 | 68 | 2.50 | 1.57 |
| Interacting with Foreign Coalition Forces | 156 | 1.73 | 1.60 | 94 | 1.30 | 1.37 | 69 | 1.07 | 1.46 |
| Preparing CP Meetings/Negotiations | 156 | 1.69 | 1.49 | 96 | 1.64 | 1.48 | 69 | 1.78 | 1.61 |
| Managing Information | 155 | 1.64 | 1.08 | 95 | 1.61 | 1.26 | 69 | 1.83 | 1.35 |
| Advising CP without Interpreter | 155 | 1.64 | 1.55 | 96 | 1.80 | 1.43 | 69 | 2.20 | 1.56 |
| Working with Unfamiliar Interpreter | 156 | 1.35 | 1.04 | 95 | 1.36 | 1.01 | 69 | 1.58 | 1.32 |
| Maintaining a Conversation in CP Language | 157 | 0.60 | 0.93 | 96 | 0.75 | 0.95 | 68 | 0.79 | 1.12 |
| Working with Unvetted Interpreter | 157 | 0.53 | 1.01 | 96 | 0.60 | 1.15 | 69 | 0.87 | 1.44 |
| Reading and Writing in CP Language | 157 | 0.28 | 0.72 | 96 | 0.52 | 1.00 | 69 | 0.48 | 0.96 |

Note. 5= More than once a day, 4 = Once a day, 3 = Once a week, 2 = Once a month, 1 = A few times, 0 = Did not perform

Table G-3*Means and Standard Deviations for Importance Ratings of Activities for Advisors by Component (Iraq Deployment)*

| <i>Activities (Importance Ratings)</i> | <u><i>Active Army</i></u> | | | <u><i>Army Reserves</i></u> | | | <u><i>Active Marines</i></u> | | |
|---|---------------------------|----------|-----------|-----------------------------|----------|-----------|------------------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Communicate through an interpreter. | 156 | 4.71 | 0.71 | 96 | 4.11 | 1.11 | 69 | 4.48 | 0.92 |
| Establish your credibility with your counterpart. | 157 | 4.53 | 0.82 | 95 | 4.05 | 1.27 | 68 | 4.24 | 1.15 |
| Evaluate the trustworthiness of your interpreter. | 155 | 4.50 | 0.94 | 96 | 4.28 | 1.20 | 69 | 4.52 | 0.74 |
| Conduct a meeting through an interpreter. | 156 | 4.49 | 0.92 | 95 | 3.60 | 1.50 | 69 | 4.13 | 1.36 |
| Understand the capabilities of your interpreter. | 156 | 4.40 | 1.13 | 95 | 4.11 | 1.32 | 69 | 4.41 | 1.06 |
| Build a close relationship with your counterpart. | 156 | 4.34 | 1.04 | 96 | 3.97 | 1.29 | 68 | 3.93 | 1.45 |
| Demonstrate to your counterpart that the transition team provides something of value. | 156 | 4.31 | 0.94 | 94 | 4.03 | 1.24 | 68 | 4.19 | 1.07 |
| Praise your counterpart for good performance. | 155 | 4.30 | 0.91 | 95 | 3.89 | 1.23 | 68 | 3.99 | 1.30 |
| Instruct a counterpart with the aid of an interpreter. | 155 | 4.28 | 1.00 | 96 | 3.84 | 1.32 | 69 | 4.06 | 1.27 |
| Behave respectfully within the constraints of the relevant culture. | 157 | 4.27 | 0.90 | 95 | 4.01 | 1.23 | 68 | 4.07 | 1.26 |
| Demonstrate a positive attitude. | 157 | 4.24 | 0.93 | 96 | 4.07 | 1.12 | 68 | 4.26 | 1.07 |
| Understand your interpreter's cultural biases. | 155 | 4.23 | 1.12 | 95 | 3.82 | 1.44 | 69 | 4.17 | 1.16 |
| Follow-up with your counterpart to ensure that work has been accomplished. | 155 | 4.23 | 0.94 | 95 | 3.87 | 1.27 | 69 | 4.12 | 1.23 |
| Communicate to your counterpart that you respect him. | 157 | 4.22 | 0.97 | 95 | 3.89 | 1.30 | 68 | 4.04 | 1.20 |
| Interact with U.S. coalition forces (non-transition team members). | 156 | 4.22 | 1.12 | 95 | 3.80 | 1.22 | 69 | 3.43 | 1.58 |
| Recognize when individuals from the other culture were trying to manipulate you. | 152 | 4.20 | 1.21 | 90 | 4.00 | 1.38 | 67 | 4.22 | 1.29 |
| Be tactful toward individuals from another culture. | 156 | 4.17 | 1.13 | 96 | 4.05 | 1.07 | 69 | 4.07 | 1.15 |
| Demonstrate tolerance toward individuals from another culture. | 157 | 4.17 | 1.09 | 96 | 4.06 | 1.16 | 69 | 4.06 | 1.22 |
| Exhibit a strong work ethic. | 157 | 4.15 | 1.05 | 96 | 4.01 | 1.24 | 68 | 4.35 | 1.09 |
| Assess the strengths and weaknesses of your counterpart's unit. | 156 | 4.15 | 1.13 | 95 | 3.65 | 1.46 | 69 | 3.77 | 1.43 |

| <i>Activities (Importance Ratings)</i> | <u><i>Active Army</i></u> | | | <u><i>Army Reserves</i></u> | | | <u><i>Active Marines</i></u> | | |
|---|---------------------------|----------|-----------|-----------------------------|----------|-----------|------------------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Identify the training needs of your counterpart. | 156 | 4.14 | 1.08 | 95 | 3.77 | 1.32 | 69 | 3.91 | 1.37 |
| Actively listen to individuals from another culture. | 155 | 4.13 | 1.13 | 96 | 3.93 | 1.26 | 69 | 3.93 | 1.23 |
| Understand the background of your interpreter. | 156 | 4.11 | 1.18 | 95 | 3.96 | 1.26 | 69 | 4.06 | 1.17 |
| Serve as a role model for your counterpart. | 157 | 4.11 | 1.23 | 95 | 3.89 | 1.43 | 69 | 4.14 | 1.34 |
| Identify the training needs of your counterpart's unit. | 155 | 4.08 | 1.20 | 95 | 3.80 | 1.32 | 69 | 3.94 | 1.34 |
| Be supportive of a counterpart's decisions and activities. | 156 | 4.06 | 1.07 | 95 | 3.43 | 1.55 | 68 | 3.90 | 1.28 |
| Recognize differences between U.S. military culture and your counterpart's military culture. | 157 | 4.05 | 1.08 | 96 | 4.00 | 1.09 | 69 | 3.75 | 1.42 |
| Recognize differences between Western culture and your counterpart's culture. | 157 | 4.05 | 1.10 | 96 | 3.90 | 1.28 | 69 | 3.78 | 1.51 |
| Understand the background of your counterpart. | 156 | 4.05 | 1.15 | 96 | 3.71 | 1.35 | 68 | 3.82 | 1.44 |
| Mentor or provide a counterpart with advice or counsel to assist him in making a decision through a mutually developed bond of trust. | 156 | 4.04 | 1.17 | 95 | 3.86 | 1.27 | 69 | 3.94 | 1.25 |
| Assess the readiness of your counterpart's unit to perform missions. | 156 | 3.99 | 1.27 | 95 | 3.58 | 1.49 | 69 | 3.54 | 1.51 |
| Establish short term goals for your counterpart to accomplish. | 155 | 3.97 | 1.12 | 95 | 3.54 | 1.35 | 69 | 3.81 | 1.30 |
| Gain the trust of individuals from the relevant culture. | 155 | 3.96 | 1.18 | 96 | 3.60 | 1.36 | 69 | 3.84 | 1.44 |
| Ask about your counterpart's Family. | 156 | 3.95 | 1.17 | 95 | 3.94 | 1.16 | 69 | 3.84 | 1.39 |
| Spend "unstructured time" with your counterpart. | 157 | 3.88 | 1.30 | 95 | 3.63 | 1.30 | 69 | 3.72 | 1.44 |
| Stress sustainability to the counterpart. | 157 | 3.88 | 1.34 | 93 | 3.44 | 1.60 | 69 | 3.54 | 1.41 |
| Teach or instruct a counterpart in acquiring or improving a skill or ability. | 156 | 3.87 | 1.20 | 96 | 4.03 | 1.15 | 69 | 3.86 | 1.29 |
| Coach or guide a counterpart to reach the next level of knowledge or skill. | 156 | 3.85 | 1.20 | 96 | 3.91 | 1.23 | 69 | 3.77 | 1.35 |
| Stress unity of effort/purpose with one's counterpart. | 156 | 3.85 | 1.21 | 95 | 3.61 | 1.42 | 69 | 3.58 | 1.55 |
| Determine which information to provide and withhold from a counterpart. | 156 | 3.84 | 1.50 | 95 | 3.33 | 1.78 | 69 | 3.67 | 1.61 |
| Give your counterpart feedback for poor performance. | 154 | 3.84 | 1.39 | 95 | 3.69 | 1.31 | 67 | 4.12 | 1.16 |

| <i>Activities (Importance Ratings)</i> | <u><i>Active Army</i></u> | | | <u><i>Army Reserves</i></u> | | | <u><i>Active Marines</i></u> | | |
|---|---------------------------|----------|-----------|-----------------------------|----------|-----------|------------------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Explain the role of the transition team to coalition forces. | 157 | 3.80 | 1.47 | 95 | 3.41 | 1.55 | 69 | 3.45 | 1.64 |
| Deal with U.S. coalition partners who do not understand the transition team purpose and mission. | 157 | 3.79 | 1.51 | 94 | 3.61 | 1.40 | 69 | 3.41 | 1.83 |
| Understand how religion impacts the current operating environment. | 155 | 3.77 | 1.34 | 96 | 3.53 | 1.35 | 66 | 3.36 | 1.52 |
| Deal with corruption in your counterpart's organization. | 156 | 3.77 | 1.52 | 93 | 3.74 | 1.49 | 69 | 3.94 | 1.46 |
| Read the facial expressions of individuals from your counterpart's culture. | 157 | 3.76 | 1.43 | 96 | 3.70 | 1.39 | 68 | 3.69 | 1.40 |
| Demonstrate support for your counterpart (increase authority and legitimacy by deferring, promoting, remaining in the shadows as much as possible). | 156 | 3.76 | 1.39 | 96 | 3.35 | 1.38 | 69 | 3.45 | 1.61 |
| Capitalize on what motivates your counterpart. | 157 | 3.76 | 1.36 | 96 | 3.61 | 1.34 | 69 | 3.87 | 1.29 |
| Interpret the body language of individuals from your counterpart's culture. | 157 | 3.75 | 1.43 | 96 | 3.81 | 1.33 | 68 | 3.65 | 1.42 |
| Adjust the way you treated individuals from the other culture, depending on their rank. | 157 | 3.74 | 1.52 | 94 | 3.43 | 1.49 | 68 | 3.49 | 1.41 |
| Gain commitment from the counterpart and the counterpart's team. | 155 | 3.74 | 1.22 | 94 | 3.27 | 1.61 | 68 | 3.56 | 1.34 |
| Exchanging common greetings in your counterpart's language. | 155 | 3.73 | 1.60 | 95 | 3.91 | 1.44 | 68 | 3.54 | 1.82 |
| Limit how your cultural bias affects your perceptions of your counterpart's behavior. | 156 | 3.71 | 1.39 | 95 | 3.56 | 1.40 | 69 | 3.58 | 1.65 |
| Interpret the gestures of individuals from your counterpart's culture. | 157 | 3.69 | 1.45 | 96 | 3.70 | 1.35 | 68 | 3.63 | 1.47 |
| Prevent personal feelings toward your counterpart from interfering with the transition team mission. | 157 | 3.69 | 1.50 | 95 | 3.62 | 1.54 | 69 | 3.32 | 1.86 |
| Predict how your counterpart will behave. | 157 | 3.69 | 1.48 | 96 | 3.34 | 1.45 | 69 | 3.90 | 1.18 |
| Find ways to deal with or work around corruption in the local environment. | 156 | 3.69 | 1.65 | 94 | 3.59 | 1.47 | 68 | 3.78 | 1.50 |
| Speak common words in your counterpart's language. | 155 | 3.66 | 1.54 | 96 | 3.73 | 1.42 | 68 | 3.53 | 1.66 |
| Demonstrate enthusiasm of the transition team work to your counterpart. | 157 | 3.66 | 1.26 | 96 | 3.43 | 1.27 | 69 | 3.26 | 1.65 |
| Influence how your counterpart perceives your transition team. | 157 | 3.66 | 1.41 | 96 | 3.49 | 1.47 | 69 | 3.51 | 1.52 |

| <i>Activities (Importance Ratings)</i> | <u><i>Active Army</i></u> | | | <u><i>Army Reserves</i></u> | | | <u><i>Active Marines</i></u> | | |
|---|---------------------------|----------|-----------|-----------------------------|----------|-----------|------------------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Recognize how your counterpart's understanding of time impacts his behavior and decisions. | 156 | 3.65 | 1.47 | 95 | 3.38 | 1.52 | 69 | 3.67 | 1.48 |
| Use knowledge about customs and traditions to understand the behavior of an individual from the relevant culture. | 155 | 3.65 | 1.17 | 96 | 3.04 | 1.57 | 68 | 3.21 | 1.70 |
| Communicate the long term goals of the U.S. military to your counterpart. | 155 | 3.65 | 1.47 | 94 | 3.51 | 1.44 | 69 | 3.57 | 1.61 |
| Become comfortable with non-Western cultural norms. | 157 | 3.64 | 1.29 | 94 | 3.48 | 1.50 | 69 | 3.51 | 1.61 |
| Express compassion toward individuals of a different culture. | 155 | 3.61 | 1.32 | 96 | 3.41 | 1.33 | 67 | 3.19 | 1.69 |
| Communicate organizational goals and objectives to the counterpart. | 155 | 3.61 | 1.37 | 94 | 3.29 | 1.44 | 68 | 3.53 | 1.38 |
| Influence how your counterpart perceives you. | 156 | 3.60 | 1.39 | 96 | 3.53 | 1.44 | 69 | 3.59 | 1.40 |
| Become comfortable with eating the food of another culture. | 157 | 3.59 | 1.35 | 96 | 3.19 | 1.62 | 69 | 3.77 | 1.39 |
| Apply pressure tactics as a way to influence your counterpart. | 157 | 3.59 | 1.40 | 96 | 3.11 | 1.62 | 69 | 3.32 | 1.61 |
| Prepare an interpreter for a meeting. | 155 | 3.57 | 1.56 | 95 | 3.29 | 1.62 | 69 | 3.65 | 1.47 |
| Explain to your counterpart how compliance with your request would benefit him (i.e., apply "apprising" tactics to influence your counterpart). | 156 | 3.56 | 1.37 | 95 | 3.38 | 1.36 | 69 | 3.55 | 1.40 |
| Capitalize on the similarities between your beliefs, values, and goals and those of your counterpart. | 156 | 3.53 | 1.38 | 95 | 3.26 | 1.42 | 69 | 3.32 | 1.56 |
| Identify sources of corruption in the local environment. | 156 | 3.53 | 1.71 | 95 | 3.49 | 1.54 | 69 | 3.51 | 1.74 |
| Adjust the way you treated individuals from the other culture, depending on their age. | 154 | 3.49 | 1.55 | 95 | 3.41 | 1.57 | 68 | 3.69 | 1.40 |
| Provide symbolic rewards (e.g., certificates, coins) to your counterpart for good performance. | 154 | 3.49 | 1.60 | 95 | 3.31 | 1.56 | 69 | 2.86 | 1.86 |
| Use gestures commonly found in the host nation's culture. | 157 | 3.47 | 1.53 | 96 | 3.59 | 1.52 | 68 | 3.31 | 1.71 |
| Use rational persuasion (i.e., provide logical arguments and evidence) to influence your counterpart. | 157 | 3.47 | 1.43 | 95 | 3.25 | 1.25 | 69 | 3.35 | 1.42 |
| Capitalize on your counterpart's perspective or point of view. | 157 | 3.45 | 1.46 | 96 | 3.30 | 1.39 | 69 | 3.39 | 1.40 |

| <i>Activities (Importance Ratings)</i> | <u><i>Active Army</i></u> | | | <u><i>Army Reserves</i></u> | | | <u><i>Active Marines</i></u> | | |
|--|---------------------------|----------|-----------|-----------------------------|----------|-----------|------------------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Stress the legitimacy of the transition team work. | 156 | 3.44 | 1.57 | 95 | 3.21 | 1.46 | 69 | 3.36 | 1.58 |
| Use knowledge about military influences to understand the behavior of an individual from the relevant culture. | 156 | 3.43 | 1.37 | 96 | 3.06 | 1.55 | 69 | 3.19 | 1.55 |
| Take advantage of the concept of honor in your counterpart's culture. | 157 | 3.41 | 1.57 | 96 | 3.43 | 1.37 | 69 | 3.57 | 1.44 |
| Apply principles of team building in a cross-cultural setting. | 155 | 3.41 | 1.49 | 94 | 3.22 | 1.58 | 68 | 3.49 | 1.58 |
| Stress to coalition forces that the advisor is not in command of the counterpart. | 156 | 3.41 | 1.78 | 94 | 3.17 | 1.85 | 68 | 3.13 | 1.85 |
| Spend "unstructured time" with your interpreter. | 155 | 3.40 | 1.51 | 94 | 3.46 | 1.51 | 69 | 3.59 | 1.40 |
| Judge your counterpart's actions according to his cultural standards. | 154 | 3.38 | 1.39 | 95 | 3.36 | 1.35 | 69 | 3.36 | 1.61 |
| Understand the implications of religion for military operations. | 156 | 3.37 | 1.61 | 96 | 3.41 | 1.50 | 68 | 2.68 | 1.87 |
| Understand the general theology of different religions found in your operating area. | 156 | 3.33 | 1.55 | 96 | 3.41 | 1.37 | 68 | 3.12 | 1.68 |
| Use knowledge about social influences to understand the behavior of an individual from the relevant culture. | 156 | 3.33 | 1.45 | 95 | 3.01 | 1.57 | 69 | 3.23 | 1.61 |
| Take advantage of how historical events are relevant to the current operating environment. | 156 | 3.31 | 1.46 | 95 | 2.95 | 1.56 | 67 | 3.01 | 1.68 |
| Use knowledge about religious influences to understand the behavior of an individual from the relevant culture. | 156 | 3.31 | 1.51 | 96 | 2.98 | 1.57 | 69 | 2.97 | 1.64 |
| Share your personal history or information with your counterpart. | 157 | 3.30 | 1.47 | 95 | 3.14 | 1.54 | 69 | 3.12 | 1.68 |
| Understand the history of different religions found in your operating area. | 155 | 3.28 | 1.56 | 96 | 3.51 | 1.27 | 68 | 3.06 | 1.65 |
| Use knowledge about professional influences to understand the behavior of an individual from the relevant culture. | 156 | 3.28 | 1.43 | 96 | 2.95 | 1.64 | 69 | 3.00 | 1.67 |
| Employ a Rapport Plan (continuously plan, execute, and refine methods to increase the closeness of the relationship with your counterpart). | 156 | 3.27 | 1.59 | 96 | 2.94 | 1.54 | 69 | 3.20 | 1.63 |
| Influence your counterpart to adopt a course of action by telling him that you would collaborate (e.g., indicate that you would cooperate or provide resources). | 156 | 3.25 | 1.55 | 95 | 3.04 | 1.38 | 69 | 3.25 | 1.51 |
| Restrict sensitive information provided to a counterpart. | 157 | 3.25 | 2.01 | 95 | 3.27 | 1.99 | 69 | 3.17 | 1.96 |

| <i>Activities (Importance Ratings)</i> | <i>Active Army</i> | | | <i>Army Reserves</i> | | | <i>Active Marines</i> | | |
|---|--------------------|----------|-----------|----------------------|----------|-----------|-----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Capitalize on your counterpart's belief system. | 156 | 3.24 | 1.55 | 96 | 2.99 | 1.56 | 69 | 3.06 | 1.69 |
| Manage interpersonal conflict effectively in a cross-cultural setting. | 154 | 3.23 | 1.66 | 94 | 2.69 | 1.70 | 68 | 3.26 | 1.62 |
| Adjust the way you treated individuals from the other culture, depending on their gender. | 157 | 3.19 | 1.92 | 95 | 3.07 | 1.75 | 69 | 3.14 | 1.90 |
| Take advantage of the concept of hospitality in your counterpart's culture. | 156 | 3.18 | 1.65 | 96 | 3.25 | 1.56 | 69 | 3.07 | 1.66 |
| Take advantage of the role of power and authority in the relevant culture. | 157 | 3.16 | 1.65 | 96 | 2.90 | 1.71 | 69 | 3.38 | 1.72 |
| Assess the impact of information on military factors. | 155 | 3.15 | 1.69 | 94 | 2.86 | 1.68 | 69 | 2.81 | 1.88 |
| Build a consensus with individuals from the relevant culture. | 156 | 3.12 | 1.70 | 94 | 2.67 | 1.73 | 68 | 3.21 | 1.54 |
| Deal with chain of command issues with coalition forces | 155 | 3.09 | 1.74 | 94 | 3.00 | 1.78 | 68 | 3.37 | 1.78 |
| Use knowledge about educational influences to understand the behavior of an individual from the relevant culture. | 156 | 3.07 | 1.55 | 95 | 2.96 | 1.55 | 69 | 2.83 | 1.71 |
| Adjust the way you treated individuals from the other culture, depending on their social status. | 155 | 3.05 | 1.80 | 95 | 3.13 | 1.61 | 68 | 3.21 | 1.66 |
| Speak to others in the host nation's language. | 157 | 3.04 | 1.71 | 95 | 3.07 | 1.52 | 68 | 3.40 | 1.48 |
| Use knowledge about historical influences to understand the behavior of an individual from the relevant culture. | 156 | 3.03 | 1.62 | 95 | 2.84 | 1.55 | 69 | 2.84 | 1.68 |
| Take advantage of the role of reconciliation in your counterpart's culture. | 153 | 2.99 | 1.72 | 94 | 2.74 | 1.80 | 69 | 2.83 | 1.60 |
| Use knowledge about geography to understand the behavior of an individual from the relevant culture. | 156 | 2.99 | 1.64 | 95 | 2.77 | 1.63 | 69 | 2.81 | 1.74 |
| Identify and manage potential divisions among religious groups. | 154 | 2.97 | 1.82 | 95 | 3.03 | 1.68 | 68 | 2.79 | 1.83 |
| Share personal information about yourself with your interpreter. | 156 | 2.96 | 1.58 | 94 | 3.02 | 1.51 | 69 | 2.97 | 1.70 |
| Prepare one's transition team for a meeting in which an interpreter would be used. | 155 | 2.95 | 1.84 | 94 | 2.80 | 1.86 | 69 | 2.80 | 1.85 |
| Offer your counterpart a desired item or action in exchange for compliance with a request (i.e., us exchange tactics as a way to influence your counterpart). | 157 | 2.94 | 1.57 | 95 | 2.71 | 1.53 | 69 | 2.71 | 1.59 |
| Promote your counterpart's authority to coalition forces. | 155 | 2.94 | 1.86 | 93 | 2.91 | 1.79 | 67 | 2.84 | 1.86 |

| <i>Activities (Importance Ratings)</i> | <i>Active Army</i> | | | <i>Army Reserves</i> | | | <i>Active Marines</i> | | |
|--|--------------------|----------|-----------|----------------------|----------|-----------|-----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Display the body language and posture commonly found in the host nation's culture. | 157 | 2.93 | 1.67 | 95 | 3.06 | 1.66 | 69 | 2.55 | 1.86 |
| Use knowledge about economic influences to understand the behavior of an individual from the relevant culture. | 156 | 2.92 | 1.64 | 95 | 2.82 | 1.56 | 69 | 2.90 | 1.72 |
| Use knowledge about criminal influences to understand the behavior of an individual from the relevant culture. | 156 | 2.91 | 1.69 | 95 | 2.85 | 1.65 | 69 | 2.91 | 1.85 |
| Use knowledge about demographic influences (e.g., age, sex) to understand the behavior of an individual from the relevant culture. | 156 | 2.91 | 1.61 | 94 | 2.77 | 1.51 | 69 | 2.84 | 1.84 |
| Use knowledge about tribal influences to understand the behavior of an individual from the relevant culture. | 156 | 2.89 | 1.66 | 96 | 2.72 | 1.65 | 69 | 2.99 | 1.70 |
| Manage a training program that targets individuals from another culture. | 152 | 2.88 | 1.81 | 96 | 2.79 | 1.85 | 69 | 3.32 | 1.74 |
| Become comfortable with same-sex activities (e.g., male-male hand holding, kissing during greetings). | 156 | 2.85 | 1.73 | 95 | 3.07 | 1.73 | 69 | 2.70 | 1.83 |
| Preparing your counterpart to conduct negotiations and meetings. | 157 | 2.85 | 1.79 | 96 | 2.54 | 1.66 | 69 | 2.64 | 1.89 |
| Take advantage of the host nation's military culture. | 157 | 2.84 | 1.74 | 95 | 2.77 | 1.69 | 69 | 2.90 | 1.75 |
| Use your legitimate authority (i.e., your position, rank, or status) to influence your counterpart. | 155 | 2.80 | 1.68 | 95 | 2.56 | 1.67 | 68 | 2.71 | 1.86 |
| Work with an unfamiliar interpreter. | 155 | 2.78 | 1.65 | 95 | 2.85 | 1.61 | 68 | 2.79 | 1.67 |
| Interact with foreign coalition forces. | 156 | 2.78 | 1.86 | 94 | 2.36 | 1.78 | 68 | 1.74 | 1.97 |
| Instruct a counterpart without the aid of an interpreter. | 155 | 2.74 | 1.75 | 96 | 3.01 | 1.57 | 69 | 2.83 | 1.73 |
| Prepare coalition partners to conduct cross-cultural negotiations and meetings. | 155 | 2.72 | 1.91 | 93 | 2.59 | 1.91 | 68 | 2.47 | 2.02 |
| Use personal appeal (i.e., ask an individual to comply out of loyalty or friendship) to influence your counterpart. | 157 | 2.71 | 1.71 | 95 | 2.81 | 1.50 | 69 | 2.93 | 1.67 |
| Assess the impact of information on social factors. | 154 | 2.69 | 1.83 | 94 | 2.52 | 1.81 | 69 | 2.54 | 1.91 |
| Disclose sensitive information to a counterpart. | 157 | 2.64 | 2.04 | 93 | 2.40 | 2.06 | 69 | 2.46 | 2.02 |
| Take advantage of the social hierarchy of the relevant culture. | 156 | 2.60 | 1.76 | 96 | 2.59 | 1.78 | 69 | 2.88 | 1.75 |

| <i>Activities (Importance Ratings)</i> | <u><i>Active Army</i></u> | | | <u><i>Army Reserves</i></u> | | | <u><i>Active Marines</i></u> | | |
|--|---------------------------|----------|-----------|-----------------------------|----------|-----------|------------------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Appeal to the emotions of your counterpart (i.e., engage in inspirational influence tactics) to influence him. | 157 | 2.58 | 1.73 | 95 | 2.69 | 1.50 | 69 | 2.65 | 1.65 |
| Let your counterpart participate in transition team activities or decisions in order to gain his compliance and commitment (i.e., use participation as an influence tactic). | 156 | 2.51 | 1.81 | 94 | 2.43 | 1.53 | 68 | 2.66 | 1.71 |
| Assess the impact of information on local economic factors. | 156 | 2.51 | 1.80 | 94 | 2.37 | 1.78 | 69 | 2.38 | 1.79 |
| Display the facial expressions commonly used by individuals from the host nation. | 156 | 2.50 | 1.78 | 94 | 2.93 | 1.66 | 69 | 2.33 | 1.91 |
| Assess the impact of information on politics. | 156 | 2.41 | 1.80 | 92 | 2.11 | 1.76 | 69 | 2.42 | 1.85 |
| Deal with foreign coalition partners who do not understand the transition team purpose and mission. | 157 | 2.34 | 1.93 | 93 | 2.16 | 1.86 | 69 | 1.52 | 1.91 |
| Manage the release of information to local civilians. | 154 | 2.25 | 1.89 | 95 | 2.24 | 1.96 | 67 | 1.96 | 1.90 |
| Adjust the way you treated individuals from the other culture, depending on his/her tribal affiliation. | 157 | 2.17 | 1.86 | 95 | 2.44 | 1.88 | 69 | 2.19 | 1.83 |
| Talk about Family in your counterpart's language. | 157 | 1.94 | 1.89 | 95 | 1.96 | 1.70 | 68 | 1.78 | 1.90 |
| Talk about economic issues in your counterpart's language | 151 | 1.70 | 1.79 | 95 | 2.05 | 1.72 | 68 | 1.25 | 1.58 |
| Capitalize on the concept of “revenge” in your counterpart’s culture. | 156 | 1.62 | 1.80 | 94 | 1.57 | 1.74 | 68 | 1.78 | 1.86 |
| Work with an interpreter from the local population who has not been vetted. | 152 | 1.57 | 1.88 | 96 | 1.57 | 1.86 | 69 | 1.70 | 1.97 |
| Talk about tribal issues in your counterpart's language. | 154 | 1.51 | 1.75 | 95 | 1.95 | 1.65 | 68 | 1.16 | 1.59 |
| Read the host nation’s language. | 157 | 1.46 | 1.65 | 95 | 1.48 | 1.57 | 68 | 1.51 | 1.65 |
| Talk about religion in your counterpart's language. | 156 | 1.46 | 1.66 | 95 | 1.58 | 1.62 | 67 | 1.07 | 1.33 |
| Talk about sports in your counterpart's language. | 156 | 1.31 | 1.63 | 96 | 1.42 | 1.60 | 68 | 1.41 | 1.71 |
| Talk about politics in your counterpart's language. | 156 | 1.09 | 1.49 | 96 | 1.28 | 1.53 | 68 | 1.15 | 1.41 |
| Write in the host nation’s language. | 157 | 1.02 | 1.47 | 96 | 1.11 | 1.49 | 68 | 1.01 | 1.49 |

Note. 5= Extremely important, 4 = Very important, 3 = Moderately important, 2 = Some importance, 1 = Little importance, 0 = None

Table G-4*Means and Standard Deviations for Importance Ratings of KSAs for Advisors by Component (Iraq Deployment)*

| <i>KSAs (Importance Ratings)</i> | <i>Active Army</i> | | | <i>Army Reserve</i> | | | <i>Active Marines</i> | | |
|---|--------------------|----------|-----------|---------------------|----------|-----------|-----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Establishing Credibility | 156 | 4.42 | 0.83 | 94 | 4.04 | 1.16 | 68 | 4.21 | 1.04 |
| Advising through Interpreter | 155 | 4.28 | 1.00 | 96 | 3.84 | 1.32 | 69 | 4.06 | 1.27 |
| Sensing Manipulation | 152 | 4.20 | 1.21 | 90 | 4.00 | 1.38 | 67 | 4.22 | 1.29 |
| Identifying Training Needs | 156 | 4.11 | 1.11 | 95 | 3.78 | 1.30 | 69 | 3.93 | 1.34 |
| Consideration and Respect | 156 | 4.09 | 0.82 | 95 | 3.89 | 0.94 | 68 | 3.91 | 1.00 |
| Assessing CP Performance | 156 | 4.07 | 1.12 | 95 | 3.62 | 1.42 | 69 | 3.65 | 1.41 |
| Role Modeling | 157 | 4.04 | 0.90 | 95 | 3.86 | 1.10 | 68 | 4.00 | 1.02 |
| Interacting with US Coalition Forces | 156 | 4.00 | 1.09 | 94 | 3.70 | 1.11 | 69 | 3.42 | 1.41 |
| Managing CP Performance | 153 | 3.96 | 0.96 | 95 | 3.69 | 1.14 | 67 | 3.80 | 1.11 |
| Using an Interpreter | 156 | 3.93 | 0.84 | 95 | 3.66 | 0.95 | 69 | 3.88 | 0.78 |
| Mentoring and Coaching | 156 | 3.92 | 1.04 | 95 | 3.93 | 1.11 | 69 | 3.86 | 1.12 |
| Building Rapport | 157 | 3.91 | 0.88 | 96 | 3.62 | 0.98 | 69 | 3.72 | 1.04 |
| Comparing One's Culture with CP Culture | 157 | 3.88 | 1.03 | 96 | 3.72 | 1.12 | 69 | 3.62 | 1.33 |
| Establishing Goals | 155 | 3.80 | 0.92 | 94 | 3.49 | 1.12 | 69 | 3.60 | 1.13 |
| Interpreting Nonverbal Behavior | 157 | 3.73 | 1.38 | 96 | 3.74 | 1.25 | 68 | 3.66 | 1.35 |
| Speaking Common Words in CP Language | 154 | 3.71 | 1.51 | 95 | 3.84 | 1.31 | 68 | 3.54 | 1.66 |
| Dealing with Corruption | 155 | 3.67 | 1.42 | 92 | 3.61 | 1.26 | 68 | 3.74 | 1.39 |
| Understanding CP | 156 | 3.64 | 1.13 | 96 | 3.39 | 1.07 | 69 | 3.61 | 1.02 |
| Managing Perceptions of Advising Team | 156 | 3.63 | 1.33 | 96 | 3.51 | 1.41 | 69 | 3.55 | 1.42 |
| Suppressing Cultural Bias | 157 | 3.50 | 1.12 | 95 | 3.39 | 1.22 | 69 | 3.37 | 1.28 |
| Communicating Legitimacy of Advisor Team Work | 156 | 3.44 | 1.57 | 95 | 3.21 | 1.46 | 69 | 3.36 | 1.58 |

| <i>KSAs (Importance Ratings)</i> | <i>Active Army</i> | | | <i>Army Reserve</i> | | | <i>Active Marines</i> | | |
|---|--------------------|----------|-----------|---------------------|----------|-----------|-----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Team Building | 155 | 3.41 | 1.49 | 94 | 3.22 | 1.58 | 68 | 3.49 | 1.58 |
| Judging by CP's Standards | 154 | 3.38 | 1.39 | 95 | 3.36 | 1.35 | 69 | 3.36 | 1.61 |
| Knowledge of Religious Influences | 156 | 3.35 | 1.31 | 96 | 3.38 | 1.19 | 68 | 3.01 | 1.48 |
| Employing a Rapport Plan | 156 | 3.27 | 1.59 | 96 | 2.94 | 1.54 | 69 | 3.20 | 1.63 |
| Managing Interpersonal Conflict | 154 | 3.23 | 1.66 | 94 | 2.69 | 1.70 | 68 | 3.26 | 1.62 |
| Informing and Engaging Coalition Forces | 156 | 3.20 | 1.37 | 93 | 3.01 | 1.45 | 68 | 3.05 | 1.46 |
| Using Proactive Influence Tactics | 157 | 3.18 | 0.94 | 95 | 2.96 | 0.91 | 69 | 3.10 | 1.09 |
| Understanding the Operating Environment | 155 | 3.14 | 1.21 | 95 | 2.89 | 1.32 | 69 | 2.98 | 1.39 |
| Tailoring Interactions to Cultural Demographics | 156 | 3.13 | 1.28 | 94 | 3.09 | 1.32 | 68 | 3.16 | 1.32 |
| Consensus Building | 156 | 3.12 | 1.70 | 94 | 2.67 | 1.73 | 68 | 3.21 | 1.54 |
| Using Nonverbal Behavior | 156 | 2.97 | 1.47 | 94 | 3.20 | 1.43 | 68 | 2.72 | 1.67 |
| Leveraging Cultural Knowledge | 155 | 2.89 | 1.16 | 95 | 2.78 | 1.18 | 69 | 2.92 | 1.18 |
| Managing a Training Program | 152 | 2.88 | 1.81 | 96 | 2.79 | 1.85 | 69 | 3.32 | 1.74 |
| Preparing CP for Meetings/Negotiations | 157 | 2.85 | 1.79 | 96 | 2.54 | 1.66 | 69 | 2.64 | 1.89 |
| Managing Information | 155 | 2.84 | 1.38 | 93 | 2.63 | 1.49 | 69 | 2.67 | 1.46 |
| Working with Unfamiliar Interpreter | 155 | 2.78 | 1.65 | 95 | 2.85 | 1.61 | 68 | 2.79 | 1.67 |
| Advising CP without Interpreter | 155 | 2.74 | 1.75 | 96 | 3.01 | 1.57 | 69 | 2.83 | 1.73 |
| Interacting with Foreign Coalition Forces | 156 | 2.55 | 1.69 | 92 | 2.28 | 1.63 | 68 | 1.63 | 1.87 |
| Working with Unvetted Interpreter | 152 | 1.57 | 1.88 | 96 | 1.57 | 1.86 | 69 | 1.70 | 1.97 |
| Maintaining a Conversation in CP Language | 154 | 1.50 | 1.49 | 95 | 1.71 | 1.38 | 67 | 1.30 | 1.33 |
| Reading and Writing in CP Language | 157 | 1.24 | 1.47 | 95 | 1.31 | 1.46 | 68 | 1.26 | 1.48 |

Table G-5*Means and Standard Deviations for F-I Composite Ratings of Activities for Advisors by Component (Iraq Deployment)*

| <i>Activities (F-I Composite Ratings)</i> | <u><i>Active Army</i></u> | | | <u><i>Army Reserves</i></u> | | | <u><i>Active Marines</i></u> | | |
|--|---------------------------|----------|-----------|-----------------------------|----------|-----------|------------------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Communicate through an interpreter. | 155 | 19.69 | 5.73 | 96 | 16.06 | 7.64 | 69 | 19.45 | 6.01 |
| Conduct a meeting through an interpreter. | 153 | 17.25 | 6.78 | 95 | 12.32 | 8.72 | 69 | 15.45 | 7.23 |
| Demonstrate tolerance toward individuals from another culture. | 155 | 17.18 | 7.16 | 96 | 16.46 | 8.28 | 69 | 17.32 | 7.36 |
| Establish your credibility with your counterpart. | 155 | 17.08 | 6.52 | 94 | 14.65 | 8.35 | 67 | 15.61 | 7.29 |
| Be tactful toward individuals from another culture. | 156 | 16.99 | 7.38 | 96 | 15.77 | 7.69 | 69 | 17.38 | 7.23 |
| Exhibit a strong work ethic. | 157 | 16.74 | 6.94 | 96 | 16.29 | 7.64 | 68 | 17.51 | 6.78 |
| Interact with U.S. coalition forces (non-transition team members). | 155 | 16.63 | 7.43 | 95 | 13.29 | 7.85 | 69 | 12.22 | 7.97 |
| Demonstrate a positive attitude. | 157 | 16.55 | 7.00 | 96 | 16.57 | 7.62 | 68 | 16.54 | 6.82 |
| Actively listen to individuals from another culture. | 155 | 16.53 | 7.11 | 96 | 14.26 | 8.07 | 69 | 16.17 | 7.62 |
| Understand the capabilities of your interpreter. | 148 | 16.33 | 7.49 | 95 | 14.07 | 8.42 | 66 | 16.12 | 8.11 |
| Serve as a role model for your counterpart. | 157 | 16.27 | 7.51 | 95 | 14.61 | 8.65 | 69 | 16.71 | 7.87 |
| Behave respectfully within the constraints of the relevant culture. | 157 | 16.27 | 6.52 | 95 | 15.53 | 7.93 | 68 | 15.22 | 7.61 |
| Build a close relationship with your counterpart. | 155 | 16.04 | 6.95 | 96 | 14.25 | 8.48 | 68 | 13.37 | 8.06 |
| Demonstrate to your counterpart that the transition team provides something of value. | 155 | 16.00 | 6.95 | 94 | 14.54 | 8.14 | 67 | 15.79 | 7.10 |
| Evaluate the trustworthiness of your interpreter. | 148 | 15.95 | 7.59 | 95 | 15.20 | 8.70 | 68 | 16.15 | 7.69 |
| Instruct a counterpart with the aid of an interpreter. | 155 | 15.55 | 7.29 | 96 | 12.64 | 7.97 | 69 | 14.78 | 7.72 |
| Recognize differences between Western culture and your counterpart's culture. | 155 | 15.46 | 7.21 | 95 | 15.14 | 7.75 | 69 | 15.52 | 8.31 |
| Recognize differences between U.S. military culture and your counterpart's military culture. | 157 | 15.45 | 7.20 | 96 | 15.71 | 7.12 | 68 | 14.29 | 8.31 |

| <i>Activities (F-I Composite Ratings)</i> | <u><i>Active Army</i></u> | | | <u><i>Army Reserves</i></u> | | | <u><i>Active Marines</i></u> | | |
|---|---------------------------|----------|-----------|-----------------------------|----------|-----------|------------------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Communicate to your counterpart that you respect him. | 157 | 15.20 | 6.60 | 95 | 14.25 | 7.95 | 68 | 14.47 | 6.88 |
| Exchange common greetings in your counterpart's language. | 155 | 15.09 | 9.25 | 95 | 16.42 | 8.56 | 68 | 14.79 | 9.76 |
| Understand your interpreter's cultural biases. | 149 | 14.93 | 8.15 | 93 | 13.61 | 7.86 | 67 | 14.31 | 8.01 |
| Read the facial expressions of individuals from your counterpart's culture. | 157 | 14.70 | 8.56 | 96 | 14.30 | 8.44 | 67 | 14.40 | 8.43 |
| Interpret the body language of individuals from your counterpart's culture. | 157 | 14.58 | 8.53 | 96 | 14.14 | 8.53 | 67 | 13.94 | 7.88 |
| Ask about your counterpart's Family. | 154 | 14.47 | 7.06 | 95 | 14.07 | 7.95 | 69 | 14.77 | 8.06 |
| Interpret the gestures of individuals from your counterpart's culture. | 157 | 14.25 | 8.50 | 96 | 13.64 | 8.58 | 67 | 13.99 | 8.35 |
| Understand the background of your counterpart. | 155 | 14.10 | 7.45 | 96 | 12.75 | 7.53 | 67 | 12.97 | 7.86 |
| Speak common words in your counterpart's language. | 156 | 14.07 | 9.19 | 96 | 14.48 | 8.61 | 68 | 13.56 | 9.12 |
| Follow-up with your counterpart to ensure that work has been accomplished. | 154 | 13.81 | 6.23 | 95 | 11.88 | 6.88 | 69 | 14.74 | 7.25 |
| Understand the background of your interpreter. | 150 | 13.79 | 8.16 | 94 | 13.49 | 7.78 | 67 | 13.81 | 8.35 |
| Recognize when individuals from the other culture were trying to manipulate you. | 152 | 13.63 | 7.94 | 90 | 14.29 | 8.37 | 67 | 14.18 | 8.28 |
| Praise your counterpart for good performance. | 155 | 13.41 | 6.68 | 95 | 12.79 | 7.22 | 68 | 13.40 | 7.44 |
| Become comfortable with non-Western cultural norms. | 157 | 13.40 | 7.80 | 94 | 12.61 | 8.46 | 68 | 14.00 | 8.46 |
| Adjust the way you treated individuals from the other culture, depending on their rank. | 156 | 13.37 | 8.20 | 93 | 11.65 | 8.33 | 68 | 11.46 | 7.40 |
| Gain the trust of individuals from the relevant culture. | 155 | 13.35 | 7.31 | 96 | 11.72 | 7.79 | 68 | 13.40 | 8.15 |
| Mentor or provide a counterpart with advice or counsel to assist him in making a decision through a mutually developed bond of trust. | 156 | 13.27 | 7.04 | 94 | 12.09 | 8.29 | 69 | 13.81 | 7.85 |
| Be supportive of a counterpart's decisions and activities. | 156 | 13.17 | 7.03 | 95 | 10.05 | 7.45 | 68 | 13.25 | 7.14 |
| Assess the strengths and weaknesses of your counterpart's unit. | 155 | 12.97 | 6.91 | 95 | 10.27 | 7.40 | 69 | 11.62 | 7.07 |

| <i>Activities (F-I Composite Ratings)</i> | <u><i>Active Army</i></u> | | | <u><i>Army Reserves</i></u> | | | <u><i>Active Marines</i></u> | | |
|--|---------------------------|----------|-----------|-----------------------------|----------|-----------|------------------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Deal with U.S. coalition partners who do not understand the transition team purpose and mission. | 156 | 12.95 | 8.94 | 94 | 11.09 | 8.00 | 69 | 12.14 | 9.35 |
| Stress sustainability to the counterpart. | 157 | 12.94 | 7.50 | 94 | 10.81 | 7.92 | 69 | 11.51 | 7.31 |
| Stress unity of effort/purpose with one's counterpart. | 155 | 12.85 | 7.50 | 96 | 11.00 | 7.86 | 69 | 12.42 | 7.65 |
| Predict how your counterpart will behave. | 157 | 12.80 | 8.39 | 96 | 10.33 | 7.87 | 69 | 12.94 | 7.02 |
| Recognize how your counterpart's understanding of time impacts his behavior and decisions. | 156 | 12.76 | 8.21 | 95 | 10.25 | 8.30 | 69 | 12.62 | 8.14 |
| Spend "unstructured time" with your counterpart. | 157 | 12.75 | 7.53 | 94 | 11.43 | 7.52 | 69 | 13.14 | 7.51 |
| Spend "unstructured time" with your interpreter. | 155 | 12.57 | 8.00 | 94 | 12.69 | 8.23 | 69 | 14.03 | 7.09 |
| Use gestures commonly found in the host nation's culture. | 157 | 12.54 | 8.97 | 96 | 13.85 | 8.68 | 68 | 13.06 | 8.86 |
| Influence how your counterpart perceives your transition team. | 157 | 12.50 | 8.05 | 96 | 11.45 | 7.85 | 69 | 11.59 | 8.03 |
| Identify the training needs of your counterpart. | 156 | 12.48 | 6.63 | 95 | 11.76 | 7.57 | 69 | 12.45 | 7.18 |
| Capitalize on what motivates your counterpart. | 157 | 12.40 | 7.68 | 96 | 11.15 | 7.94 | 69 | 12.75 | 7.00 |
| Identify the training needs of your counterpart's unit. | 155 | 12.23 | 6.89 | 95 | 12.16 | 7.52 | 69 | 12.65 | 7.34 |
| Demonstrate enthusiasm of the transition team work to your counterpart. | 157 | 12.17 | 7.60 | 96 | 10.52 | 7.06 | 69 | 10.52 | 7.78 |
| Understand how religion impacts the current operating environment. | 155 | 12.17 | 7.53 | 96 | 11.72 | 7.53 | 66 | 10.42 | 7.49 |
| Influence how your counterpart perceives you. | 156 | 12.09 | 7.64 | 96 | 11.61 | 7.91 | 69 | 10.93 | 7.64 |
| Determine which information to provide and withhold from a counterpart. | 157 | 11.92 | 8.19 | 95 | 10.28 | 8.62 | 69 | 11.90 | 8.48 |
| Become comfortable with eating the food of another culture. | 156 | 11.79 | 7.42 | 96 | 10.22 | 8.06 | 68 | 14.72 | 7.47 |
| Adjust the way you treated individuals from the other culture, depending on their age. | 154 | 11.77 | 7.96 | 95 | 11.32 | 8.24 | 68 | 13.15 | 7.89 |
| Assess the readiness of your counterpart's unit to perform missions. | 156 | 11.77 | 6.57 | 95 | 10.11 | 7.56 | 69 | 10.32 | 6.89 |
| Coach or guide a counterpart to reach the next level of knowledge or skill. | 156 | 11.60 | 6.78 | 95 | 12.05 | 7.39 | 69 | 11.99 | 7.27 |

| <i>Activities (F-I Composite Ratings)</i> | <u><i>Active Army</i></u> | | | <u><i>Army Reserves</i></u> | | | <u><i>Active Marines</i></u> | | |
|---|---------------------------|----------|-----------|-----------------------------|----------|-----------|------------------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Teach or instruct a counterpart in acquiring or improving a skill or ability. | 156 | 11.56 | 6.58 | 96 | 12.78 | 7.86 | 69 | 13.17 | 7.15 |
| Demonstrate support for your counterpart (increase authority and legitimacy by deferring, promoting, remaining in the shadows as much as possible). | 156 | 11.49 | 7.72 | 96 | 9.70 | 7.76 | 69 | 11.84 | 8.06 |
| Express compassion toward individuals of a different culture. | 154 | 11.42 | 7.68 | 96 | 11.04 | 7.56 | 67 | 10.93 | 8.35 |
| Prepare an interpreter for a meeting. | 155 | 11.31 | 7.62 | 96 | 9.79 | 8.06 | 69 | 11.83 | 7.75 |
| Limit how your cultural bias affects your perceptions of your counterpart's behavior. | 156 | 11.25 | 8.05 | 96 | 11.27 | 8.16 | 69 | 11.12 | 8.08 |
| Judge your counterpart's actions according to his cultural standards. | 154 | 11.22 | 7.63 | 95 | 10.56 | 7.48 | 69 | 12.16 | 8.20 |
| Capitalize on the similarities between your beliefs, values, and goals and those of your counterpart. | 156 | 11.22 | 7.72 | 95 | 10.18 | 7.29 | 69 | 11.33 | 8.38 |
| Gain commitment from the counterpart and the counterpart's team. | 155 | 11.21 | 7.31 | 95 | 9.02 | 7.12 | 68 | 10.84 | 6.53 |
| Explain the role of the transition team to coalition forces. | 157 | 11.18 | 8.08 | 95 | 9.29 | 7.65 | 69 | 10.68 | 8.64 |
| Communicate organizational goals and objectives to the counterpart. | 155 | 11.11 | 7.39 | 95 | 8.77 | 6.49 | 68 | 11.24 | 6.85 |
| Prevent personal feelings toward your counterpart from interfering with the transition team mission. | 157 | 10.97 | 7.98 | 96 | 10.89 | 8.33 | 68 | 9.24 | 8.73 |
| Take advantage of the concept of honor in your counterpart's culture. | 157 | 10.83 | 8.36 | 96 | 11.60 | 8.29 | 69 | 11.68 | 8.43 |
| Stress the legitimacy of the transition team work. | 156 | 10.66 | 8.04 | 96 | 9.09 | 7.53 | 69 | 11.00 | 8.10 |
| Establish short term goals for your counterpart to accomplish. | 155 | 10.63 | 6.25 | 95 | 9.43 | 7.33 | 69 | 11.97 | 6.68 |
| Use rational persuasion (i.e., provide logical arguments and evidence) to influence your counterpart. | 157 | 10.61 | 7.94 | 95 | 8.67 | 6.67 | 69 | 9.78 | 7.48 |
| Use knowledge about customs and traditions to understand the behavior of an individual from the relevant culture. | 155 | 10.58 | 7.03 | 96 | 8.64 | 7.05 | 68 | 10.79 | 8.49 |
| Give your counterpart feedback for poor performance. | 154 | 10.58 | 7.37 | 95 | 10.24 | 7.24 | 67 | 13.28 | 7.21 |

| <i>Activities (F-I Composite Ratings)</i> | <u><i>Active Army</i></u> | | | <u><i>Army Reserves</i></u> | | | <u><i>Active Marines</i></u> | | |
|---|---------------------------|----------|-----------|-----------------------------|----------|-----------|------------------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Explain to your counterpart how compliance with your request would benefit him (i.e., apply “apprising” tactics to influence your counterpart). | 157 | 10.57 | 7.39 | 95 | 9.65 | 7.10 | 69 | 10.74 | 7.02 |
| Capitalize on your counterpart’s perspective or point of view. | 157 | 10.53 | 7.38 | 96 | 9.03 | 7.10 | 69 | 10.32 | 6.99 |
| Deal with corruption in your counterpart’s organization. | 156 | 10.29 | 8.46 | 94 | 10.43 | 8.36 | 69 | 14.54 | 8.36 |
| Find ways to deal with or work around corruption in the local environment. | 156 | 10.27 | 8.69 | 95 | 9.19 | 8.14 | 69 | 13.29 | 8.65 |
| Take advantage of the concept of hospitality in your counterpart’s culture. | 156 | 10.13 | 8.49 | 96 | 9.84 | 8.53 | 69 | 9.46 | 8.07 |
| Apply pressure tactics as a way to influence your counterpart. | 156 | 10.08 | 7.79 | 96 | 8.27 | 7.56 | 69 | 9.61 | 7.82 |
| Understand the general theology of different religions found in your operating area. | 155 | 10.05 | 7.73 | 96 | 10.33 | 7.82 | 66 | 9.41 | 7.69 |
| Understand the history of different religions found in your operating area. | 153 | 10.03 | 7.82 | 96 | 10.29 | 7.47 | 67 | 8.81 | 7.35 |
| Apply principles of team building in a cross-cultural setting. | 155 | 9.90 | 8.03 | 94 | 8.18 | 7.54 | 68 | 11.49 | 7.66 |
| Take advantage of the role of power and authority in the relevant culture. | 157 | 9.75 | 8.02 | 96 | 8.16 | 8.13 | 69 | 11.09 | 7.88 |
| Understand the implications of religion for military operations. | 156 | 9.69 | 7.99 | 96 | 10.61 | 7.74 | 68 | 7.62 | 7.72 |
| Display the body language and posture commonly found in the host nation’s culture. | 157 | 9.61 | 9.04 | 96 | 9.71 | 8.58 | 69 | 8.62 | 8.99 |
| Employ a Rapport Plan (continuously plan, execute, and refine methods to increase the closeness of the relationship with your counterpart). | 156 | 9.60 | 8.00 | 96 | 8.21 | 7.35 | 69 | 9.91 | 7.45 |
| Share your personal history or information with your counterpart. | 156 | 9.54 | 7.59 | 96 | 9.04 | 7.82 | 69 | 10.49 | 8.59 |
| Capitalize on your counterpart’s belief system. | 156 | 9.53 | 7.66 | 96 | 8.38 | 7.57 | 69 | 8.70 | 7.66 |
| Use knowledge about military influences to understand the behavior of an individual from the relevant culture. | 156 | 9.52 | 7.22 | 96 | 7.93 | 6.67 | 69 | 9.43 | 7.41 |
| Adjust the way you treated individuals from the other culture, depending on their social status. | 154 | 9.45 | 8.60 | 95 | 8.87 | 7.76 | 68 | 9.51 | 7.31 |
| Identify sources of corruption in the local environment. | 155 | 9.43 | 8.01 | 95 | 9.09 | 7.43 | 69 | 12.03 | 8.56 |

| <i>Activities (F-I Composite Ratings)</i> | <u><i>Active Army</i></u> | | | <u><i>Army Reserves</i></u> | | | <u><i>Active Marines</i></u> | | |
|--|---------------------------|----------|-----------|-----------------------------|----------|-----------|------------------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Stress to coalition forces that the advisor is not in command of the counterpart. | 156 | 9.35 | 8.44 | 95 | 8.48 | 8.46 | 69 | 9.07 | 8.44 |
| Communicate the long term goals of the U.S. military to your counterpart. | 155 | 9.32 | 6.62 | 95 | 9.32 | 6.79 | 69 | 11.10 | 7.41 |
| Become comfortable with same-sex activities (e.g., male-male hand holding, kissing during greetings). | 156 | 9.26 | 8.86 | 95 | 9.33 | 8.59 | 68 | 8.32 | 8.74 |
| Use knowledge about social influences to understand the behavior of an individual from the relevant culture. | 155 | 9.17 | 7.43 | 96 | 7.78 | 6.61 | 69 | 10.36 | 7.87 |
| Use knowledge about religious influences to understand the behavior of an individual from the relevant culture. | 155 | 9.05 | 7.32 | 96 | 7.52 | 6.09 | 69 | 8.96 | 7.71 |
| Influence your counterpart to adopt a course of action by telling him that you would collaborate (e.g., indicate that you would cooperate or provide resources). | 156 | 9.04 | 7.61 | 95 | 8.05 | 6.83 | 69 | 8.75 | 6.98 |
| Share personal information about yourself with your interpreter. | 156 | 9.02 | 7.75 | 94 | 9.41 | 7.56 | 69 | 9.93 | 8.27 |
| Take advantage of how historical events relate to the current operating environment. | 156 | 8.87 | 7.28 | 96 | 7.90 | 7.47 | 67 | 8.76 | 7.53 |
| Use knowledge about professional influences to understand the behavior of an individual from the relevant culture. | 156 | 8.83 | 7.19 | 96 | 7.70 | 6.56 | 69 | 9.83 | 7.93 |
| Speak to others in the host nation's language. | 157 | 8.82 | 8.32 | 95 | 8.98 | 7.87 | 68 | 11.03 | 8.38 |
| Build a consensus with individuals from the relevant culture. | 156 | 8.78 | 7.88 | 95 | 6.69 | 6.51 | 68 | 9.66 | 7.49 |
| Identify and manage potential divisions among religious groups. | 154 | 8.64 | 8.33 | 95 | 8.36 | 7.83 | 68 | 7.34 | 7.62 |
| Assess the impact of information on military factors. | 156 | 8.63 | 7.70 | 95 | 7.60 | 6.82 | 69 | 8.33 | 8.42 |
| Manage interpersonal conflict effectively in a cross-cultural setting. | 154 | 8.58 | 7.69 | 95 | 6.00 | 5.93 | 68 | 9.40 | 7.67 |
| Adjust the way you treated individuals from the other culture, depending on their gender. | 157 | 8.18 | 8.43 | 95 | 8.03 | 7.88 | 69 | 9.32 | 8.35 |
| Take advantage of the role of reconciliation in your counterpart's culture. | 153 | 8.14 | 8.20 | 95 | 7.85 | 7.89 | 69 | 7.16 | 6.83 |

| <i>Activities (F-I Composite Ratings)</i> | <u><i>Active Army</i></u> | | | <u><i>Army Reserves</i></u> | | | <u><i>Active Marines</i></u> | | |
|--|---------------------------|----------|-----------|-----------------------------|----------|-----------|------------------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Deal with chain of command issues with coalition forces. | 155 | 8.14 | 8.04 | 95 | 7.77 | 8.18 | 68 | 10.24 | 7.59 |
| Take advantage of the host nation's military culture. | 157 | 7.91 | 7.55 | 96 | 7.45 | 8.04 | 69 | 7.61 | 7.73 |
| Prepare one's transition team for a meeting in which an interpreter would be used. | 155 | 7.83 | 7.59 | 95 | 7.07 | 8.08 | 69 | 7.81 | 7.53 |
| Interact with foreign coalition forces. | 155 | 7.82 | 8.61 | 95 | 5.25 | 6.87 | 68 | 3.99 | 6.90 |
| Display the facial expressions commonly used by individuals from the host nation. | 156 | 7.59 | 8.53 | 94 | 8.72 | 8.38 | 69 | 7.20 | 8.48 |
| Restrict sensitive information provided to a counterpart. | 157 | 7.59 | 8.07 | 94 | 7.79 | 8.85 | 69 | 9.41 | 8.97 |
| Use knowledge about educational influences to understand the behavior of an individual from the relevant culture. | 156 | 7.36 | 6.61 | 95 | 6.83 | 6.38 | 69 | 7.59 | 7.60 |
| Use knowledge about geography to understand the behavior of an individual from the relevant culture. | 156 | 7.21 | 6.77 | 95 | 6.20 | 6.46 | 69 | 7.71 | 7.29 |
| Use personal appeal (i.e., ask an individual to comply out of loyalty or friendship) to influence your counterpart. | 157 | 7.15 | 7.35 | 95 | 6.83 | 6.76 | 69 | 7.49 | 7.09 |
| Use knowledge about historical influences to understand the behavior of an individual from the relevant culture. | 155 | 7.11 | 6.59 | 95 | 6.53 | 6.66 | 69 | 8.49 | 7.75 |
| Manage a training program that targets individuals from another culture. | 155 | 6.95 | 7.38 | 96 | 7.33 | 7.45 | 68 | 10.37 | 8.10 |
| Use knowledge about tribal influences to understand the behavior of an individual from the relevant culture. | 156 | 6.94 | 6.77 | 96 | 6.94 | 6.47 | 69 | 9.51 | 8.04 |
| Promote your counterpart's authority to coalition forces. | 156 | 6.94 | 7.36 | 95 | 7.31 | 8.04 | 66 | 7.09 | 7.25 |
| Use knowledge about economic influences to understand the behavior of an individual from the relevant culture. | 156 | 6.90 | 6.61 | 95 | 6.88 | 6.38 | 69 | 8.45 | 7.72 |
| Use knowledge about demographic influences (e.g., age, sex) to understand the behavior of an individual from the relevant culture. | 156 | 6.89 | 6.64 | 94 | 6.23 | 6.08 | 69 | 8.36 | 7.65 |

| <i>Activities (F-I Composite Ratings)</i> | <u><i>Active Army</i></u> | | | <u><i>Army Reserves</i></u> | | | <u><i>Active Marines</i></u> | | |
|---|---------------------------|----------|-----------|-----------------------------|----------|-----------|------------------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Offer your counterpart something that he wants in exchange for compliance with a request (i.e., use exchange tactics as a way to influence your counterpart). | 157 | 6.80 | 7.02 | 95 | 5.62 | 6.37 | 69 | 6.49 | 6.42 |
| Provide symbolic rewards (e.g., certificates, coins) to your counterpart for good performance. | 155 | 6.80 | 6.68 | 95 | 6.76 | 6.74 | 69 | 7.22 | 7.23 |
| Prepare your counterpart to conduct negotiations and meetings. | 156 | 6.68 | 6.86 | 96 | 5.77 | 6.21 | 69 | 6.88 | 7.04 |
| Appeal to the emotions of your counterpart (i.e., engage in inspirational influence tactics) to influence him. | 157 | 6.67 | 7.14 | 95 | 6.46 | 6.18 | 69 | 6.42 | 6.82 |
| Assess the impact of information on social factors. | 154 | 6.65 | 7.09 | 95 | 6.32 | 7.04 | 69 | 7.01 | 8.31 |
| Take advantage of the social hierarchy of the relevant culture. | 156 | 6.49 | 7.21 | 96 | 6.69 | 7.87 | 69 | 8.10 | 7.38 |
| Let your counterpart participate in transition team activities and decisions in order to gain his compliance and commitment (i.e., use participation as an influence tactic). | 156 | 6.46 | 7.57 | 94 | 4.51 | 5.04 | 68 | 6.21 | 6.98 |
| Use your legitimate authority (i.e., your position, rank, or status) to influence your counterpart. | 154 | 6.44 | 7.38 | 93 | 6.04 | 7.30 | 68 | 7.13 | 7.49 |
| Use knowledge about criminal influences to understand the behavior of an individual from the relevant culture. | 156 | 6.44 | 6.49 | 95 | 6.62 | 6.59 | 69 | 8.70 | 8.29 |
| Prepare coalition partners to conduct cross-cultural negotiations and meetings. | 156 | 6.20 | 7.72 | 95 | 5.41 | 6.80 | 69 | 6.16 | 7.58 |
| Instruct a counterpart without the aid of an interpreter. | 155 | 6.14 | 7.13 | 96 | 6.55 | 6.28 | 69 | 8.03 | 7.81 |
| Assess the impact of information on local economic factors. | 157 | 5.96 | 6.91 | 95 | 5.35 | 5.93 | 69 | 6.09 | 7.50 |
| Deal with foreign coalition partners who do not understand the transition team purpose and mission. | 157 | 5.73 | 8.15 | 94 | 4.31 | 6.59 | 69 | 3.59 | 6.86 |
| Assess the impact of information on politics. | 157 | 5.49 | 6.76 | 93 | 4.51 | 5.98 | 69 | 6.87 | 7.65 |
| Adjust how you treat an individual from the other culture, depending on his/her tribal affiliation. | 157 | 4.60 | 7.22 | 95 | 6.11 | 7.62 | 69 | 5.17 | 6.95 |

| <i>Activities (F-I Composite Ratings)</i> | <u><i>Active Army</i></u> | | | <u><i>Army Reserves</i></u> | | | <u><i>Active Marines</i></u> | | |
|---|---------------------------|----------|-----------|-----------------------------|----------|-----------|------------------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Work with an unfamiliar interpreter. | 155 | 4.34 | 4.41 | 95 | 4.44 | 4.38 | 69 | 4.75 | 5.51 |
| Talk about Family in your counterpart's language. | 157 | 3.78 | 6.65 | 95 | 2.97 | 5.25 | 68 | 4.09 | 6.50 |
| Disclose sensitive information to a counterpart. | 157 | 3.49 | 5.32 | 94 | 3.21 | 5.38 | 69 | 4.91 | 7.09 |
| Manage the release of information to local civilians. | 156 | 3.35 | 5.62 | 95 | 4.08 | 6.80 | 69 | 3.80 | 6.48 |
| Capitalize on the concept of "revenge" in your counterpart's culture. | 156 | 2.63 | 4.95 | 95 | 3.32 | 5.79 | 69 | 3.00 | 5.77 |
| Talk about economic issues in your counterpart's language. | 155 | 2.54 | 5.16 | 96 | 3.04 | 5.28 | 68 | 2.57 | 5.01 |
| Talk about tribal issues in your counterpart's language. | 157 | 1.97 | 4.66 | 96 | 2.47 | 4.40 | 68 | 1.90 | 3.95 |
| Talk about religion in your counterpart's language. | 157 | 1.87 | 4.62 | 96 | 1.96 | 3.85 | 68 | 1.41 | 3.61 |
| Work with an interpreter from the local population who has not been vetted. | 157 | 1.62 | 3.78 | 96 | 1.93 | 4.80 | 69 | 3.30 | 6.55 |
| Talk about sports in your counterpart's language. | 157 | 1.54 | 3.75 | 96 | 2.17 | 4.01 | 69 | 2.96 | 5.84 |
| Read the host nation's language. | 157 | 1.41 | 4.12 | 96 | 2.07 | 4.57 | 69 | 1.90 | 4.75 |
| Talk about politics in your counterpart's language. | 157 | 0.71 | 2.36 | 96 | 1.44 | 3.68 | 69 | 1.80 | 3.99 |
| Write in the host nation's language. | 157 | 0.42 | 2.33 | 96 | 0.84 | 2.86 | 69 | 0.93 | 3.24 |

Table G-6*Means and Standard Deviations for F-I Composite Ratings of KSAs for Advisors by Component (Iraq Deployment)*

| <i>KSAs (F-I Composite Ratings)</i> | <u><i>Active Army</i></u> | | | <u><i>Army Reserves</i></u> | | | <u><i>Active Marines</i></u> | | |
|---|---------------------------|----------|-----------|-----------------------------|----------|-----------|------------------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Establishing Credibility | 154 | 16.56 | 6.48 | 94 | 14.60 | 7.70 | 67 | 15.70 | 6.77 |
| Consideration and Respect | 156 | 15.63 | 5.44 | 95 | 14.51 | 6.22 | 68 | 15.37 | 5.99 |
| Advising through Interpreter | 155 | 15.55 | 7.29 | 96 | 12.64 | 7.97 | 69 | 14.78 | 7.72 |
| Role Modeling | 157 | 15.43 | 5.96 | 95 | 14.50 | 6.70 | 68 | 15.34 | 5.85 |
| Interacting with US Coalition Forces | 154 | 14.78 | 6.86 | 94 | 12.13 | 6.79 | 69 | 12.18 | 7.31 |
| Speaking Common Words in CP Language | 155 | 14.63 | 8.91 | 95 | 15.53 | 8.16 | 68 | 14.18 | 8.97 |
| Interpreting Nonverbal Behavior | 157 | 14.51 | 8.24 | 96 | 14.02 | 7.85 | 67 | 14.11 | 7.83 |
| Comparing One's Culture with CP Culture | 154 | 14.06 | 6.42 | 94 | 13.67 | 6.40 | 68 | 13.71 | 7.45 |
| Using an Interpreter | 150 | 13.85 | 5.27 | 94 | 12.37 | 5.50 | 67 | 13.90 | 5.10 |
| Sensing Manipulation | 152 | 13.63 | 7.94 | 90 | 14.29 | 8.37 | 67 | 14.18 | 8.28 |
| Building Rapport | 156 | 13.26 | 5.59 | 95 | 11.82 | 5.64 | 69 | 13.06 | 5.91 |
| Assessing CP Performance | 155 | 12.38 | 6.36 | 95 | 10.19 | 7.24 | 69 | 10.97 | 6.63 |
| Identifying Training Needs | 155 | 12.37 | 6.69 | 95 | 11.96 | 7.43 | 69 | 12.55 | 7.20 |
| Managing Perceptions of Advising Team | 156 | 12.29 | 7.56 | 96 | 11.53 | 7.65 | 69 | 11.26 | 7.60 |
| Mentoring and Coaching | 156 | 12.14 | 6.17 | 94 | 12.33 | 7.28 | 69 | 12.99 | 6.82 |
| Understanding CP | 156 | 12.00 | 6.31 | 96 | 10.33 | 5.85 | 69 | 11.69 | 5.81 |
| Establishing Goals | 155 | 11.41 | 5.37 | 95 | 9.89 | 5.68 | 69 | 11.64 | 5.57 |
| Suppressing Cultural Bias | 157 | 11.34 | 6.08 | 96 | 10.84 | 6.56 | 68 | 11.53 | 6.27 |
| Judging by CP's Standards | 154 | 11.22 | 7.63 | 95 | 10.56 | 7.48 | 69 | 12.16 | 8.20 |
| Managing CP Performance | 153 | 11.13 | 5.47 | 95 | 10.42 | 5.73 | 67 | 12.19 | 5.92 |
| Communicating Legitimacy of Advisor Team Work | 156 | 10.66 | 8.04 | 96 | 9.09 | 7.53 | 69 | 11.00 | 8.10 |

| <i>KSAs (F-I Composite Ratings)</i> | <i>Active Army</i> | | | <i>Army Reserves</i> | | | <i>Active Marines</i> | | |
|---|--------------------|----------|-----------|----------------------|----------|-----------|-----------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Knowledge of Religious Influences | 155 | 10.15 | 6.89 | 96 | 10.26 | 6.54 | 67 | 8.74 | 6.62 |
| Dealing with Corruption | 154 | 10.04 | 7.43 | 93 | 9.47 | 6.59 | 69 | 13.29 | 7.58 |
| Using Nonverbal Behavior | 156 | 9.92 | 7.98 | 94 | 10.77 | 7.47 | 68 | 9.59 | 7.90 |
| Cross-Cultural Team Building | 155 | 9.90 | 8.03 | 94 | 8.18 | 7.54 | 68 | 11.49 | 7.66 |
| Employing a Rapport Plan | 156 | 9.60 | 8.00 | 96 | 8.21 | 7.35 | 69 | 9.91 | 7.45 |
| Tailoring Interactions to Cultural Demographics | 155 | 9.47 | 6.24 | 94 | 9.19 | 6.42 | 68 | 9.76 | 5.80 |
| Using Proactive Influence Tactics | 157 | 8.78 | 5.09 | 95 | 7.50 | 4.19 | 69 | 8.65 | 4.51 |
| Consensus Building | 156 | 8.78 | 7.88 | 95 | 6.69 | 6.51 | 68 | 9.66 | 7.49 |
| Managing Interpersonal Conflict | 154 | 8.58 | 7.69 | 95 | 6.00 | 5.93 | 68 | 9.40 | 7.67 |
| Informing and Engaging Coalition Forces | 156 | 8.37 | 6.44 | 95 | 7.64 | 6.24 | 68 | 8.75 | 6.25 |
| Leveraging Cultural Knowledge | 155 | 8.08 | 5.34 | 96 | 7.86 | 5.78 | 69 | 8.34 | 5.50 |
| Understanding the Operating Environment | 155 | 8.03 | 5.68 | 95 | 7.12 | 5.49 | 69 | 9.01 | 6.68 |
| Managing a Training Program | 155 | 6.95 | 7.38 | 96 | 7.33 | 7.45 | 68 | 10.37 | 8.10 |
| Interacting with Foreign Coalition Forces | 155 | 6.80 | 7.49 | 94 | 4.78 | 5.92 | 68 | 3.79 | 6.44 |
| Preparing CP for Meetings/Negotiations | 156 | 6.68 | 6.86 | 96 | 5.77 | 6.21 | 69 | 6.88 | 7.04 |
| Managing Information | 156 | 6.60 | 4.97 | 94 | 6.11 | 5.06 | 69 | 7.29 | 6.16 |
| Advising CP without Interpreter | 155 | 6.14 | 7.13 | 96 | 6.55 | 6.28 | 69 | 8.03 | 7.81 |
| Working with Unfamiliar Interpreter | 155 | 4.34 | 4.41 | 95 | 4.44 | 4.38 | 69 | 4.75 | 5.51 |
| Maintaining a Conversation in CP Language | 157 | 2.07 | 3.78 | 96 | 2.34 | 3.41 | 68 | 2.41 | 3.91 |
| Working with Unvetted Interpreter | 157 | 1.62 | 3.78 | 96 | 1.93 | 4.80 | 69 | 3.30 | 6.55 |
| Reading and Writing in CP Language | 157 | 0.92 | 2.90 | 96 | 1.46 | 3.37 | 69 | 1.41 | 3.52 |

APPENDIX H
FREQUENCY, IMPORTANCE AND F-I COMPOSITE RATINGS
BY COUNTRY OF ADVISOR DEPLOYMENT

APPENDIX H LIST OF TABLES

| | Page |
|---|------|
| TABLE H-1. MEANS AND STANDARD DEVIATIONS FOR FREQUENCY RATINGS OF ACTIVITIES FOR BY COUNTRY OF DEPLOYMENT | H-3 |
| TABLE H-2. MEANS AND STANDARD DEVIATIONS FOR IMPORTANCE RATINGS BY COUNTRY OF DEPLOYMENT | H-9 |
| TABLE H-3. MEANS AND STANDARD DEVIATIONS FOR F-I COMPOSITE RATINGS OF ACTIVITIES BY COUNTRY OF DEPLOYMENT | H-15 |

Table H-1***Means and Standard Deviations for Frequency Ratings of Activities by Country of Deployment***

| <i>Activities (Frequency Ratings)</i> | <i>N</i> | <i>Iraq</i> | | <i>Afghanistan</i> | | |
|--|----------|-------------|-----------|--------------------|----------|-----------|
| | | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Communicate through an interpreter. | 335 | 4.04 | 1.08 | 218 | 4.39 | 0.89 |
| Demonstrate tolerance toward individuals from another culture. | 335 | 3.94 | 1.22 | 221 | 4.04 | 1.26 |
| Exhibit a strong work ethic. | 337 | 3.91 | 1.12 | 220 | 4.13 | 1.12 |
| Be tactful toward individuals from another culture. | 336 | 3.87 | 1.21 | 221 | 3.99 | 1.17 |
| Demonstrate a positive attitude. | 337 | 3.80 | 1.20 | 221 | 4.10 | 1.07 |
| Actively listen to individuals from another culture. | 336 | 3.69 | 1.27 | 220 | 3.87 | 1.21 |
| Recognize differences between U.S. military culture and your counterpart's military culture. | 336 | 3.65 | 1.27 | 220 | 3.57 | 1.48 |
| Recognize differences between Western culture and your counterpart's culture. | 334 | 3.65 | 1.32 | 220 | 3.65 | 1.48 |
| Exchanging common greetings in your counterpart's language. | 333 | 3.62 | 1.75 | 218 | 3.41 | 1.88 |
| Serve as a role model for your counterpart. | 337 | 3.62 | 1.41 | 221 | 4.02 | 1.17 |
| Behave respectfully within the constraints of the relevant culture. | 335 | 3.61 | 1.23 | 217 | 3.75 | 1.21 |
| Establish your credibility with your counterpart. | 333 | 3.58 | 1.29 | 220 | 3.77 | 1.24 |
| Demonstrate to your counterpart that the transition team provides something of value. | 334 | 3.55 | 1.28 | 219 | 3.68 | 1.24 |
| Interact with U.S. coalition forces (non-transition team members). | 335 | 3.50 | 1.41 | 218 | 3.28 | 1.57 |
| Read the facial expressions of individuals from your counterpart's culture. | 335 | 3.48 | 1.59 | 220 | 3.38 | 1.67 |
| Conduct a meeting through an interpreter. | 333 | 3.44 | 1.39 | 219 | 3.84 | 1.16 |
| Understand the capabilities of your interpreter. | 323 | 3.43 | 1.49 | 211 | 3.83 | 1.33 |
| Ask about your counterpart's Family. | 334 | 3.43 | 1.31 | 221 | 2.99 | 1.48 |
| Evaluate the trustworthiness of your interpreter. | 325 | 3.42 | 1.51 | 210 | 3.57 | 1.49 |
| Interpret the body language of individuals from your counterpart's culture. | 335 | 3.42 | 1.61 | 220 | 3.28 | 1.71 |
| Communicate to your counterpart that you respect him. | 335 | 3.41 | 1.27 | 219 | 3.38 | 1.24 |
| Speak common words in your counterpart's language. | 334 | 3.39 | 1.75 | 219 | 3.14 | 1.84 |
| Interpret the gestures of individuals from your counterpart's culture. | 335 | 3.38 | 1.64 | 220 | 3.19 | 1.69 |
| Become comfortable with non-Western cultural norms. | 334 | 3.36 | 1.50 | 220 | 3.29 | 1.68 |
| Build a close relationship with your counterpart. | 336 | 3.36 | 1.43 | 218 | 3.59 | 1.36 |
| Understand your interpreter's cultural biases. | 324 | 3.30 | 1.53 | 208 | 3.47 | 1.54 |
| Spend "unstructured time" with your interpreter. | 334 | 3.30 | 1.52 | 217 | 2.95 | 1.56 |
| Instruct a counterpart with the aid of an interpreter. | 335 | 3.30 | 1.42 | 221 | 3.73 | 1.33 |

| <i>Activities (Frequency Ratings)</i> | <i>N</i> | <i>Iraq</i> | | <i>Afghanistan</i> | | |
|---|----------|-------------|-----------|--------------------|----------|-----------|
| | | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Understand the background of your interpreter. | 325 | 3.19 | 1.50 | 209 | 3.49 | 1.48 |
| Use gestures commonly found in the host nation's culture. | 335 | 3.18 | 1.74 | 220 | 3.08 | 1.75 |
| Understand the background of your counterpart. | 333 | 3.17 | 1.42 | 221 | 3.16 | 1.43 |
| Follow-up with your counterpart to ensure that work has been accomplished. | 333 | 3.11 | 1.29 | 219 | 3.22 | 1.29 |
| Recognize when individuals from the other culture were trying to manipulate you. | 325 | 3.10 | 1.53 | 217 | 3.06 | 1.59 |
| Gain the trust of individuals from the relevant culture. | 334 | 3.09 | 1.44 | 218 | 3.14 | 1.50 |
| Adjust the way you treated individuals from the other culture, depending on their rank. | 333 | 3.04 | 1.57 | 219 | 2.95 | 1.55 |
| Mentor or provide a counterpart with advice or counsel to assist him in making a decision through a mutually developed bond of trust. | 334 | 3.04 | 1.41 | 220 | 3.15 | 1.44 |
| Praise your counterpart for good performance. | 333 | 3.03 | 1.34 | 220 | 3.22 | 1.32 |
| Become comfortable with eating the food of another culture. | 335 | 3.01 | 1.48 | 217 | 3.01 | 1.38 |
| Spend "unstructured time" with your counterpart. | 336 | 2.98 | 1.49 | 220 | 2.80 | 1.53 |
| Teach or instruct a counterpart in acquiring or improving a skill or ability. | 336 | 2.95 | 1.38 | 219 | 3.23 | 1.38 |
| Adjust the way you treated individuals from the other culture, depending on their age. | 332 | 2.93 | 1.57 | 219 | 2.96 | 1.54 |
| Predict how your counterpart will behave. | 337 | 2.93 | 1.55 | 221 | 3.10 | 1.55 |
| Stress unity of effort/purpose with one's counterpart. | 335 | 2.93 | 1.46 | 221 | 3.23 | 1.42 |
| Recognize how your counterpart's understanding of time impacts his behavior and decisions. | 336 | 2.91 | 1.59 | 219 | 3.00 | 1.64 |
| Be supportive of a counterpart's decisions and activities. | 334 | 2.91 | 1.42 | 217 | 3.29 | 1.29 |
| Deal with U.S. coalition partners who do not understand the transition team purpose and mission. | 333 | 2.91 | 1.68 | 218 | 2.42 | 1.69 |
| Capitalize on what motivates your counterpart. | 337 | 2.90 | 1.46 | 220 | 3.09 | 1.38 |
| Stress sustainability to the counterpart. | 336 | 2.90 | 1.50 | 219 | 3.11 | 1.46 |
| Identify the training needs of your counterpart. | 335 | 2.90 | 1.32 | 220 | 3.19 | 1.38 |
| Identify the training needs of your counterpart's unit. | 335 | 2.90 | 1.36 | 220 | 3.12 | 1.41 |
| Judge your counterpart's actions according to his cultural standards. | 335 | 2.89 | 1.51 | 218 | 2.64 | 1.60 |
| Demonstrate enthusiasm of the transition team work to your counterpart. | 337 | 2.89 | 1.47 | 218 | 3.10 | 1.48 |
| Influence how your counterpart perceives your transition team. | 337 | 2.89 | 1.54 | 221 | 2.68 | 1.61 |
| Understand how religion impacts the current operating environment. | 334 | 2.89 | 1.47 | 221 | 3.06 | 1.48 |

| <i>Activities (Frequency Ratings)</i> | <i>N</i> | <i>Iraq</i> | | <i>Afghanistan</i> | | |
|---|----------|-------------|-----------|--------------------|----------|-----------|
| | | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Coach or guide a counterpart to reach the next level of knowledge or skill. | 335 | 2.88 | 1.40 | 220 | 3.10 | 1.43 |
| Influence how your counterpart perceives you. | 337 | 2.86 | 1.53 | 221 | 2.56 | 1.61 |
| Express compassion toward individuals of a different culture. | 333 | 2.83 | 1.56 | 221 | 2.82 | 1.55 |
| Capitalize on the similarities between your beliefs, values, and goals and those of your counterpart. | 337 | 2.80 | 1.50 | 220 | 2.73 | 1.51 |
| Take advantage of the concept of honor in your counterpart's culture. | 337 | 2.79 | 1.63 | 219 | 2.52 | 1.69 |
| Assess the strengths and weaknesses of your counterpart's unit. | 334 | 2.79 | 1.36 | 219 | 3.07 | 1.46 |
| Limit how your cultural bias affects your perceptions of your counterpart's behavior. | 337 | 2.72 | 1.60 | 216 | 2.68 | 1.55 |
| Prepare an interpreter for a meeting. | 335 | 2.67 | 1.59 | 218 | 3.03 | 1.54 |
| Demonstrate support for your counterpart (increase authority and legitimacy by deferring, promoting, remaining in the shadows as much as possible). | 337 | 2.65 | 1.53 | 219 | 2.87 | 1.59 |
| Determine which information to provide and withhold from a counterpart. | 336 | 2.65 | 1.69 | 219 | 2.81 | 1.64 |
| Communicate organizational goals and objectives to the counterpart. | 334 | 2.64 | 1.47 | 218 | 2.98 | 1.39 |
| Assess the readiness of your counterpart's unit to perform missions. | 335 | 2.64 | 1.37 | 220 | 2.97 | 1.49 |
| Gain commitment from the counterpart and the counterpart's team. | 334 | 2.63 | 1.46 | 218 | 3.03 | 1.27 |
| Give your counterpart feedback for poor performance. | 333 | 2.63 | 1.51 | 220 | 2.85 | 1.45 |
| Explain to your counterpart how compliance with your request would benefit him (i.e., apply "apprising" tactics to influence your counterpart). | 336 | 2.60 | 1.45 | 219 | 2.45 | 1.52 |
| Stress the legitimacy of the transition team work. | 336 | 2.60 | 1.55 | 220 | 2.78 | 1.60 |
| Share personal information about yourself with your interpreter. | 334 | 2.58 | 1.58 | 218 | 2.44 | 1.57 |
| Understand the general theology of different religions found in your operating area. | 332 | 2.58 | 1.56 | 220 | 2.21 | 1.67 |
| Use knowledge about customs and traditions to understand the behavior of an individual from the relevant culture. | 336 | 2.57 | 1.49 | 221 | 2.74 | 1.37 |
| Deal with corruption in your counterpart's organization. | 336 | 2.57 | 1.74 | 220 | 2.92 | 1.62 |
| Establish short term goals for your counterpart to accomplish. | 334 | 2.56 | 1.36 | 219 | 2.72 | 1.37 |
| Use rational persuasion (i.e., provide logical arguments and evidence) to influence your counterpart. | 336 | 2.55 | 1.52 | 219 | 2.78 | 1.50 |
| Understand the history of different religions found in your operating area. | 332 | 2.55 | 1.54 | 219 | 2.11 | 1.57 |
| Prevent personal feelings toward your counterpart from interfering with the transition team mission. | 336 | 2.54 | 1.67 | 216 | 2.40 | 1.67 |

| <i>Activities (Frequency Ratings)</i> | <i>N</i> | <i>Iraq</i> | | <i>Afghanistan</i> | | |
|--|----------|-------------|-----------|--------------------|----------|-----------|
| | | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Explain the role of the transition team to coalition forces. | 336 | 2.54 | 1.57 | 221 | 2.26 | 1.62 |
| Capitalize on your counterpart's perspective or point of view. | 337 | 2.53 | 1.48 | 221 | 2.63 | 1.42 |
| Take advantage of the concept of hospitality in your counterpart's culture. | 336 | 2.52 | 1.68 | 221 | 2.33 | 1.70 |
| Speak to others in the host nation's language. | 336 | 2.47 | 1.72 | 221 | 2.14 | 1.89 |
| Display the body language and posture commonly found in the host nation's culture. | 336 | 2.45 | 1.88 | 221 | 2.44 | 1.83 |
| Share your personal history or information with your counterpart. | 336 | 2.45 | 1.58 | 220 | 2.23 | 1.56 |
| Find ways to deal with or work around corruption in the local environment. | 336 | 2.45 | 1.75 | 220 | 2.86 | 1.62 |
| Apply principles of team building in a cross-cultural setting. | 334 | 2.44 | 1.64 | 218 | 2.76 | 1.54 |
| Take advantage of the role of power and authority in the relevant culture. | 337 | 2.42 | 1.67 | 219 | 2.24 | 1.74 |
| Understand the implications of religion for military operations. | 335 | 2.41 | 1.66 | 218 | 2.66 | 1.58 |
| Employ a Rapport Plan (continuously plan, execute, and refine methods to increase the closeness of the relationship with your counterpart). | 336 | 2.40 | 1.63 | 219 | 2.59 | 1.64 |
| Become comfortable with same-sex activities (e.g., male-male hand holding, kissing during greetings). | 336 | 2.38 | 1.82 | 218 | 2.03 | 1.87 |
| Communicate the long term goals of the U.S. military to your counterpart. | 334 | 2.38 | 1.41 | 219 | 2.52 | 1.42 |
| Identify sources of corruption in the local environment. | 334 | 2.37 | 1.66 | 217 | 2.89 | 1.54 |
| Use knowledge about social influences to understand the behavior of an individual from the relevant culture. | 336 | 2.36 | 1.56 | 220 | 2.59 | 1.43 |
| Apply pressure tactics as a way to influence your counterpart. | 336 | 2.35 | 1.60 | 220 | 2.26 | 1.59 |
| Adjust the way you treated individuals from the other culture, depending on their social status. | 333 | 2.35 | 1.69 | 220 | 2.30 | 1.64 |
| Use knowledge about military influences to understand the behavior of an individual from the relevant culture. | 337 | 2.35 | 1.51 | 221 | 2.52 | 1.44 |
| Capitalize on your counterpart's belief system. | 337 | 2.32 | 1.59 | 219 | 2.50 | 1.47 |
| Use knowledge about religious influences to understand the behavior of an individual from the relevant culture. | 336 | 2.28 | 1.51 | 220 | 2.46 | 1.47 |
| Use knowledge about professional influences to understand the behavior of an individual from the relevant culture. | 337 | 2.28 | 1.53 | 221 | 2.46 | 1.55 |
| Influence your counterpart to adopt a course of action by telling him that you would collaborate (e.g., indicate that you would cooperate or provide resources). | 336 | 2.26 | 1.55 | 220 | 2.03 | 1.53 |
| Take advantage of how historical events are relevant to the current operating environment. | 335 | 2.24 | 1.58 | 220 | 2.10 | 1.59 |
| Build a consensus with individuals from the relevant culture. | 334 | 2.17 | 1.59 | 218 | 2.40 | 1.49 |

| <i>Activities (Frequency Ratings)</i> | <i>N</i> | <i>Iraq</i> | | <i>Afghanistan</i> | | |
|--|----------|-------------|-----------|--------------------|----------|-----------|
| | | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Identify and manage potential divisions among religious groups. | 333 | 2.13 | 1.72 | 217 | 2.00 | 1.75 |
| Stress to coalition forces that the advisor is not in command of the counterpart. | 335 | 2.12 | 1.74 | 216 | 2.41 | 1.73 |
| Assess the impact of information on military factors. | 335 | 2.11 | 1.66 | 220 | 2.40 | 1.59 |
| Manage interpersonal conflict effectively in a cross-cultural setting. | 333 | 2.10 | 1.58 | 218 | 2.55 | 1.46 |
| Deal with chain of command issues with coalition forces | 333 | 2.09 | 1.67 | 219 | 2.06 | 1.72 |
| Display the facial expressions commonly used by individuals from the host nation. | 334 | 2.08 | 1.85 | 220 | 1.91 | 1.82 |
| Take advantage of the role of reconciliation in your counterpart's culture. | 335 | 2.08 | 1.68 | 221 | 1.80 | 1.66 |
| Adjust the way you treated individuals from the other culture, depending on their gender. | 336 | 2.01 | 1.75 | 220 | 1.99 | 1.79 |
| Manage a training program that targets individuals from another culture. | 333 | 2.01 | 1.62 | 221 | 2.47 | 1.73 |
| Take advantage of the host nation's military culture. | 337 | 2.00 | 1.67 | 220 | 1.74 | 1.57 |
| Use knowledge about tribal influences to understand the behavior of an individual from the relevant culture. | 337 | 2.00 | 1.52 | 221 | 2.35 | 1.54 |
| Prepare one's transition team for a meeting in which an interpreter would be used. | 334 | 1.99 | 1.67 | 215 | 2.23 | 1.76 |
| Use knowledge about economic influences to understand the behavior of an individual from the relevant culture. | 335 | 1.98 | 1.52 | 218 | 2.20 | 1.50 |
| Use knowledge about educational influences to understand the behavior of an individual from the relevant culture. | 335 | 1.97 | 1.48 | 218 | 2.29 | 1.49 |
| Use knowledge about historical influences to understand the behavior of an individual from the relevant culture. | 334 | 1.93 | 1.52 | 218 | 2.02 | 1.53 |
| Use personal appeal (i.e., ask an individual to comply out of loyalty or friendship) to influence your counterpart. | 336 | 1.92 | 1.56 | 220 | 1.73 | 1.59 |
| Use knowledge about demographic influences (e.g., age, sex) to understand the behavior of an individual from the relevant culture. | 335 | 1.91 | 1.50 | 218 | 2.13 | 1.53 |
| Use knowledge about geography to understand the behavior of an individual from the relevant culture. | 334 | 1.89 | 1.54 | 218 | 2.15 | 1.54 |
| Restrict sensitive information provided to a counterpart. | 335 | 1.88 | 1.80 | 221 | 2.31 | 1.67 |
| Appeal to the emotions of your counterpart (i.e., engage in inspirational influence tactics) to influence him. | 336 | 1.87 | 1.54 | 219 | 1.74 | 1.54 |
| Instruct a counterpart without the aid of an interpreter. | 335 | 1.83 | 1.55 | 221 | 1.69 | 1.60 |
| Use knowledge about criminal influences to understand the behavior of an individual from the relevant culture. | 335 | 1.81 | 1.57 | 218 | 1.76 | 1.55 |
| Take advantage of the social hierarchy of the relevant culture. | 337 | 1.79 | 1.65 | 221 | 1.52 | 1.52 |
| Assess the impact of information on social factors. | 333 | 1.76 | 1.64 | 220 | 1.88 | 1.60 |

| <i>Activities (Frequency Ratings)</i> | <i>N</i> | <i>Iraq</i> | | <i>Afghanistan</i> | | |
|--|----------|-------------|-----------|--------------------|----------|-----------|
| | | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Promote your counterpart's authority to coalition forces. | 334 | 1.76 | 1.60 | 218 | 2.03 | 1.65 |
| Use your legitimate authority (i.e., your position, rank, or status) to influence your counterpart. | 333 | 1.75 | 1.59 | 221 | 1.63 | 1.64 |
| Offer your counterpart a desired item or action in exchange for compliance with a request (i.e., us exchange tactics as a way to influence your counterpart). | 336 | 1.75 | 1.46 | 218 | 1.46 | 1.38 |
| Provide symbolic rewards (e.g., certificates, coins) to your counterpart for good performance. | 334 | 1.72 | 1.45 | 220 | 1.92 | 1.48 |
| Preparing your counterpart to conduct negotiations and meetings. | 336 | 1.71 | 1.51 | 220 | 1.90 | 1.53 |
| Assess the impact of information on local economic factors. | 336 | 1.63 | 1.59 | 220 | 1.62 | 1.60 |
| Interact with foreign coalition forces. | 335 | 1.63 | 1.73 | 219 | 2.96 | 1.65 |
| Let your counterpart participate in transition team activities or decisions in order to gain his compliance and commitment (i.e., use participation as an influence tactic). | 334 | 1.60 | 1.54 | 218 | 2.12 | 1.67 |
| Assess the impact of information on politics. | 335 | 1.59 | 1.60 | 220 | 1.48 | 1.57 |
| Prepare coalition partners to conduct cross-cultural negotiations and meetings. | 335 | 1.47 | 1.62 | 216 | 1.67 | 1.71 |
| Work with an unfamiliar interpreter. | 335 | 1.41 | 1.11 | 215 | 1.81 | 1.28 |
| Adjust the way you treated individuals from the other culture, depending on his/her tribal affiliation. | 336 | 1.38 | 1.65 | 220 | 1.33 | 1.60 |
| Deal with foreign coalition partners who do not understand the transition team purpose and mission. | 335 | 1.30 | 1.67 | 220 | 2.14 | 1.74 |
| Talk about Family in your counterpart's language. | 335 | 1.04 | 1.47 | 220 | 0.78 | 1.29 |
| Manage the release of information to local civilians. | 335 | 1.00 | 1.50 | 221 | 1.24 | 1.56 |
| Disclose sensitive information to a counterpart. | 335 | 0.98 | 1.37 | 221 | 1.33 | 1.53 |
| Talk about economic issues in your counterpart's language | 334 | 0.81 | 1.34 | 219 | 0.68 | 1.25 |
| Capitalize on the concept of "revenge" in your counterpart's culture. | 335 | 0.81 | 1.33 | 219 | 0.84 | 1.36 |
| Talk about sports in your counterpart's language. | 337 | 0.69 | 1.21 | 221 | 0.44 | 0.99 |
| Talk about tribal issues in your counterpart's language. | 336 | 0.68 | 1.20 | 217 | 0.72 | 1.29 |
| Work with an interpreter from the local population who has not been vetted. | 337 | 0.64 | 1.19 | 220 | 0.78 | 1.30 |
| Talk about religion in your counterpart's language. | 336 | 0.60 | 1.09 | 220 | 0.55 | 1.14 |
| Read the host nation's language. | 337 | 0.57 | 1.19 | 221 | 0.51 | 1.13 |
| Talk about politics in your counterpart's language. | 337 | 0.43 | 0.97 | 221 | 0.43 | 1.07 |
| Write in the host nation's language. | 337 | 0.24 | 0.78 | 219 | 0.29 | 0.88 |

Note. 5= More than once a day, 4 = Once a day, 3 = Once a week, 2 = Once a month, 1 = A few times, 0 = Did not perform

Table H-2***Means and Standard Deviations for Importance Ratings of Activities by Country of Deployment***

| <i>Activities (Importance Ratings)</i> | <i>N</i> | <i>Iraq</i> | | <i>Afghanistan</i> | | |
|---|----------|-------------|-----------|--------------------|----------|-----------|
| | | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Communicate through an interpreter. | 336 | 4.48 | 0.91 | 217 | 4.59 | 0.82 |
| Evaluate the trustworthiness of your interpreter. | 335 | 4.43 | 1.01 | 219 | 4.37 | 1.12 |
| Establish your credibility with your counterpart. | 335 | 4.32 | 1.08 | 221 | 4.34 | 1.09 |
| Understand the capabilities of your interpreter. | 335 | 4.31 | 1.19 | 218 | 4.35 | 1.13 |
| Demonstrate to your counterpart that the transition team provides something of value. | 333 | 4.20 | 1.10 | 220 | 4.25 | 1.10 |
| Demonstrate a positive attitude. | 336 | 4.19 | 1.04 | 220 | 4.27 | 1.06 |
| Exhibit a strong work ethic. | 336 | 4.16 | 1.13 | 219 | 4.28 | 1.12 |
| Recognize when individuals from the other culture were trying to manipulate you. | 324 | 4.15 | 1.29 | 218 | 4.16 | 1.28 |
| Behave respectfully within the constraints of the relevant culture. | 335 | 4.15 | 1.11 | 219 | 4.14 | 1.20 |
| Conduct a meeting through an interpreter. | 335 | 4.14 | 1.27 | 219 | 4.43 | 0.98 |
| Build a close relationship with your counterpart. | 335 | 4.13 | 1.24 | 221 | 4.16 | 1.17 |
| Be tactful toward individuals from another culture. | 336 | 4.12 | 1.13 | 221 | 4.24 | 1.02 |
| Demonstrate tolerance toward individuals from another culture. | 337 | 4.11 | 1.15 | 220 | 4.20 | 1.16 |
| Praise your counterpart for good performance. | 333 | 4.11 | 1.15 | 218 | 4.07 | 1.19 |
| Instruct a counterpart with the aid of an interpreter. | 335 | 4.10 | 1.18 | 220 | 4.17 | 1.27 |
| Follow-up with your counterpart to ensure that work has been accomplished. | 334 | 4.10 | 1.15 | 219 | 3.98 | 1.17 |
| Understand your interpreter's cultural biases. | 334 | 4.09 | 1.24 | 218 | 4.02 | 1.30 |
| Communicate to your counterpart that you respect him. | 335 | 4.08 | 1.14 | 218 | 4.04 | 1.13 |
| Understand the background of your interpreter. | 335 | 4.06 | 1.20 | 219 | 4.06 | 1.24 |
| Serve as a role model for your counterpart. | 336 | 4.06 | 1.32 | 220 | 4.24 | 1.16 |
| Actively listen to individuals from another culture. | 335 | 4.03 | 1.20 | 219 | 4.08 | 1.10 |
| Identify the training needs of your counterpart. | 335 | 4.00 | 1.23 | 220 | 3.97 | 1.28 |
| Identify the training needs of your counterpart's unit. | 334 | 3.98 | 1.27 | 220 | 4.00 | 1.32 |
| Recognize differences between U.S. military culture and your counterpart's military culture. | 337 | 3.97 | 1.17 | 218 | 3.87 | 1.35 |
| Mentor or provide a counterpart with advice or counsel to assist him in making a decision through a mutually developed bond of trust. | 335 | 3.96 | 1.22 | 221 | 3.93 | 1.32 |
| Recognize differences between Western culture and your counterpart's culture. | 337 | 3.94 | 1.26 | 218 | 3.94 | 1.36 |
| Ask about your counterpart's Family. | 335 | 3.93 | 1.22 | 219 | 3.68 | 1.43 |
| Interact with U.S. coalition forces (non-transition team members). | 335 | 3.93 | 1.28 | 219 | 3.71 | 1.39 |

| <i>Activities (Importance Ratings)</i> | <i>N</i> | <i>Iraq</i> | | <i>Afghanistan</i> | | |
|--|----------|-------------|-----------|--------------------|----------|-----------|
| | | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Assess the strengths and weaknesses of your counterpart's unit. | 335 | 3.93 | 1.32 | 220 | 3.87 | 1.38 |
| Teach or instruct a counterpart in acquiring or improving a skill or ability. | 336 | 3.91 | 1.22 | 221 | 3.92 | 1.32 |
| Understand the background of your counterpart. | 335 | 3.89 | 1.31 | 221 | 3.94 | 1.27 |
| Coach or guide a counterpart to reach the next level of knowledge or skill. | 336 | 3.86 | 1.24 | 221 | 3.85 | 1.29 |
| Give your counterpart feedback for poor performance. | 331 | 3.85 | 1.35 | 220 | 3.76 | 1.43 |
| Gain the trust of individuals from the relevant culture. | 335 | 3.83 | 1.31 | 218 | 3.87 | 1.33 |
| Be supportive of a counterpart's decisions and activities. | 334 | 3.83 | 1.33 | 218 | 4.00 | 1.18 |
| Establish short term goals for your counterpart to accomplish. | 334 | 3.81 | 1.26 | 219 | 3.74 | 1.40 |
| Deal with corruption in your counterpart's organization. | 333 | 3.78 | 1.52 | 218 | 3.99 | 1.41 |
| Assess the readiness of your counterpart's unit to perform missions. | 335 | 3.77 | 1.42 | 218 | 3.81 | 1.42 |
| Spend "unstructured time" with your counterpart. | 336 | 3.76 | 1.35 | 220 | 3.61 | 1.41 |
| Capitalize on what motivates your counterpart. | 337 | 3.75 | 1.35 | 220 | 3.72 | 1.22 |
| Exchanging common greetings in your counterpart's language. | 333 | 3.74 | 1.62 | 217 | 3.39 | 1.78 |
| Interpret the body language of individuals from your counterpart's culture. | 336 | 3.74 | 1.41 | 220 | 3.46 | 1.52 |
| Read the facial expressions of individuals from your counterpart's culture. | 336 | 3.73 | 1.40 | 220 | 3.53 | 1.48 |
| Stress unity of effort/purpose with one's counterpart. | 335 | 3.73 | 1.37 | 221 | 3.90 | 1.30 |
| Interpret the gestures of individuals from your counterpart's culture. | 336 | 3.70 | 1.42 | 220 | 3.40 | 1.57 |
| Stress sustainability to the counterpart. | 334 | 3.66 | 1.47 | 221 | 3.71 | 1.47 |
| Speak common words in your counterpart's language. | 334 | 3.65 | 1.55 | 219 | 3.22 | 1.74 |
| Find ways to deal with or work around corruption in the local environment. | 333 | 3.65 | 1.60 | 219 | 3.82 | 1.47 |
| Deal with U.S. coalition partners who do not understand the transition team purpose and mission. | 335 | 3.65 | 1.57 | 219 | 3.21 | 1.71 |
| Predict how your counterpart will behave. | 337 | 3.64 | 1.42 | 221 | 3.53 | 1.43 |
| Determine which information to provide and withhold from a counterpart. | 335 | 3.64 | 1.64 | 220 | 3.64 | 1.50 |
| Understand how religion impacts the current operating environment. | 332 | 3.62 | 1.40 | 221 | 3.87 | 1.30 |
| Explain the role of the transition team to coalition forces. | 336 | 3.62 | 1.54 | 220 | 3.35 | 1.69 |
| Limit how your cultural bias affects your perceptions of your counterpart's behavior. | 335 | 3.61 | 1.47 | 219 | 3.60 | 1.42 |
| Adjust the way you treated individuals from the other culture, depending on their rank. | 334 | 3.60 | 1.49 | 220 | 3.59 | 1.45 |

| <i>Activities (Importance Ratings)</i> | <i>N</i> | <i>Iraq</i> | | <i>Afghanistan</i> | | |
|---|----------|-------------|-----------|--------------------|----------|-----------|
| | | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Communicate the long term goals of the U.S. military to your counterpart. | 333 | 3.59 | 1.51 | 218 | 3.51 | 1.45 |
| Become comfortable with non-Western cultural norms. | 335 | 3.58 | 1.42 | 217 | 3.58 | 1.57 |
| Prevent personal feelings toward your counterpart from interfering with the transition team mission. | 336 | 3.58 | 1.61 | 219 | 3.53 | 1.58 |
| Influence how your counterpart perceives your transition team. | 337 | 3.58 | 1.45 | 221 | 3.33 | 1.61 |
| Recognize how your counterpart's understanding of time impacts his behavior and decisions. | 335 | 3.58 | 1.49 | 221 | 3.57 | 1.53 |
| Demonstrate support for your counterpart (increase authority and legitimacy by deferring, promoting, remaining in the shadows as much as possible). | 336 | 3.57 | 1.47 | 219 | 3.63 | 1.52 |
| Influence how your counterpart perceives you. | 336 | 3.57 | 1.41 | 221 | 3.21 | 1.62 |
| Gain commitment from the counterpart and the counterpart's team. | 332 | 3.55 | 1.41 | 218 | 3.87 | 1.23 |
| Prepare an interpreter for a meeting. | 334 | 3.53 | 1.54 | 218 | 3.63 | 1.46 |
| Become comfortable with eating the food of another culture. | 337 | 3.53 | 1.45 | 219 | 3.55 | 1.44 |
| Adjust the way you treated individuals from the other culture, depending on their age. | 332 | 3.52 | 1.53 | 219 | 3.59 | 1.50 |
| Demonstrate enthusiasm of the transition team work to your counterpart. | 337 | 3.51 | 1.36 | 216 | 3.56 | 1.42 |
| Identify sources of corruption in the local environment. | 335 | 3.50 | 1.67 | 216 | 3.72 | 1.45 |
| Use gestures commonly found in the host nation's culture. | 336 | 3.49 | 1.56 | 219 | 3.25 | 1.63 |
| Explain to your counterpart how compliance with your request would benefit him (i.e., apply "apprising" tactics to influence your counterpart). | 335 | 3.49 | 1.39 | 219 | 3.22 | 1.47 |
| Communicate organizational goals and objectives to the counterpart. | 332 | 3.49 | 1.42 | 216 | 3.73 | 1.27 |
| Spend "unstructured time" with your interpreter. | 333 | 3.46 | 1.49 | 216 | 3.38 | 1.40 |
| Express compassion toward individuals of a different culture. | 333 | 3.46 | 1.43 | 221 | 3.44 | 1.46 |
| Take advantage of the concept of honor in your counterpart's culture. | 337 | 3.45 | 1.49 | 220 | 3.14 | 1.72 |
| Capitalize on the similarities between your beliefs, values, and goals and those of your counterpart. | 335 | 3.40 | 1.44 | 218 | 3.30 | 1.50 |
| Apply principles of team building in a cross-cultural setting. | 332 | 3.39 | 1.54 | 218 | 3.52 | 1.41 |
| Judge your counterpart's actions according to his cultural standards. | 333 | 3.38 | 1.43 | 218 | 3.27 | 1.53 |
| Use knowledge about customs and traditions to understand the behavior of an individual from the relevant culture. | 334 | 3.37 | 1.45 | 220 | 3.54 | 1.28 |
| Capitalize on your counterpart's perspective or point of view. | 337 | 3.36 | 1.43 | 221 | 3.32 | 1.31 |
| Stress the legitimacy of the transition team work. | 335 | 3.36 | 1.56 | 220 | 3.33 | 1.62 |

| <i>Activities (Importance Ratings)</i> | <i>N</i> | <i>Iraq</i> | | <i>Afghanistan</i> | | |
|--|----------|-------------|-----------|--------------------|----------|-----------|
| | | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Apply pressure tactics as a way to influence your counterpart. | 337 | 3.35 | 1.55 | 221 | 3.14 | 1.62 |
| Use rational persuasion (i.e., provide logical arguments and evidence) to influence your counterpart. | 336 | 3.35 | 1.42 | 220 | 3.41 | 1.47 |
| Understand the general theology of different religions found in your operating area. | 335 | 3.32 | 1.53 | 220 | 3.02 | 1.71 |
| Understand the history of different religions found in your operating area. | 334 | 3.32 | 1.50 | 219 | 2.93 | 1.66 |
| Provide symbolic rewards (e.g., certificates, coins) to your counterpart for good performance. | 333 | 3.30 | 1.67 | 220 | 3.49 | 1.58 |
| Use knowledge about military influences to understand the behavior of an individual from the relevant culture. | 336 | 3.28 | 1.47 | 219 | 3.27 | 1.42 |
| Restrict sensitive information provided to a counterpart. | 336 | 3.26 | 1.99 | 219 | 3.34 | 1.71 |
| Stress to coalition forces that the advisor is not in command of the counterpart. | 333 | 3.25 | 1.85 | 215 | 3.47 | 1.78 |
| Understand the implications of religion for military operations. | 335 | 3.24 | 1.66 | 219 | 3.62 | 1.47 |
| Use knowledge about social influences to understand the behavior of an individual from the relevant culture. | 335 | 3.22 | 1.53 | 219 | 3.44 | 1.37 |
| Take advantage of the concept of hospitality in your counterpart's culture. | 336 | 3.19 | 1.62 | 221 | 3.01 | 1.80 |
| Share your personal history or information with your counterpart. | 336 | 3.18 | 1.54 | 220 | 2.93 | 1.59 |
| Influence your counterpart to adopt a course of action by telling him that you would collaborate (e.g., indicate that you would cooperate or provide resources). | 335 | 3.16 | 1.52 | 219 | 2.85 | 1.64 |
| Employ a Rapport Plan (continuously plan, execute, and refine methods to increase the closeness of the relationship with your counterpart). | 336 | 3.15 | 1.60 | 218 | 3.28 | 1.63 |
| Adjust the way you treated individuals from the other culture, depending on their gender. | 336 | 3.15 | 1.86 | 218 | 2.86 | 1.98 |
| Take advantage of how historical events are relevant to the current operating environment. | 333 | 3.15 | 1.55 | 219 | 2.94 | 1.62 |
| Use knowledge about religious influences to understand the behavior of an individual from the relevant culture. | 336 | 3.15 | 1.55 | 219 | 3.27 | 1.50 |
| Speak to others in the host nation's language. | 335 | 3.14 | 1.61 | 218 | 2.87 | 1.64 |
| Take advantage of the role of power and authority in the relevant culture. | 337 | 3.14 | 1.69 | 219 | 2.90 | 1.70 |
| Adjust the way you treated individuals from the other culture, depending on their social status. | 333 | 3.13 | 1.71 | 217 | 3.11 | 1.72 |
| Capitalize on your counterpart's belief system. | 336 | 3.13 | 1.59 | 221 | 3.14 | 1.45 |
| Use knowledge about professional influences to understand the behavior of an individual from the relevant culture. | 336 | 3.12 | 1.57 | 219 | 3.27 | 1.49 |

| <i>Activities (Importance Ratings)</i> | <i>N</i> | <i>Iraq</i> | | <i>Afghanistan</i> | | |
|---|----------|-------------|-----------|--------------------|----------|-----------|
| | | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Deal with chain of command issues with coalition forces | 332 | 3.11 | 1.77 | 218 | 2.83 | 1.79 |
| Manage interpersonal conflict effectively in a cross-cultural setting. | 331 | 3.10 | 1.69 | 218 | 3.35 | 1.52 |
| Build a consensus with individuals from the relevant culture. | 333 | 3.01 | 1.69 | 217 | 3.21 | 1.60 |
| Assess the impact of information on military factors. | 333 | 3.00 | 1.74 | 219 | 3.14 | 1.66 |
| Identify and manage potential divisions among religious groups. | 332 | 2.98 | 1.77 | 216 | 2.81 | 1.83 |
| Manage a training program that targets individuals from another culture. | 331 | 2.98 | 1.82 | 220 | 3.05 | 1.81 |
| Use knowledge about educational influences to understand the behavior of an individual from the relevant culture. | 335 | 2.97 | 1.60 | 218 | 3.06 | 1.52 |
| Share personal information about yourself with your interpreter. | 334 | 2.96 | 1.57 | 216 | 2.91 | 1.49 |
| Display the body language and posture commonly found in the host nation's culture. | 335 | 2.92 | 1.72 | 220 | 2.72 | 1.64 |
| Become comfortable with same-sex activities (e.g., male-male hand holding, kissing during greetings). | 335 | 2.91 | 1.74 | 219 | 2.27 | 1.85 |
| Prepare one's transition team for a meeting in which an interpreter would be used. | 333 | 2.89 | 1.84 | 215 | 2.91 | 1.80 |
| Take advantage of the role of reconciliation in your counterpart's culture. | 331 | 2.89 | 1.73 | 221 | 2.42 | 1.78 |
| Use knowledge about historical influences to understand the behavior of an individual from the relevant culture. | 335 | 2.89 | 1.64 | 216 | 2.79 | 1.63 |
| Promote your counterpart's authority to coalition forces. | 330 | 2.89 | 1.85 | 217 | 3.00 | 1.81 |
| Use knowledge about geography to understand the behavior of an individual from the relevant culture. | 335 | 2.87 | 1.68 | 218 | 2.82 | 1.56 |
| Use knowledge about economic influences to understand the behavior of an individual from the relevant culture. | 335 | 2.87 | 1.65 | 218 | 2.89 | 1.54 |
| Use knowledge about tribal influences to understand the behavior of an individual from the relevant culture. | 336 | 2.86 | 1.67 | 219 | 3.24 | 1.53 |
| Use knowledge about criminal influences to understand the behavior of an individual from the relevant culture. | 335 | 2.86 | 1.73 | 217 | 2.66 | 1.74 |
| Take advantage of the host nation's military culture. | 336 | 2.84 | 1.72 | 220 | 2.31 | 1.73 |
| Instruct a counterpart without the aid of an interpreter. | 335 | 2.84 | 1.70 | 218 | 2.67 | 1.76 |
| Use knowledge about demographic influences (e.g., age, sex) to understand the behavior of an individual from the relevant culture. | 334 | 2.84 | 1.65 | 216 | 2.89 | 1.50 |
| Offer your counterpart a desired item or action in exchange for compliance with a request (i.e., us exchange tactics as a way to influence your counterpart). | 336 | 2.81 | 1.56 | 220 | 2.24 | 1.63 |
| Work with an unfamiliar interpreter. | 333 | 2.77 | 1.65 | 218 | 3.10 | 1.60 |
| Use personal appeal (i.e., ask an individual to comply out of loyalty or friendship) to influence your counterpart. | 336 | 2.76 | 1.66 | 220 | 2.40 | 1.69 |

| <i>Activities (Importance Ratings)</i> | <i>N</i> | <i>Iraq</i> | | <i>Afghanistan</i> | | |
|--|----------|-------------|-----------|--------------------|----------|-----------|
| | | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Preparing your counterpart to conduct negotiations and meetings. | 337 | 2.70 | 1.78 | 219 | 2.75 | 1.64 |
| Use your legitimate authority (i.e., your position, rank, or status) to influence your counterpart. | 333 | 2.68 | 1.73 | 221 | 2.27 | 1.76 |
| Take advantage of the social hierarchy of the relevant culture. | 336 | 2.66 | 1.78 | 221 | 2.21 | 1.74 |
| Appeal to the emotions of your counterpart (i.e., engage in inspirational influence tactics) to influence him. | 336 | 2.65 | 1.65 | 218 | 2.39 | 1.64 |
| Assess the impact of information on social factors. | 332 | 2.63 | 1.84 | 220 | 2.62 | 1.73 |
| Prepare coalition partners to conduct cross-cultural negotiations and meetings. | 331 | 2.61 | 1.95 | 214 | 2.68 | 1.92 |
| Display the facial expressions commonly used by individuals from the host nation. | 334 | 2.59 | 1.79 | 219 | 2.26 | 1.68 |
| Let your counterpart participate in transition team activities or decisions in order to gain his compliance and commitment (i.e., use participation as an influence tactic). | 333 | 2.52 | 1.71 | 217 | 2.97 | 1.71 |
| Disclose sensitive information to a counterpart. | 334 | 2.49 | 2.05 | 219 | 2.58 | 1.95 |
| Assess the impact of information on local economic factors. | 334 | 2.47 | 1.80 | 218 | 2.37 | 1.81 |
| Interact with foreign coalition forces. | 333 | 2.43 | 1.90 | 218 | 3.57 | 1.51 |
| Assess the impact of information on politics. | 332 | 2.36 | 1.81 | 218 | 2.30 | 1.86 |
| Adjust the way you treated individuals from the other culture, depending on his/her tribal affiliation. | 336 | 2.23 | 1.86 | 219 | 2.05 | 1.92 |
| Manage the release of information to local civilians. | 331 | 2.18 | 1.92 | 219 | 2.33 | 1.92 |
| Deal with foreign coalition partners who do not understand the transition team purpose and mission. | 334 | 2.11 | 1.94 | 219 | 2.84 | 1.84 |
| Talk about Family in your counterpart's language. | 335 | 1.91 | 1.84 | 212 | 1.69 | 1.77 |
| Talk about economic issues in your counterpart's language | 329 | 1.69 | 1.74 | 211 | 1.45 | 1.71 |
| Capitalize on the concept of "revenge" in your counterpart's culture. | 333 | 1.62 | 1.78 | 218 | 1.47 | 1.74 |
| Talk about tribal issues in your counterpart's language. | 332 | 1.57 | 1.71 | 208 | 1.57 | 1.81 |
| Work with an interpreter from the local population who has not been vetted. | 332 | 1.56 | 1.88 | 215 | 1.73 | 1.93 |
| Read the host nation's language. | 334 | 1.48 | 1.63 | 217 | 1.39 | 1.61 |
| Talk about religion in your counterpart's language. | 333 | 1.41 | 1.59 | 212 | 1.33 | 1.62 |
| Talk about sports in your counterpart's language. | 335 | 1.37 | 1.63 | 217 | 0.96 | 1.36 |
| Talk about politics in your counterpart's language. | 335 | 1.15 | 1.48 | 216 | 1.18 | 1.51 |
| Write in the host nation's language. | 335 | 1.04 | 1.48 | 215 | 1.11 | 1.51 |

Note. 5= Extremely important, 4 = Very important, 3 = Moderately important, 2 = Some importance, 1 = Little importance, 0 = None

Table H-3***Means and Standard Deviations for F-I Composite Ratings of Activities by Country of Deployment***

| <i>Activities (F-I Composite Ratings)</i> | <i>N</i> | <i>Iraq</i> | | <i>Afghanistan</i> | | |
|---|----------|-------------|-----------|--------------------|----------|-----------|
| | | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Communicate through an interpreter. | 335 | 18.52 | 6.55 | 216 | 20.50 | 5.86 |
| Demonstrate a positive attitude. | 336 | 16.59 | 7.25 | 220 | 18.22 | 6.67 |
| Establish your credibility with your counterpart. | 331 | 16.10 | 7.38 | 220 | 17.08 | 7.17 |
| Serve as a role model for your counterpart. | 336 | 16.00 | 7.99 | 220 | 17.99 | 7.02 |
| Demonstrate to your counterpart that the transition team provides something of value. | 331 | 15.58 | 7.45 | 219 | 16.47 | 7.12 |
| Exchange common greetings in your counterpart's language. | 333 | 15.47 | 9.23 | 217 | 14.18 | 9.47 |
| Recognize differences between Western culture and your counterpart's culture. | 334 | 15.40 | 7.71 | 218 | 15.63 | 8.15 |
| Conduct a meeting through an interpreter. | 332 | 15.36 | 7.75 | 218 | 17.70 | 6.68 |
| Recognize differences between U.S. military culture and your counterpart's military culture. | 336 | 15.31 | 7.48 | 218 | 15.19 | 8.08 |
| Read the facial expressions of individuals from your counterpart's culture. | 335 | 14.55 | 8.47 | 220 | 13.83 | 8.76 |
| Instruct a counterpart with the aid of an interpreter. | 335 | 14.55 | 7.71 | 220 | 16.81 | 7.55 |
| Ask about your counterpart's Family. | 333 | 14.53 | 7.56 | 219 | 12.44 | 8.07 |
| Understand your interpreter's cultural biases. | 323 | 14.37 | 8.01 | 208 | 15.21 | 8.11 |
| Interpret the body language of individuals from your counterpart's culture. | 335 | 14.32 | 8.41 | 220 | 13.35 | 8.79 |
| Speak common words in your counterpart's language. | 335 | 14.18 | 9.07 | 219 | 12.61 | 9.19 |
| Interpret the gestures of individuals from your counterpart's culture. | 335 | 14.08 | 8.48 | 220 | 12.88 | 8.74 |
| Follow-up with your counterpart to ensure that work has been accomplished. | 333 | 13.54 | 6.84 | 219 | 13.73 | 7.11 |
| Understand the background of your counterpart. | 333 | 13.51 | 7.63 | 221 | 13.67 | 7.63 |
| Become comfortable with non-Western cultural norms. | 334 | 13.41 | 8.19 | 217 | 13.81 | 8.72 |
| Praise your counterpart for good performance. | 333 | 13.27 | 7.02 | 218 | 14.06 | 7.33 |
| Use gestures commonly found in the host nation's culture. | 336 | 13.17 | 8.89 | 220 | 12.22 | 8.85 |
| Mentor or provide a counterpart with advice or counsel to assist him in making a decision through a mutually developed bond of trust. | 334 | 13.11 | 7.63 | 220 | 13.74 | 7.85 |
| Adjust the way you treated individuals from the other culture, depending on their rank. | 332 | 12.54 | 8.10 | 219 | 12.23 | 7.98 |
| Spend "unstructured time" with your counterpart. | 335 | 12.50 | 7.66 | 219 | 11.62 | 7.92 |
| Identify the training needs of your counterpart's unit. | 334 | 12.49 | 7.25 | 220 | 13.73 | 7.47 |
| Identify the training needs of your counterpart. | 335 | 12.46 | 7.13 | 220 | 13.93 | 7.35 |

| <i>Activities (F-I Composite Ratings)</i> | <i>N</i> | <i>Iraq</i> | | <i>Afghanistan</i> | | |
|---|----------|-------------|-----------|--------------------|----------|-----------|
| | | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Teach or instruct a counterpart in acquiring or improving a skill or ability. | 336 | 12.41 | 7.20 | 219 | 13.78 | 7.54 |
| Deal with U.S. coalition partners who do not understand the transition team purpose and mission. | 333 | 12.35 | 8.79 | 218 | 9.67 | 8.41 |
| Stress unity of effort/purpose with one's counterpart. | 335 | 12.32 | 7.73 | 221 | 13.82 | 7.96 |
| Be supportive of a counterpart's decisions and activities. | 334 | 12.30 | 7.37 | 217 | 14.13 | 7.20 |
| Capitalize on what motivates your counterpart. | 337 | 12.17 | 7.70 | 219 | 12.55 | 7.19 |
| Predict how your counterpart will behave. | 337 | 12.16 | 8.02 | 221 | 12.41 | 8.19 |
| Become comfortable with eating the food of another culture. | 335 | 12.14 | 7.89 | 216 | 11.98 | 7.59 |
| Recognize how your counterpart's understanding of time impacts his behavior and decisions. | 335 | 12.08 | 8.32 | 219 | 12.70 | 8.27 |
| Stress sustainability to the counterpart. | 335 | 12.07 | 7.74 | 219 | 12.99 | 7.95 |
| Adjust the way you treated individuals from the other culture, depending on their age. | 332 | 12.04 | 8.07 | 219 | 12.26 | 7.99 |
| Influence how your counterpart perceives your transition team. | 337 | 12.04 | 8.04 | 221 | 10.89 | 8.12 |
| Assess the strengths and weaknesses of your counterpart's unit. | 334 | 12.00 | 7.19 | 219 | 13.33 | 7.72 |
| Determine which information to provide and withhold from a counterpart. | 336 | 11.55 | 8.51 | 219 | 11.95 | 8.30 |
| Demonstrate enthusiasm of the transition team work to your counterpart. | 337 | 11.44 | 7.56 | 217 | 12.53 | 7.99 |
| Judge your counterpart's actions according to his cultural standards. | 333 | 11.35 | 7.78 | 217 | 10.56 | 7.94 |
| Deal with corruption in your counterpart's organization. | 334 | 11.33 | 8.63 | 219 | 12.92 | 8.25 |
| Take advantage of the concept of honor in your counterpart's culture. | 337 | 11.31 | 8.42 | 219 | 10.11 | 8.27 |
| Express compassion toward individuals of a different culture. | 332 | 11.28 | 7.87 | 221 | 11.27 | 8.01 |
| Limit how your cultural bias affects your perceptions of your counterpart's behavior. | 336 | 11.19 | 8.11 | 216 | 10.85 | 7.68 |
| Give your counterpart feedback for poor performance. | 331 | 11.17 | 7.42 | 220 | 12.00 | 7.81 |
| Demonstrate support for your counterpart (increase authority and legitimacy by deferring, promoting, remaining in the shadows as much as possible). | 336 | 11.06 | 7.90 | 217 | 12.18 | 8.28 |
| Assess the readiness of your counterpart's unit to perform missions. | 335 | 11.05 | 7.03 | 219 | 12.77 | 7.65 |
| Prepare an interpreter for a meeting. | 335 | 11.04 | 7.78 | 217 | 12.53 | 7.89 |
| Capitalize on the similarities between your beliefs, values, and goals and those of your counterpart. | 335 | 11.04 | 7.78 | 218 | 10.67 | 7.75 |

| <i>Activities (F-I Composite Ratings)</i> | <i>N</i> | <i>Iraq</i> | | <i>Afghanistan</i> | | |
|---|----------|-------------|-----------|--------------------|----------|-----------|
| | | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Gain commitment from the counterpart and the counterpart's team. | 333 | 10.59 | 7.22 | 218 | 12.70 | 6.90 |
| Communicate organizational goals and objectives to the counterpart. | 333 | 10.58 | 7.22 | 216 | 12.20 | 7.41 |
| Stress the legitimacy of the transition team work. | 336 | 10.43 | 8.01 | 219 | 11.26 | 8.41 |
| Explain to your counterpart how compliance with your request would benefit him (i.e., apply "apprising" tactics to influence your counterpart). | 336 | 10.38 | 7.26 | 219 | 9.42 | 7.48 |
| Use knowledge about customs and traditions to understand the behavior of an individual from the relevant culture. | 334 | 10.13 | 7.48 | 221 | 10.76 | 7.16 |
| Understand the general theology of different religions found in your operating area. | 332 | 10.12 | 7.81 | 220 | 8.76 | 8.02 |
| Speak to others in the host nation's language. | 335 | 9.56 | 8.35 | 220 | 7.86 | 8.27 |
| Share your personal history or information with your counterpart. | 336 | 9.51 | 7.92 | 219 | 8.36 | 7.60 |
| Apply pressure tactics as a way to influence your counterpart. | 336 | 9.46 | 7.84 | 220 | 8.84 | 7.78 |
| Adjust the way you treated individuals from the other culture, depending on their social status. | 332 | 9.45 | 8.11 | 220 | 9.01 | 7.89 |
| Employ a Rapport Plan (continuously plan, execute, and refine methods to increase the closeness of the relationship with your counterpart). | 336 | 9.34 | 7.78 | 218 | 10.52 | 8.21 |
| Become comfortable with same-sex activities (e.g., male-male hand holding, kissing during greetings). | 334 | 9.26 | 8.79 | 218 | 7.24 | 8.11 |
| Use knowledge about military influences to understand the behavior of an individual from the relevant culture. | 336 | 9.24 | 7.26 | 220 | 9.61 | 7.20 |
| Share personal information about yourself with your interpreter. | 334 | 9.22 | 7.73 | 216 | 8.47 | 7.68 |
| Use knowledge about social influences to understand the behavior of an individual from the relevant culture. | 335 | 9.19 | 7.46 | 220 | 10.21 | 7.15 |
| Capitalize on your counterpart's belief system. | 336 | 9.09 | 7.70 | 219 | 9.32 | 6.92 |
| Stress to coalition forces that the advisor is not in command of the counterpart. | 335 | 9.01 | 8.46 | 215 | 10.40 | 8.54 |
| Identify and manage potential divisions among religious groups. | 332 | 8.53 | 8.12 | 217 | 8.00 | 8.32 |
| Deal with chain of command issues with coalition forces. | 333 | 8.52 | 8.08 | 218 | 8.13 | 8.13 |
| Adjust the way you treated individuals from the other culture, depending on their gender. | 336 | 8.48 | 8.33 | 219 | 8.19 | 8.44 |
| Build a consensus with individuals from the relevant culture. | 334 | 8.46 | 7.55 | 218 | 9.46 | 7.32 |
| Assess the impact of information on military factors. | 335 | 8.40 | 7.67 | 219 | 9.31 | 7.69 |

| <i>Activities (F-I Composite Ratings)</i> | <i>N</i> | <i>Iraq</i> | | <i>Afghanistan</i> | | |
|---|----------|-------------|-----------|--------------------|----------|-----------|
| | | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Manage interpersonal conflict effectively in a cross-cultural setting. | 332 | 8.22 | 7.47 | 218 | 10.00 | 7.22 |
| Restrict sensitive information provided to a counterpart. | 335 | 8.20 | 8.58 | 220 | 9.33 | 8.16 |
| Manage a training program that targets individuals from another culture. | 333 | 8.01 | 7.79 | 220 | 10.07 | 8.59 |
| Take advantage of the role of reconciliation in your counterpart's culture. | 332 | 8.00 | 7.92 | 221 | 6.56 | 7.31 |
| Use knowledge about educational influences to understand the behavior of an individual from the relevant culture. | 335 | 7.37 | 6.86 | 218 | 8.51 | 7.18 |
| Use knowledge about economic influences to understand the behavior of an individual from the relevant culture. | 335 | 7.32 | 6.93 | 218 | 7.99 | 6.98 |
| Use knowledge about historical influences to understand the behavior of an individual from the relevant culture. | 334 | 7.22 | 6.95 | 217 | 7.47 | 7.26 |
| Use personal appeal (i.e., ask an individual to comply out of loyalty or friendship) to influence your counterpart. | 336 | 7.21 | 7.25 | 220 | 6.22 | 7.18 |
| Use knowledge about demographic influences (e.g., age, sex) to understand the behavior of an individual from the relevant culture. | 334 | 7.13 | 6.91 | 217 | 7.79 | 7.12 |
| Promote your counterpart's authority to coalition forces. | 332 | 7.12 | 7.55 | 218 | 8.24 | 7.81 |
| Use knowledge about geography to understand the behavior of an individual from the relevant culture. | 335 | 7.07 | 6.86 | 218 | 7.78 | 7.16 |
| Use knowledge about criminal influences to understand the behavior of an individual from the relevant culture. | 335 | 7.01 | 7.11 | 218 | 6.67 | 6.96 |
| Use your legitimate authority (i.e., your position, rank, or status) to influence your counterpart. | 330 | 6.54 | 7.43 | 221 | 5.80 | 7.26 |
| Prepare your counterpart to conduct negotiations and meetings. | 336 | 6.48 | 6.71 | 219 | 6.95 | 6.93 |
| Offer your counterpart something that he wants in exchange for compliance with a request (i.e., use exchange tactics as a way to influence your counterpart). | 336 | 6.38 | 6.70 | 218 | 4.83 | 5.88 |
| Interact with foreign coalition forces. | 333 | 6.17 | 7.88 | 218 | 12.13 | 8.51 |
| Assess the impact of information on local economic factors. | 336 | 6.01 | 6.93 | 220 | 5.90 | 7.10 |
| Adjust how you treat an individual from the other culture, depending on his/her tribal affiliation. | 336 | 5.17 | 7.30 | 219 | 4.88 | 6.90 |
| Work with an unfamiliar interpreter. | 334 | 4.46 | 4.64 | 215 | 6.28 | 5.83 |
| Talk about tribal issues in your counterpart's language. | 336 | 2.24 | 4.68 | 217 | 2.61 | 5.34 |
| Work with an interpreter from the local population who has not been vetted. | 337 | 2.14 | 4.98 | 220 | 2.50 | 4.96 |
| Talk about sports in your counterpart's language. | 337 | 2.09 | 4.39 | 221 | 1.13 | 3.28 |
| Talk about politics in your counterpart's language. | 337 | 1.22 | 3.29 | 221 | 1.32 | 3.94 |

| <i>Activities (F-I Composite Ratings)</i> | <i>N</i> | <i>Iraq</i> | | <i>Afghanistan</i> | | |
|---|----------|-------------|-----------|--------------------|----------|-----------|
| | | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Coach or guide a counterpart to reach the next level of knowledge or skill. | 335 | 11.99 | 7.16 | 220 | 13.21 | 7.69 |
| Gain the trust of individuals from the relevant culture. | 334 | 12.98 | 7.73 | 217 | 13.47 | 8.14 |
| Take advantage of the concept of hospitality in your counterpart's culture. | 336 | 9.98 | 8.44 | 221 | 9.47 | 8.18 |
| Identify sources of corruption in the local environment. | 334 | 9.98 | 8.11 | 216 | 12.11 | 8.04 |
| Provide symbolic rewards (e.g., certificates, coins) to your counterpart for good performance. | 334 | 6.98 | 6.89 | 220 | 7.94 | 7.09 |
| Prepare coalition partners to conduct cross-cultural negotiations and meetings. | 335 | 5.96 | 7.45 | 216 | 6.70 | 7.68 |
| Capitalize on your counterpart's perspective or point of view. | 337 | 9.95 | 7.26 | 221 | 9.84 | 6.74 |
| Understand the history of different religions found in your operating area. | 331 | 9.95 | 7.65 | 219 | 8.03 | 7.31 |
| Take advantage of the social hierarchy of the relevant culture. | 336 | 6.94 | 7.53 | 221 | 5.42 | 6.57 |
| Use rational persuasion (i.e., provide logical arguments and evidence) to influence your counterpart. | 336 | 9.91 | 7.57 | 219 | 10.85 | 7.52 |
| Apply principles of team building in a cross-cultural setting. | 332 | 9.90 | 7.96 | 218 | 11.28 | 7.91 |
| Communicate the long term goals of the U.S. military to your counterpart. | 334 | 9.90 | 7.05 | 218 | 10.15 | 7.30 |
| Display the facial expressions commonly used by individuals from the host nation. | 334 | 7.90 | 8.54 | 220 | 6.74 | 8.01 |
| Deal with foreign coalition partners who do not understand the transition team purpose and mission. | 335 | 4.90 | 7.54 | 220 | 8.45 | 8.29 |
| Let your counterpart participate in transition team activities and decisions in order to gain his compliance and commitment (i.e., use participation as an influence tactic). | 333 | 5.88 | 6.83 | 217 | 8.52 | 8.10 |
| Spend "unstructured time" with your interpreter. | 333 | 12.87 | 7.93 | 214 | 11.43 | 7.78 |
| Use knowledge about professional influences to understand the behavior of an individual from the relevant culture. | 336 | 8.87 | 7.36 | 220 | 9.60 | 7.67 |
| Manage the release of information to local civilians. | 335 | 3.83 | 6.43 | 221 | 4.67 | 6.69 |
| Capitalize on the concept of "revenge" in your counterpart's culture. | 335 | 2.83 | 5.29 | 219 | 2.93 | 5.70 |
| Understand how religion impacts the current operating environment. | 332 | 11.81 | 7.63 | 221 | 13.04 | 7.95 |
| Talk about religion in your counterpart's language. | 336 | 1.81 | 4.14 | 219 | 1.65 | 4.20 |
| Read the host nation's language. | 337 | 1.80 | 4.59 | 221 | 1.53 | 4.06 |
| Assess the impact of information on social factors. | 333 | 6.79 | 7.44 | 220 | 6.94 | 7.29 |
| Take advantage of the host nation's military culture. | 337 | 7.78 | 7.76 | 220 | 6.15 | 6.84 |

| <i>Activities (F-I Composite Ratings)</i> | <i>N</i> | <i>Iraq</i> | | <i>Afghanistan</i> | | |
|--|----------|-------------|-----------|--------------------|----------|-----------|
| | | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Instruct a counterpart without the aid of an interpreter. | 335 | 6.77 | 7.16 | 219 | 6.22 | 7.19 |
| Influence how your counterpart perceives you. | 336 | 11.76 | 7.80 | 221 | 10.19 | 7.99 |
| Use knowledge about religious influences to understand the behavior of an individual from the relevant culture. | 335 | 8.76 | 7.18 | 219 | 9.52 | 7.19 |
| Assess the impact of information on politics. | 334 | 5.75 | 6.98 | 219 | 5.38 | 6.88 |
| Talk about economic issues in your counterpart's language. | 334 | 2.75 | 5.20 | 219 | 2.33 | 4.99 |
| Prepare one's transition team for a meeting in which an interpreter would be used. | 334 | 7.74 | 7.74 | 213 | 8.87 | 8.35 |
| Take advantage of the role of power and authority in the relevant culture. | 337 | 9.73 | 8.17 | 218 | 8.70 | 8.21 |
| Talk about Family in your counterpart's language. | 335 | 3.73 | 6.33 | 220 | 2.68 | 5.09 |
| Establish short term goals for your counterpart to accomplish. | 334 | 10.72 | 6.82 | 218 | 11.49 | 7.22 |
| Appeal to the emotions of your counterpart (i.e., engage in inspirational influence tactics) to influence him. | 336 | 6.72 | 6.93 | 219 | 6.08 | 6.76 |
| Explain the role of the transition team to coalition forces. | 336 | 10.71 | 8.18 | 221 | 9.32 | 8.04 |
| Find ways to deal with or work around corruption in the local environment. | 335 | 10.70 | 8.71 | 220 | 12.26 | 8.20 |
| Influence your counterpart to adopt a course of action by telling him that you would collaborate (e.g., indicate that you would cooperate or provide resources). | 335 | 8.69 | 7.30 | 220 | 7.66 | 7.20 |
| Take advantage of how historical events relate to the current operating environment. | 334 | 8.69 | 7.49 | 220 | 8.09 | 7.72 |
| Understand the implications of religion for military operations. | 335 | 9.67 | 7.99 | 217 | 11.00 | 8.06 |
| Prevent personal feelings toward your counterpart from interfering with the transition team mission. | 336 | 10.63 | 8.34 | 216 | 10.03 | 8.21 |
| Display the body language and posture commonly found in the host nation's culture. | 336 | 9.63 | 8.93 | 221 | 9.07 | 8.56 |
| Use knowledge about tribal influences to understand the behavior of an individual from the relevant culture. | 336 | 7.63 | 7.12 | 220 | 9.17 | 7.58 |
| Disclose sensitive information to a counterpart. | 335 | 3.63 | 5.70 | 221 | 5.08 | 6.66 |
| Understand the capabilities of your interpreter. | 323 | 15.60 | 7.95 | 211 | 17.57 | 7.53 |
| Understand the background of your interpreter. | 325 | 13.76 | 8.05 | 209 | 15.33 | 8.00 |
| Evaluate the trustworthiness of your interpreter. | 325 | 15.77 | 8.02 | 210 | 16.49 | 8.10 |
| Write in the host nation's language. | 337 | 0.71 | 2.97 | 219 | 0.79 | 2.76 |
| Actively listen to individuals from another culture. | 335 | 15.81 | 7.58 | 219 | 16.74 | 7.20 |
| Be tactful toward individuals from another culture. | 336 | 16.75 | 7.48 | 221 | 17.76 | 6.91 |
| Demonstrate tolerance toward individuals from another culture. | 335 | 16.99 | 7.61 | 220 | 17.98 | 7.20 |

| <i>Activities (F-I Composite Ratings)</i> | <i>Iraq</i> | | | <i>Afghanistan</i> | | |
|--|-------------|----------|-----------|--------------------|----------|-----------|
| | <i>N</i> | <i>M</i> | <i>SD</i> | <i>N</i> | <i>M</i> | <i>SD</i> |
| Build a close relationship with your counterpart. | 334 | 14.96 | 7.77 | 218 | 15.99 | 7.57 |
| Exhibit a strong work ethic. | 336 | 16.88 | 7.18 | 219 | 18.57 | 6.85 |
| Recognize when individuals from the other culture were trying to manipulate you. | 324 | 13.98 | 8.15 | 217 | 14.01 | 8.28 |
| Communicate to your counterpart that you respect him. | 335 | 14.78 | 7.12 | 218 | 14.53 | 6.86 |
| Behave respectfully within the constraints of the relevant culture. | 335 | 15.80 | 7.23 | 217 | 16.40 | 7.11 |
| Interact with U.S. coalition forces (non-transition team members). | 334 | 14.67 | 7.87 | 218 | 13.49 | 8.26 |