

Emotional Intelligence attributes and

advising capability:

Implications for selection and training of military security force
assistance advisors

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Declaration of Authorship

This thesis contains the original research of Deborah Jeppesen conducted at the Strategic and Defence Studies Centre, College of Asia and the Pacific, Australian National University. The ideas, research and writing contained in these chapters are, to the best of my knowledge, entirely my own, except in instances where I have acknowledged the original source accordingly.

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ABSTRACT

Understanding the attributes of effective military advisers is crucial when military operations are focussed on advising, training and accompanying foreign national security forces.

The purpose of this research was to clearly categorize the behaviour that advisers identify as necessary and sufficient to broker effective positive relationships with their foreign counterparts. Positive relationships are an operational imperative to gain trust, build rapport and elicit task motivation. Failure to achieve a positive relationship can result in poor outcomes, task failure, and potentially a security threat to the adviser.

Existing research provides evidence that emotional intelligence (EI) correlates with interpersonal effectiveness. Individuals with high emotional intelligence more effectively understand and evaluate their own behaviour in order to guide their decision-making and cope with environmental demands. They are better at regulating emotions, including inhibiting anger. They readily detect emotional reactions in others to help determine appropriate actions. This research extends extant emotional intelligence research to the military domain where the context differs in culture, daily demands, stress and risk level.

In a concurrent mixed-methods approach, qualitative in-depth interviews with advisers who have deployed in Train-Advise-Assist roles in Afghanistan, Iraq and other Australian Defence Force missions formed an explanatory description of advising behaviours. Interviews with foreign counterparts who had been mentored by Australian Defence Force personnel supplemented the data from the perspective of an advisee. In addition to fifty participant interviews, advisers rated the importance of behaviours they considered desirable in military advisers for selection. The data were coded and examined using interpretative phenomenological analysis.

Overall, participants who were advisers, supervisors and strategic commanders described EI attributes such as relationship-building, adaptability and self-awareness as essential for effective advising behaviour over and above non-EI attributes such as technical expertise. Moreover, foreign

counterpart participants also rated EI attributes as indispensable. Furthermore, EI attributes were viewed as essential characteristics when recruiting advisers and were highlighted as beneficial skills and knowledge for training and professional education.

These findings form the basis of recommendations for how current advising selection processes could be improved to identify personnel with optimal attributes for advisory roles or those which heavily depend on interpersonal relationships. Additionally, suggestions are provided for how training can be enhanced in a manner that could develop and augment adviser emotional intelligence. It is suggested that a better understanding of adviser's EI levels and the capability of training programmes to increase adviser EI may serve to produce military personnel who are better equipped to meet the future requirements of today's uncertain, dynamic and complex operating environment.

CONTENTS

ABSTRACT	i
CONTENTS.....	iii
CHAPTER ONE INTRODUCTION.....	1
CHAPTER TWO REVIEW OF THE LITERATURE.....	24
CHAPTER THREE METHODOLOGY	89
CHAPTER FOUR EFFECTIVE ADVISER ATTRIBUTES	140
CHAPTER FIVE SELECTION AND TRAINING	233
CHAPTER SIX CONCLUSIONS & RECOMMENDATIONS.....	302
REFERENCES	335
APPENDIX A EMOTIONAL INTELLIGENCE (EI) COMPONENT TABLE	344
APPENDIX B PARTICIPANT INFORMATION SHEET.....	347
APPENDIX C ATTRIBUTE-RATING QUESTIONNAIRE.....	348
APPENDIX D INTERVIEW SCHEDULE 1 – STUDY 1	350
APPENDIX E INTERVIEW SCHEDULE 2 – ADVISERS AND SUPERVISORS	351
APPENDIX F INTERVIEW SCHEDULE 3 – STRATEGIC COMMANDERS	352
APPENDIX G INTERVIEW SCHEDULE 4 – FOREIGN COUNTERPARTS.....	353
APPENDIX H ANALYSIS OF ARQ CONSTRUCTS	354

List of Figures

FIGURE 1—1. CHAPTER STRUCTURE OF THIS THESIS	22
FIGURE 2—1. STRUCTURE OF CHAPTER TWO	25
FIGURE 2—2. ADVISER SKILLS CONSIDERED MOST ESSENTIAL BY INTERVIEWEES	78
FIGURE 3—1. MIXED METHODS RESEARCH DESIGN	102
FIGURE 3—2. PERSONAL ATTRIBUTES WHICH ADVISERS MENTIONED WERE REQUIRED TO BE A SUCCESSFUL MENTOR	108
FIGURE 3—3. PERSONAL ATTRIBUTES REFERRED TO BY FOCUS GROUPS PARTICIPANTS	109
FIGURE 3—4. INSTRUCTIONS ON THE ARQ	118
FIGURE 3—5. EXAMPLE OF EXPLANATORY NOTES DURING INITIAL DATA CODING	129
FIGURE 3—6. EMERGING THEME 6 – EMOTIONAL SELF-REGULATION	132
FIGURE 4—1. STRUCTURE OF CHAPTER FOUR	141
FIGURE 4—2. THE SIX THEMES WITH SUBTHEMES EMERGING FROM INTERVIEWS FOR QUESTIONS 1, 2 AND 3	145
FIGURE 4—3. THEME 3 – SIX SUBTHEMES OF EMOTIONAL SELF-REGULATION	165
FIGURE 4—4. FIVE SUBTHEMES OF THEME 4 - SOCIAL AND EMOTIONAL PERCEPTIVENESS	175
FIGURE 4—5. FOUR SUBTHEMES OF THEME 5 - INTERACTING AND COMMUNICATING TACTFULLY.....	180
FIGURE 4—6. FIVE SUBTHEMES OF THEME SIX – NON-EI ATTRIBUTES.....	189
FIGURE 5—1. STRUCTURE OF CHAPTER FIVE	233
FIGURE 5—2. ARQ INSTRUCTIONS	252
FIGURE 5—3. SELF-AWARENESS SUBSCALE CORRELATIONS AND RELIABILITY.....	356
FIGURE 5—4. SOCIAL AWARENESS CORRELATIONS AND RELIABILITY	358
FIGURE 5—5. SELF-REGULATION SUBSCALE CORRELATIONS AND RELIABILITY	360
FIGURE 5—6. SOCIAL REGULATION CORRELATIONS AND RELIABILITY.....	362

List of Tables

TABLE 2—1. COMPARING ATTRIBUTES OF THREE MODELS OF EMOTIONAL INTELLIGENCE/EMOTION MANAGEMENT	41
TABLE 2—2. RECOMMENDED QUALITIES WHEN SELECTING ADVISER TEAMS	72
TABLE 2—3. PERSONALITY TRAITS OF THE ADVISER.....	73
TABLE 3—1. SAMPLE FOR STUDY 1.....	103
TABLE 3—2. SURVEY QUESTIONS USED IN STUDY 1.....	104
TABLE 3—3. INTERVIEW QUESTIONS USED FOR STUDY 1.....	106
TABLE 3—4. SAMPLE FOR STUDY 2.....	116
TABLE 3—5. EXAMPLE ITEMS FROM THE ATTRIBUTE RATING QUESTIONNAIRE.....	119
TABLE 3—6. ATTRIBUTE ITEMS, EI SUBSCALES AND NON-EI SECTION.....	120
TABLE 3—7. QUESTIONS FOR GROUP 1 – ADVISERS AND SUPERVISORS.....	123
TABLE 3—8. QUESTIONS FOR GROUP 2 - AUSTRALIAN AND ALLIED COMMANDERS.....	124
TABLE 4—1. INTERVIEW QUESTIONS USED TO ANSWER SUBSIDIARY QUESTIONS 1, 2 AND 3.....	142
TABLE 4—2. THEMES RELATED TO EI ATTRIBUTES OR NON-EI ATTRIBUTES	198
TABLE 4—3. COMPARING THE RESULTS TO THE EI CATEGORIES	209
TABLE 5—1. INTERVIEW QUESTIONS FROM THE FULL INTERVIEW SCHEDULE USED TO ANSWER SUBSIDIARY RESEARCH QUESTIONS 3 AND 4	235
TABLE 5—2. THEMES EMERGING IN RESPONSE TO INTERVIEW QUESTIONS ON SELECTION	237
TABLE 5—3. ATTRIBUTE-RATING QUESTIONNAIRE EI SUBSCALES AND NON-EI SECTION	252
TABLE 5—4. FREQUENCIES OF ARQ PARTICIPANT RATINGS AND MEDIAN SCORES.....	255
TABLE 5—5. THE ONLY QUESTIONNAIRE ATTRIBUTES WITH A MEDIAN OF 4 (ESSENTIAL)	255
TABLE 5—6. COMPARISON OF ATTRIBUTES SUGGESTED BY PARTICIPANTS TO QUESTIONNAIRE ITEMS.....	259
TABLE 5—7. ADDITIONAL POSSIBLE ATTRIBUTES FOR FUTURE RESEARCH	261
TABLE 5—8. COMPILATION OF ATTRIBUTES FROM QUALITATIVE AND QUANTITATIVE DATA	271
TABLE 5—9. THEMES EMERGING IN RESPONSE TO INTERVIEW QUESTIONS ON TRAINING.....	280
TABLE 6—1. ESSENTIAL ATTRIBUTES FOR TAA ROLES	315

List of Abbreviations

AATTV	Australian Army Training Team Vietnam
ADF	Australian Defence Force
ANA	Afghan National Army
ANSF	Afghan National Security Force
ANZAC	Australian and New Zealand Army Corps
ARQ	Attribute-rating questionnaire
BPC	Building Partner Capacity
CAT	Coalition Advisory Team
CQ	Cultural Intelligence
DCP	Defence Cooperation Program
DSTG	Defence Science and Technology Group
ECI	Emotional Competence Inventory
EI	Emotional Intelligence
EQ	Emotional Quotient (or Emotional Intelligence)
EQ-i	Emotional Quotient Inventory
ESC	Emotional and social competency
EU	European Union
FAO	Foreign Area Officers
FAST	Foreign-deployed Advisory and Support Team
FM	Field Manual
HNSF	Host nation security force
INTERFET	International Force for East Timor
IPA	Interpretative Phenomenological Analysis
IQ	Intelligence Quotient
ISAF	International Security Assistance Force
JCISFA	Joint Centre for International Security Force Assistance
JP	Joint Publication
JPME	Joint Professional Military Education
KSAO	Knowledge, skills, abilities, other
LWD	Land Warfare Doctrine
MACV	Military Assistance Command Vietnam
MATA	Military Adviser Training Academy
MNSTC-I	Multi-national Security Transition Command - Iraq
MSCEIT	Mayer Salovey Caruso Emotional Intelligence Test
NATO	North Atlantic Treaty Organisation

NORFORCE	North West Mobile Force
OMLT	Operational Mentoring Liaison Team
PAR	Performance Appraisal Reporting
PME	Professional Military Education
PNGDF	Papua New Guinea Defence Force
RAND	Research and Development Corporation
SASR	Special Air Service Regiment
SFA	Security Force Assistance
SOF	Special Operations Forces
TAA	Train-Advise-Assist
TRADOC	Training and Doctrine Command

Definition of terms

The subsequent terms are relevant to this study. These terms are defined to provide unambiguous meaning and clearer understanding of each key term as it appears within the document.

Adviser. An adviser is an individual who provides ‘relevant and timely’ opinions and recommendations to foreign counterparts. The adviser focuses on the advisee’s personal development (interpersonal and communication skills) and professional development (technical and tactical knowledge) in an attempt to create increased capability and capacity in the military forces of a foreign country.¹ The term adviser in this thesis is used to denote any position providing advice from high ranking key leader engagement to lower level tactical engagement.

Advise & Assist. This involves living, working, mentoring and observing operations within the indigenous security force unit, while providing advice on the improvement of the partner force.

Advise, Assist, Accompany. This involves the aspects of advise and assist but includes accompanying and providing planning solutions for the execution of combat operations.

Advising Team. For the purposes of this study, the term Advising Team will be used to include all teams with an advisory mission. These include Operational Mentor Liaison Teams, Embedded Training Teams, Corps Advisory Teams and other advisory efforts.

Attributes. Attributes are core characteristics that individuals develop as a response to their environment. Some individuals through circumstance have developed these to a greater extent than others. Attributes act as strong predictors as to how an individual will behave in a specific situation. In essence, attributes are indicators of an individual’s potential to perform in a given environment and skills reflect what an individual actually does.

Counterpart. The counterpart in this context is the individual in the foreign national security force who is in receipt of expert opinion, training and advice from the adviser. An adviser may have

¹ ‘Security Force Assistance’, Field Manual 3-07.1 (Department of Army, 2009), 2–9.

several counterparts on a single mission but this thesis assumes the participants are referring to these individuals in general.

Effective adviser. The term used in this thesis to describe an adviser who acts appropriately from the perspective of participants through their behaviour to promote an observable change or outcome in their counterpart.

Emotional Intelligence. There are various definitions of EI or EQ. It is defined in this research as the capacity to reason about emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions.²

Indigenous Capacity Building. This capability nurtures the establishment of civilian governance which may include local and central government, security, police, legal, financial and administrative systems.³

Managing/Regulating Emotion. The capacity of the individual to remain open to emotional information and to successfully manage and cope with emotions in a judicious way rather than acting without thinking.⁴

Mentor. A mentor is usually a more senior influential manager or professional who provides advanced experience and knowledge to a protégé, including instrumental and psychosocial support⁵. In management, mentoring implies a relationship between a superior and a younger person of inferior rank or status. Hence, 'mentor' is a misnomer for military settings when the relationship

² Peter Salovey, D Caruso, and J.D. Mayer, 'Emotional Intelligence: Theory Findings and Implications', *Psychological Inquiry* 15, no. 3 (2004): 197–215.

³ 'Land Warfare Doctrine 1, The Fundamentals of Land Power' (Department of Defence, 2014), 32.

⁴ David R. Caruso and Peter Salovey, *The Emotionally Intelligent Manager* (San Francisco: Jossey-Bass, 2004), 134; John D. Mayer, Peter Salovey, and David Caruso, *Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT) User's Manual* (Toronto: Multi-Health Systems, 2002).

⁵ Schuyler C. Webb and Stephen B Krouse, 'Mentors, Mentor Substitutes, or Virtual Mentors: Alternative Mentoring Approaches for the Military', in *Managing Diversity in the Military: Research Perspectives from the Defense Equal Opportunity Management Institute*, ed. Mickey R. Dansby and James B. Stewart (Transaction Publishers, 2012), 146.

frequently requires personnel to provide guidance to a senior foreign official, often of higher military rank and/or age.

As Australian Defence Force deployments were often named Mentoring Task Forces, the terms *mentor* and *adviser* will be used interchangeably in this thesis despite the slight differences in popular usage and historical shifts from adviser to mentor and back. The term *adviser* will be used in preference.

Security Force Assistance (SFA). The unified action to generate, employ, and sustain local, host nation or regional security forces in support of a legitimate authority.⁶ This terminology is used by the US and has been adopted by NATO. Legitimate authority infers both the host nation government, but also the Australian and US Government which assists with understanding the mutual alignment of interests when seeking to act indirectly to achieve Australian national objectives through a foreign government's armed forces.

Skills. Skill is the ability to use one's knowledge effectively to complete a task. Compared to attributes, skills are learned behaviours that are developed and maintained through practice – such as language skills or technical skills.

⁶ 'Security Force Assistance', Field Manual 3-07.1 (Washington DC: Department of Army, 2009), 1.

CHAPTER ONE

INTRODUCTION

Anybody can become angry – that is easy, but to be angry with the right person and to the right degree and at the right time and for the right purpose, and in the right way – that is not within everybody's power and is not easy ~ Aristotle¹

Emotion influences the way individuals behave and shapes the decisions they make. How people perceive and deal with emotions – their own and those of other people – is fundamental to emotionally intelligent behaviour.² As the aforementioned quote from Aristotle implies, people who are attuned to other people's moods, and understand the impact of emotion on behaviour, and use that knowledge effectively, are likely to be more influential than others without that ability. There is an increasing body of empirical research and theorizing about emotional intelligence and its application to leadership, career development, team effectiveness and management. Emotional intelligence is argued to enhance workplace outcomes, particularly in roles which rely on social and interpersonal skills more than technical skills. People have historically been selected for positions based on their knowledge, job skills and intellect. However, some jobs may require emotional intelligence attributes as a critical enabling factor. Non-emotional intelligence attributes may play a lesser role on achieving effective outcomes. Identifying the knowledge, skills and abilities required for a specific position can assist in determining who might qualify, how effective they are likely to be, and how best to train them to optimise their ability to succeed.

One such role that requires closer examination to determine necessary attributes is that of a military adviser. There are many roles in the military where advising is necessary. This research focusses on the role of advisers undertaking security force assistance missions. In this setting,

¹ Aristotle, in *The Art of Rhetoric*, ed. Hugh Lawson-Tancred (London: Penguin Classics, 1991), 142.

² John D. Mayer, Richard D. Roberts, and Sigal G. Barsade, 'Human Abilities: Emotional Intelligence', *Annual Review of Psychology* 59, no. 1 (2008): 507–36.

advising is a task in which the ADF personnel work with host nation security forces (HNSF) to improve the latter's capability and capacity. Known as Train-Advise-Assist (TAA) missions³, these roles require personnel to be able to establish a personal and professional relationship where trust and confidence determine how well the adviser will be able to influence the HNSF.⁴ At a time when the Australian Defence Force (ADF) is heavily involved in Train-Advise-Assist missions (training foreign nation security forces), the task of identifying military personnel who are best equipped to perform advising roles effectively is essential. The role differs from most other roles required in the military in that it necessitates working with a different culture and adapting to different military procedures, processes and strategy. The ADF as a contemporary Western military has prescribed operating procedures for their own operations and a distinct military culture which emphasises their competency, professionalism, dedication and task focus. The TAA role requires the individual to work within the parameters of the host nation security force which are usually distinctly different to the Australian military, particularly in skill and professionalism. The different values, behaviour and level of motivation of host nation advisees can pose challenges to Australian personnel who are not open to adjusting their training style to that of the audience. In some cases, the lives of ADF personnel are at risk if they fail to build successful relationships with their foreign advisee.

Train-Advise-Assist missions require individuals with certain attributes to be able to adapt to working under different professional, interpersonal and operational conditions to their own military conditions. What are those attributes? Are they technical skills or emotional intelligence attributes or a combination of both? What does empirical research tell us are the most likely attributes of

³ Train-Advise-Assist is also known as Building Partner Capacity (BPC) or Security Force Assistance (SFA). TAA is part of Security Force Capacity Building and involves living, working, mentoring and observing operations within the indigenous security force unit, while providing advice on the improvement of the partner force. The aim is to work with the host nation forces to improve their capacity and capability. The level of advice and assistance is based on conditions and should continue until the host nation security force can establish required systems or until security conditions no longer require it.

⁴ 'Land Warfare Doctrine 3-0-5 Security Force Capacity Building', Doctrine (Australian Army, 2018), 19.

effective advisers, and what do historical military operations teach us about who is likely to be effective?

The ADF needs to carefully consider the attributes of the individual who is most likely to achieve objectives in these important training missions. This is necessary for Australia's strategic objectives, the team, and the individual. It is a unique role and not all personnel are well-suited to be influential with foreign counterpart trainees. This could depend on many factors, such as age, rank, gender, experience, language aptitude and interpersonal style. Determining which attributes of an individual could be equated with effective performance and which attributes hinder performance in advisory relationships would almost certainly be of interest to commanders involved in selecting personnel. Moreover, identifying the optimal attributes in personnel could potentially also augment the skills of the advising team.

Emotional intelligence attributes are particularly relevant for ADF personnel in advising and training roles, such as the TAA mission, where success is based on building relationships. Military advisers working in roles that seek to build the capacity of partner forces require a unique style of influence which makes interpersonal abilities critical, alongside strategic and tactical acumen. Undoubtedly the teaching, coaching or mentoring of foreign counterparts needs educational skill and technical expertise. But it also requires adaptable personnel who understand the organisational and cultural context and its impact – both positive and negative – on counterpart behaviour. Their job is to build and maintain working relationships, work effectively through interpreters, influence team building and also deal with ethical decisions and challenges. Individuals who understand how emotion influences their own and their counterpart's decision-making and behaviour and how to regulate emotion (such as controlling frustration) during tense or challenging circumstances are more likely to succeed.⁵

⁵ Chapter 2 in this thesis provides a literature review of research that supports the utility of emotional intelligence for decision-making and regulation of behaviour.

Advising is not new to the ADF. Defence advisers have played key roles in humanitarian, peacekeeping and support missions throughout Australia's near region.⁶ The ADF has conducted advising operations since the Vietnam War and continues to perform a leading role internationally in building partner capacity and security force assistance roles particularly through TAA missions. These activities have constituted the largest continuing operational effort for the ADF over the last sixteen years. The aim of these operations is to increase capability in the foreign security force and, when warranted, provide input on personal and professional development of those being advised.

There is no doubt that the role of advising foreign forces is a challenging and dangerous job for Australian soldiers. They need to understand and deal with cultural nuances in attitudes and behaviour in cross-cultural settings. Cultural barriers and linguistic challenges from working through an interpreter make mentoring and training highly demanding. Sometimes, advising is more difficult if the mentees lack professional skills and motivation, and gaining their cooperation is challenging. The environmental demands of prolonged military operations, and the organisational constraints of working within allied partnerships, adds further complexity to this training role. The adviser needs the optimum skill set since their success often depends on their attitude and behaviour towards the people they train. They are most likely to be effective if they are engaged, self-motivated and possess the optimal attributes to enable them to influence their counterpart.

Is the Australian defence force deploying the personnel who have the most suitable personal qualities, knowledge and skills for the advising mission? Does the current training regimen focus on optimising each individual's chance of success? Several US military research studies peripherally examine adviser attributes in the context of broader analysis of security force advising.⁷ However, to date, there is a substantial gap in the literature as there has not been an empirical analysis of the

⁶ John Blaxland, 'Army Reform and Assistance Missions', in *The Long Road: Australia's Train, Advise and Assist Missions*, ed. Tom Frame (Sydney: UNSW Press, 2017), 280–91.

⁷ Examples include, Leslie A. Payne and Jan Osburg, 'Leveraging Observations of Security Force Assistance in Afghanistan for Global Operations', Research Report (Washington: RAND Corporation, 2013); Terrence K. Kelly, Nora Bensahel, and Olga Oliker, *Security Force Assistance in Afghanistan: Identifying Lessons for Future Efforts* (Santa Monica: RAND Corporation, 2011).

personal qualities or attributes of advisers to determine which attributes are equated with being effective. Nor has there been an analysis of the selection and training processes involved for ADF advisers to determine if these processes are facilitating the selection and development of candidates. To understand the attributes that are likely to be equated with effectiveness for the TAA role, it is useful to examine the qualities that make an individual influential.

Attributes that are equated with influence

People who are influential find it easy to connect with others, can read people's mood and respond with the appropriate behavioural style.⁸ They seem to build trust effortlessly; they are excellent listeners and can even empathise with people they don't know well. Such people often make good team leaders⁹ as they understand the values and drivers of their team members. Their awareness of feelings helps them to understand how their decisions and, importantly, communicating those decisions, will affect everyone in the team.¹⁰ These individuals have qualities that endear them to others – people like them, believe them, trust them, respect them and want to work for them.¹¹

At the organisational level individuals with these attributes are usually more successful than their peers, and at the interpersonal level they generally excel in forming long-term quality relationships, personally and professionally. The literature suggests that there are certain knowledge

⁸ Chapter 2 will provide a detailed review of the emotional intelligence and leadership literature with respect to influential attributes and behaviour. This preliminary overview draws on the combined work of noteworthy theorists and practitioners in EI such as David Caruso, Peter Salovey, Jack Mayer, Daniel Goleman and Reuven Bar On.

⁹ Caruso and Salovey, *Emotionally Intelligent Manager*, 173–74; Peter J. Jordan et al., 'Workgroup Emotional Intelligence: Scale Development and Relationship to Team Process Effectiveness and Goal Focus', *Human Resource Management Review* 12, no. 2 (2002): 195–214; Elizabeth Stubbs Koman and Steven B. Wolff, 'Emotional Intelligence Competencies in the Team and Team Leader: A Multi-Level Examination of the Impact of Emotional Intelligence on Team Performance', *The Journal of Management Development* 27, no. 1 (2008): 55–75.

¹⁰ Jason E Glenn, 'A Qualitative Study. An Exploration of the Use of Emotional Intelligence by Military Leaders in Their Decision-Making Process' (Thesis, San Diego, Northcentral University, 2019), 39–40.

¹¹ Bano Fakhra Batool, 'Emotional Intelligence and Effective Leadership', *Journal of Business Studies Quarterly* 4, no. 3 (March 2013): 88; Daniel Goleman, *Working with Emotional Intelligence* (London: Bloomsbury, 1999), 89–90.

skills and attributes influential people possess which are central to their success in influencing others.¹² These qualities include the ability to easily build trust and rapport, to remain calm and emotionally controlled, and to communicate clear expectations even under challenging circumstances, while respecting those around them.¹³ Such individuals are respected for their behavioural style and this makes them more influential than people who are not aware of the mood or feelings of those they interact with.¹⁴

Since the mid-1990s, emotional intelligence (EI), also known as emotional quotient (EQ)¹⁵, has gained popularity in the media and the academic literature to explain individual influence. In 1995, the psychologist Daniel Goleman discussed that EI can predict leadership success over and above professional and technical skills.¹⁶ Despite a scarcity of academic research on EI at the time, the claim was well received. It made sense intuitively because people recognised that the best managers typically had impressive relationship skills and self-awareness. Subsequent research has since provided evidence to support some of Goleman's claims.

Why emotional intelligence is important

Emotional intelligence is usually defined as a set of abilities – both verbal and non-verbal – that enable an individual to evaluate their own emotions and to recognise emotions in others.¹⁷ Individuals with high emotional intelligence can recognise, understand and make use of emotions to

¹² Michelle Wisecarver et al., 'Knowledge, Skills and Abilities for Military Leader Influence', Technical Report (US Army Research Institute for the Behavioural and Social Sciences, 2011); Batool, 'Emotional Intelligence and Effective Leadership'; S. Alexander Haslam, Stephen D. Reicher, and Michael J. Platow, *The New Psychology of Leadership* (New York: Psychology Press, 2011).

¹³ William Rosenau et al., 'United States Marine Corps Advisors Past, Present and Future', Research Report (CNA Strategic Studies Division, 2013), 96; Wisecarver et al., 'Knowledge Skills and Abilities for Influence', 53.

¹⁴ Caruso and Salovey, *Emotionally Intelligent Manager*, 100–101; Eugene (Yu Jin) Tee, Neal M. Ashkanasy, and Neil Paulsen, 'The Influence of Follower Mood on Leader Mood and Task Performance: An Affective, Follower-Centric Perspective of Leadership', *The Leadership Quarterly* 24, no. 4 (2013): 510; Koman and Wolff, 'Emotional Intelligence Competencies', 64–65.

¹⁵ The term EI will be used throughout this paper as it is the term used by most academic researchers to describe a form of social intelligence. Both terms are used in the popular vernacular.

¹⁶ Daniel Goleman, *Emotional Intelligence: Why It Can Matter More Than IQ* (New York: Bantam, 1995).

¹⁷ Cary Cherniss, 'Emotional Intelligence: Toward Clarification of a Concept', *Industrial and Organizational Psychology* 3, no. 2 (2010): 110.

guide decision-making and adapt more readily to changing environmental demands.¹⁸ They can better regulate their own emotions and select the best emotional style for effective communication.¹⁹ They have the ability to inhibit anger and frustration. They also pick up facial expressions and read body language cues, enabling them to interpret and understand how others feel.²⁰ In military advising roles where communication is often through an interpreter, skill in reading non-verbal cues is a valuable asset in the absence of information gained through language.

Individuals with higher levels of EI also tend to be better at determining how different moods impact thinking and decision-making and use emotion to energise and motivate others.²¹ An individual with well-developed emotional intelligence can recognise deteriorating mood and knows whether to continue pursuing objectives when meeting resistance, or to defer them.²²

Higher levels of emotional intelligence are correlated with better social outcomes in adults, lower social nonconformity, greater likeability, better family relationships, better social relations during negotiations and with overall psychological well-being.²³ Research provides strong evidence that emotional intelligence is a key attribute used by effective individuals in situations where social and interpersonal skills are required.²⁴ Higher EI leads to greater self-perception of social competence and less use of destructive interpersonal strategies.²⁵ Individuals who possess these EI

¹⁸ Caruso and Salovey, *Emotionally Intelligent Manager*, 28–29.

¹⁹ Neal M Ashkanasy and Ronald H. Humphrey, 'A Multilevel View of Leadership and Emotions: Leading with Emotional Labour', in *The Sage Handbook of Leadership*, ed. A Bryman et al., vol. 49 (London: Sage Publications Inc, 2011), 363–73.

²⁰ Caruso and Salovey, *Emotionally Intelligent Manager*, 35–37.

²¹ Daniel Goleman, *Leadership: The Power of Emotional Intelligence* (Northampton: More Than Sound Publishers, 2011).

²² Caruso and Salovey, *Emotionally Intelligent Manager*, 37.

²³ Mayer, Roberts, and Barsade, 'Human Abilities', 520–25; David R. Caruso, Hemangi Bhalerao, and Shailaja Karve, 'Special Issue on Emotional Intelligence', *Business Perspectives and Research* 4, no. 1 (2016): x.

²⁴ Goleman, *Why EI Matters More Than IQ*; Paulo N. Lopes et al., 'Evidence That Emotional Intelligence Is Related to Job Performance and Affect and Attitudes at Work', *Psicothema* 18 (2006); Koman and Wolff, 'Emotional Intelligence Competencies'.

²⁵ Marc A. Brackett et al., 'Relating Emotional Abilities to Social Functioning: A Comparison of Self-Report and Performance Measures of Emotional Intelligence', *Journal of Personality and Social Psychology* 91, no. 4 (2006): 780–95.

attributes establish positive social relationships and avoid conflicts, fights and other social altercations.²⁶

Individuals with high EI also recognise the potential benefits of adverse emotions, such as anxiety and mild fear, in certain situations and use this self-awareness to deal with challenges.²⁷ Research further indicates people with high EI are better at regulating stress both in themselves and in team members or subordinates during periods of tension or pressure.²⁸ High EI individuals are perceived more positively by people, more pleasant to be around, more empathic and socially adroit than those low in EI.²⁹ Rosete and Ciarrochi examined the relationship between EI and IQ (cognitive intelligence) and found that individuals require a high IQ to attain a management or executive level position, but once at that management level IQ does not discriminate between effective or ineffective managers; instead EI becomes the main predictor to differentiate performance.³⁰ It is possible that variance in a person's ability to manage different interpersonal relationships and situations, including the workplace and military settings, can be better explained by emotional intelligence than IQ.³¹

In contrast, individuals with low EI often have a short temper, poor self-control, and a tendency to take out their feelings and emotions on others³². They do not take into account how their emotion affects their performance and decision-making, and they also misread the emotions of

²⁶ Nicola S. Schutte et al., 'Emotional Intelligence and Interpersonal Relations', *The Journal of Social Psychology* 141, no. 4 (2001): 523–36.

²⁷ Caruso and Salovey, *Emotionally Intelligent Manager*, 14–15.

²⁸ Joseph Ciarrochi, Frank P Deane, and Stephen Anderson, 'Emotional Intelligence Moderates the Relationship between Stress and Mental Health', *Personality and Individual Differences* 32, no. 2 (2002): 201.

²⁹ Paulo N. Lopes et al., 'Emotion Regulation and the Quality of Social Interaction: Does the Ability to Evaluate Emotional Situations and Identify Effective Responses Matter?', *Journal of Personality* 79, no. 2 (2011): 429–67; Brackett et al., 'Relating Emotional Abilities to Social Functioning'; Caroline Ngonyo Njoroge and Rashad Yazdanifard, 'The Impact of Social and Emotional Intelligence on Employee Motivation in a Multigenerational Workplace', *International Journal of Information, Business and Management* 6, no. 4 (2014): 168.

³⁰ David Rosete and Joseph Ciarrochi, 'Emotional Intelligence and Its Relationship to Workplace Performance Outcomes of Leadership Effectiveness', *Leadership & Organization Development Journal* 26, no. 5 (2005): 388–99.

³¹ Catherine S. Daus and Neal M. Ashkanasy, 'The Case for the Ability-Based Model of Emotional Intelligence in Organizational Behavior', *Journal of Organizational Behavior* 26, no. 4 (2005): 453–66.

³² Caruso and Salovey, *Emotionally Intelligent Manager*, 26–28.

other people. When, for example, they are frustrated and angry, this affects how they treat people around them, yet they usually fail to recognise how their own emotion impacts on the mood of other people.³³

Hence, an individual with superior emotional intelligence attributes is better suited to facilitating effective relationships and fostering team cohesiveness which will almost certainly lead to better long-term outcomes for the organisation.³⁴ Training in EI skills is likely to further improve the results, as there is evidence that EI can be enhanced and learnt through appropriate learning interventions and training.³⁵ In other words, EI is not static and can be improved through appropriate training so that social abilities and communication style, for example, can be enhanced. This is important for the ADF which is focussed on professionally developing their personnel to optimise their performance. Emotional intelligence should not be thought of as a replacement or substitute for technical ability, subject matter knowledge or job specific skills. Emotional intelligence is likely to enhance workplace outcomes but does not guarantee success in the absence of suitable skills.³⁶

It follows, therefore, that an examination of whether EI attributes are indeed the qualities that are equated with effectiveness in Train-Advise-Assist roles is warranted. This will assist in identifying the right ADF personnel with the optimal attributes for future Train-Advise-Assist

³³ Daniel Goleman, 'What Makes a Leader', *Harvard Business Review* 76, no. 6 (1998): 93–102.

³⁴ An extensive body of literature supports the success of managers selected for EI over IQ. See Ernest H. O'Boyle et al., 'The Relation Between Emotional Intelligence and Job Performance: A Meta-Analysis', *Journal of Organizational Behavior* 32, no. 5 (2011): 788–818.

³⁵ Goleman, *Why EI Matters More Than IQ*; Audrey Jaeger, 'Job Competencies and the Curriculum: An Inquiry into Emotional Intelligence in Graduate Professional Education', *Research in Higher Education* 44, no. 6 (2003): 615–39; Reuven Bar-On and James D. A. Parker, *The Handbook of Emotional Intelligence: The Theory and Practice of Development, Evaluation, Education, and Application at Home, School, and in the Workplace* (New York: Wiley, 2000).

³⁶ Emphasis by Mayer, Caruso and Salovey is on applying EI in the workplace on career and management development tasks and improving team effectiveness. They argue in various journals, web sources and books that emotional intelligence is not likely to be critical to success in all careers and jobs and that it may prove to have a negative impact on job performance in some cases.

operations, or similar roles which require strong interpersonal skills such as peacekeeping, diplomatic and humanitarian assistance roles.

Research on adviser attributes

As previously stated, there is limited research to date on what attributes are most important in effective advisers. Research conducted by the United States military (which follows) and information provided by Australian advisers both suggest EI attributes are likely to be important to enhance the adviser's ability to influence. Several American studies have examined attributes that improve interpersonal influence. Michael Metrisko, an American adviser with over forty years' experience, highlighted the following factors as important for effective personal relationships:

More than any other position in the military structure, the advisory role implies a relationship between two individuals and that relationship depends more on personality, psychology, and intangible factors than it does on an officer's personnel record or his technical expertise. While cultural and political knowledge can be gained through study and observation, the adviser must have the personality, patience, savvy, background and interests which allow him to be open to such study, and open to the foreign environment in which he will find himself.³⁷

Metrisko emphasised social abilities, adaptability and patience (EI attributes) as key characteristics of successful advisers. He argued these were more important than experience or technical ability as these attributes were required to build effective relationships.

Similarly, the United States Army Research Institute for the Behavioural and Social Sciences interviewed over 600 advisers from Iraq and Afghanistan and found specific behaviours that predicted performance success.³⁸ These equated to attributes of emotional intelligence, including

³⁷ Michael J. Metrisko, 'The American Military Advisor: Dealing with Senior Foreign Officials in the Islamic World', Research Report (Carlisle: Peacekeeping and Stability Operations Institute and Strategic Studies Institute, U.S. Army War College, 2008), 18.

³⁸ Michelle Ramsden Zbylut, Kimberly A Metcalf, and Jason Brunner, 'Advising Foreign Security Forces: Critical Incidents Describing the Work of Advisors', Research Report (US Army Research Institute, 2011).

adaptability, interpersonal skills, openness to experience, emotional stability, sociability and self-confidence along with several non-EI attributes.³⁹

By way of comparison, as part of a broader 2013 RAND study American advisers were interviewed about security force assistance lessons learned in Afghanistan and the authors assessed that personality and behavioural dynamics unequivocally affected the achievement of outcomes.⁴⁰ Respondents listed essential attributes such as flexibility, professionalism, patience, respect, an ability to build and maintain relationships, maturity, empathy, resilience, competence and good communication.⁴¹ The United States Army incorporates adviser-specific skills in security force assistance training, including such EI attributes as rapport building and establishing credibility.⁴² US commanders select proficient advisers based on recommendations of necessary attributes. For example, one American handbook for security force assistance states:

Planners and senior commanders must identify and select leaders who have an affinity for austere environments, are quick to learn, communicate well up and down the chain, and are flexible and adaptive. These individuals, in turn, must instil these same qualities in their subordinates and those they advise. Commanders should consider the following qualities when selecting adviser teams: maturity, professionalism competence, patience, knowledge, flexibility, innovativeness, motivation, confidence, cultural effectiveness, and situational awareness.⁴³

Several Australian uniformed personnel who have been advisers or commanded advisers and who have spoken about advising capability also consider that social and emotional competencies are highly relevant for effective advising. These subjective accounts often identify the

³⁹ Zbylut, Metcalf, and Brunner, 26.

⁴⁰ Payne and Osburg, 'Leveraging Observations of SFA'.

⁴¹ Payne and Osburg, 20–21.

⁴² Author's discussions with US military personnel who have undertaken US Security Force Assistance Training and who have been involved in input to training qualifications standards in March 2018.

⁴³ 'Commanders Handbook for Security Force Assistance', Handbook (Fort Leavenworth: Joint Centre for International Security Force Assistance, 2008), 9.

communication style of the adviser, their ability to build and maintain relationships, patience and emotional stability as desirable attributes.⁴⁴

Among many behaviours that contribute to the effectiveness of an adviser, the ability to develop and maintain trust and rapport is likely to be critical. Without a trust-based relationship, advisers are likely to experience difficulty achieving their objectives. And under more testing circumstances or during combat operations, the advised may be less willing to fight, heed instructions or undertake certain operations unless they trust their adviser. Although research and commentary by Australian advisers point to EI attributes being necessary, there has to date not been research which as specifically investigated the required attributes for adviser effectiveness.

Is additional training required?

Research further suggests that sending in advisers without the requisite attributes to establish effective relationships with their counterparts is detrimental to security force assistance missions.⁴⁵ Zbylut and colleagues, for example, recommended from a detailed analysis of critical incidents with advisers that interventions were required for both training and selection.⁴⁶ As one Australian adviser highlights:

The need to prepare a mentoring force cannot be overstated. Our status as a contemporary Western force does not inherently qualify us as mentors; it is demonstrably arrogant and ignorant to assume otherwise. Further, not everyone

⁴⁴ Andrew Roberts, 'In the Moment', in *The Long Road: Australia's Train, Advise and Assist Missions*, ed. Tom Frame (Sydney: UNSW Press, 2017), 156–72; Captain Marshall Lawrence, 'The Habits of Highly Effective Mentors: An Essay on Mentoring the Afghan National Security Forces', Essay (First Battalion Royal Australian Regiment, 2011), 13; Mark O'Neill, 'Advise Harder: Reflecting on Capacity Building', in *The Long Road: Australia's Train, Advise and Assist Missions*, ed. T. R. Frame, ACSACS Series 4 (Sydney, N.S.W: UNSW Press, 2017), 173–88.

⁴⁵ Zbylut, Metcalf, and Brunner, 'Advising Foreign Security Forces'.

⁴⁶ Zbylut, Metcalf, and Brunner, 7.

possesses necessary qualities such as patience, tolerance, perseverance and compassion, to name a few.⁴⁷

While current adviser training provides useful deployment information and resources, the ADF has not to date focused on interpersonal influence and relationship building training to enhance those skills in advisers. Similar to non-military workplaces, a common belief amongst many serving military personnel is that most individuals acquire these types of skills naturally or have gained them through prior training. It would be useful to determine if advisers and their commanders consider that current training adequately prepares them for TAA missions. Hence, an investigation through this study into what training would enhance effectiveness is warranted.

In the United States, formal guidance such as military doctrine is provided for security force assistance missions and associated training. In this literature, suggestions are included for the skills required in advisers. For example, the *Commander's Handbook for Security Force Assistance* highlights the importance of advisers being capable of building rapport:

Effective rapport will allow advisers to more successfully complete their missions. The adviser must be able to influence his counterpart to follow a particular course of action or behaviour pattern. Since the adviser is not in his counterpart's chain of command, he cannot simply order any specific action, but rather needs the counterpart to follow the desired course of action by working toward a commonly developed goal.⁴⁸

An investment in training Australian advisers to excel at relationship building and to enhance their proactive influence skills is likely to produce rich dividends for the strategic objectives of building the partnered force capacity.

The US recognises that to conduct security force assistance roles requires specialist skill sets and training in order to achieve influence with host nation forces to a greater extent than Australia.

⁴⁷ Roberts, 'In the Moment', 158.

⁴⁸ 'Commanders Handbook for Security Force Assistance' This quote comes from Article 3.3 in the handbook.

Throughout history the US Army has conducted specific training for advising roles. In 2017, it established six Security Force Assistance Brigades which undertake training at a Military Adviser Training Academy (MATA) to prepare for TAA style missions.⁴⁹ During the training, soldiers are provided skills in rapport building, face-to-face engagement techniques, critical thinking and cultural understanding through role plays.⁵⁰ The MATA emphasizes the key attributes of being a successful and influential adviser are intrapersonal and interpersonal skills including being self-motivated, empathetic and being a team player. It is prepared to adapt the training curriculum to enhance individual performance.⁵¹

Unlike our allied counterparts, the ADF has not focussed on selection of advisers and specialised training to perform mentoring roles. Consensus among former and current advisers is that to date there has been no standardisation or institutionalisation of training in advising skills to form successful interpersonal relationships to effectively influence the foreign force counterparts being trained.⁵² In order to identify suitable candidates for advising and the training content that best prepares ADF personnel for advising missions, the attributes of advisers who are likely to be most effective in the role will need to be further researched and specified.

In addition to rapport building, advisers are likely to be more influential when building interpersonal relationships if they are emotionally stable, recognise emotion in others and use their understanding of emotion to optimise their decisions. Advisers need to be capable of self-regulating emotions in accordance with the demands of the situation. Getting angry or frustrated with the

⁴⁹ The unit is the Army's new permanent additive force structure developed and deployed as a solution to the Army's enduring advise and assist requirement. 'Army Creates Security Force Assistance Brigade and Military Advisor Training Academy at Fort Benning', US Army Public Affairs, 16 February 2017, accessed January 19 2018, https://www.army.mil/article/182646/army_creates_security_force_assistance_brigade_and_military_advisor_training_academy_at_fort_benning.

⁵⁰ From authors discussion with the Major responsible for training delivery at MATA in May 2018.

⁵¹ Captain John L. May, 'Military Advisor Training Prepares 1st SFAB as Combat Advisors', US Army Public Affairs, *US Army* (blog), 27 November 2017, accessed 19 January 2018, https://www.army.mil/article/197404/military_advisor_training_academy_trains_1st_sfab_on_security_force_assistance.

⁵² Author's preliminary interviews conducted from 2014 with advisers from rank of sergeant through to colonel who had familiarity with the process of training for the ADF.

person being trained is likely to be a barrier to facilitating strong and effective relationships.

Individuals who possess certain EI attributes could possibly be more effective in advising roles as individuals with higher EI more readily manage their responses to interpersonal challenges. Time pressures and the environmental context often create tension between advisers and the advised. The ADF therefore requires advisers to contain their frustration or remain calm during periods of tension or during a state of heightened operational alertness.

In some cases, the lives of ADF personnel are at risk if they fail to build successful relationships with their foreign advisee. Since September 2008, there have been approximately fifty-five insider attacks⁵³ in Afghanistan resulting in the deaths of 104 International Security Assistance Force⁵⁴ personnel and the wounding of eighty-seven. A total of seven Australians have been killed by Afghan National Security Force personnel, and a further twelve have been wounded.⁵⁵ While there are multiple underlying causes of these attacks, furthering our knowledge of the attributes of effective advisers in nurturing partner force relationships is warranted to mitigate against possible insider attack through relationship deterioration.

It is the importance of adviser attributes that underlines the following observation by RAND research:

The selection of advisers is critical as not all Army officers are equally able to work with indigenous forces. The current system doesn't adequately capture such critical issues as personality and doesn't consider such important issues as experience with advising when advisers are selected.⁵⁶

⁵³ Insider attacks or green-on-blue attacks are malicious or deadly attacks perpetrated by foreign security force personnel against coalition forces.

⁵⁴ The International Security Assistance Force (ISAF) was a NATO-led security mission in Afghanistan, established by the United Nations Security Council in December 2001 by Resolution 1386 as envisaged by the Bonn Agreement.

⁵⁵ Afghan National Security Force (ANSF) usually denotes a force comprised of the Afghan Armed Forces made up of the Afghan National Army (ANA) and the Afghan Air Force, and includes the Afghan National Police (ANP), the Afghan Border Police (ABP), the Afghan Local Police (ALP) and members of the National Directorate of Security (NDS).

⁵⁶ Kelly, Bensahel, and Oliker, *Security Force Assistance in Afghanistan*, xxi.

Military psychologist Jeffrey Bordin, who studied American personnel and their interactions with Afghans for the US Army Red Team found the interpersonal relationship beset by lack of trust and respect. Bordin found that ten out of twenty-five insider attacks were preceded by a verbal altercation or breakdown in the relationship between Afghan forces and their military adviser, highlighting the importance of relationship and rapport building skills in advising roles.⁵⁷ In a series of interviews with Afghan soldiers, Bordin identified numerous Afghan social and operational grievances with American soldiers, ranging from bullying, arrogance and not listening to advice, to inappropriate cultural awareness during night raids and home searches. Bordin recommended that United States forces develop improved cultural and human relations training and behaviour standards. While many ADF perceive they have better interaction with foreign nationals than other nations providing security force assistance, Afghans, Iraqis or partnered forces frequently see no difference in differing nationality advisers.⁵⁸ Their conduct as a security force reflects the professionalism of the ADF but choosing willing advisers with the aptitude and personal qualities to perform effectively, and training them properly to enhance their performance, will almost certainly improve success at the individual level.

Conversely, it is possible that EI attributes are not the primary characteristics required of military advisers to be effective in TAA roles. Each of the aforementioned research studies identified non-EI attributes such as professionalism, technical expertise, rank and age which could also positively influence the relationship with the advisee and lead to successful outcomes. Moreover, it could be argued that emotional intelligence could be detrimental in military advising relationships. For example, an adviser with high emotional intelligence could over-empathise with his counterpart and avoid taking necessary decisions or actions so as not to impact on his/her relationship with the

⁵⁷ Jeffrey Bordin, 'A Crisis of Trust and Compatibility: A Red Team Study of Mutual Perceptions of Afghan National Security Force Personnel and U.S. Soldiers in Understanding and Mitigating the Phenomena of ANSF-Committed Fratricide-Murders', Research Report (United States Army, 2011), 4.

⁵⁸ Researcher's conversations with military personnel during scoping research for this thesis.

advisee. Hence, this research is clearly necessary to determine which attributes are correlated with effective advising performance.

What needs to be done?

In addition to advising roles undertaken in the Middle East, the ADF continues to develop the skills of regional security partners through peacetime activities that foster bilateral and multilateral relationships. Moreover, ongoing regional inter-agency operations and humanitarian assistance missions require individuals skilled in diplomacy to excel. Because of the fluid strategic environment and changing operational climate, the ADF needs to consider how to optimise the capability and enhance the safety of individuals in key advising roles.

Emotional intelligence is particularly relevant for advising personnel whose level of influence and success is likely to be based on building relationships. Military advisers working in roles that seek to build the capacity of partner forces have a unique influence which makes interpersonal abilities critical, alongside strategic and tactical acumen. Certainly teaching, coaching or mentoring foreign counterparts needs educational skill and technical expertise. But it also requires highly adaptable personnel who understand the organisational and cultural context and its impact – both positive and negative – on counterpart behaviour. Their job is to build and maintain working relationships, work effectively through interpreters, influence team building and also deal with ethical decisions and challenges. Individuals who understand how emotion influences decision-making and behaviour and how to regulate emotion during tense or challenging circumstances are more likely to succeed.

Although there is awareness of the value of emotional intelligence skills in the military particularly with respect to leadership⁵⁹ this awareness has not translated into an empirical analysis of the attributes required to perform effectively in advising roles.

⁵⁹ For example, discussions by the author in Blaxland, 'Army Reform and Assistance Missions', 280–91.

Research problem

The research problem of this study is to clearly categorize attributes that advisers identify as necessary and sufficient to broker positive relationships with their foreign forces counterparts to achieve effective advisee outcomes. Positive relationships are an operational imperative to gain trust, build rapport and elicit task motivation. Failure to achieve a positive relationship can result in task failure and, potentially, a security threat to the adviser.

Conceivably, a research study that explores how advisers perceive the significance of emotional intelligence attributes in the day to day task of training and mentoring their counterparts would increase awareness of these skills in the ADF. This would assist in determining what the participants perceive are the essential attributes of effective advisers. Moreover, perspectives on the optimal selection and training for advising roles from across ranks and our coalition partners will inform the ADF on what advisers consider important for military selection and training, potentially leading to suggestions for improved mission outcomes.

The study will explore the under-investigated social and emotional processes used by military advisers to build relationships with foreign force counterparts. While leadership attributes in the military have been extensively investigated, emotional processes are infrequently analysed. There has been extensive research of these relationships in the corporate and business domains, but there are likely to be unique differences in the military domain with cross-cultural, cross organisational and hierarchical differences.

The study will also explore the linkages between each of the emotional intelligence attributes identified as most favourable. This will inform potential selection of advisers based on a combination of effective attributes. It will also inform training by identifying which facets participants consider essential to improve their advising skills. This could lead to greater insights into strategies to improve adviser competency regardless of their baseline emotional intelligence level.

The analysis in the pages to follow will show that non-emotional intelligence factors such as technical expertise, cognitive ability (IQ) and past experience contribute to adviser effectiveness. However, this research demonstrates that emotional intelligence and associated behaviour is likely to be more important than non-EI attributes for an adviser's capacity to build and sustain effective interpersonal relationships. Are EI attributes likely to be a factor augmenting performance of successful advisers?

Research purpose

The purpose of this empirical concurrent mixed-methods study is to better understand how military advisers, their supervisors and other informed observers perceive the importance of emotional intelligence attributes for being effective advisers in Train-Advise-Assist roles in military operations.

Research questions

The central research question that this study seeks to answer is,

How do military personnel explain the attributes they perceive are necessary for advising foreign national security forces personnel in Train-Advise-Assist roles?

On the basis of determining the answer to this research question, five subsidiary research questions were formulated, which include:

1. What are the common themes the participant uses when describing effective adviser attributes?
2. What are the common themes the participant uses when describing not effective adviser attributes?
3. How do advisers perceive the importance of EI attributes for advising?
4. How do participants perceive the importance of EI attributes for selection of advisers?
5. How do participants perceive the importance of EI for training advisers?

In order to answer these research questions, it was necessary to interview individuals who had experience advising. Fifty participants from the ADF and allied military were included in the research incorporating several foreign counterparts. An in-depth analytical examination of adviser attributes was conducted, not predetermined by a hypothesis but described through the participant's perspectives and experiences. (See Chapter Three for the complete methodology description). The study was influenced by a social constructionist philosophical worldview as a framework for understanding and explaining the experiences of advisers. A mixed-methods approach was chosen as it was best suited for the study to focus on the meaning and understanding of advisers from varying TAA missions to ascertain their perceptions of how they view the importance of EI attributes in advisers. The qualitative research component was intentionally used as the primary data collection method. In addition, a quantitative questionnaire was used to add an additional level of analysis to the importance participants placed on specific attributes. Underpinning the whole study was a body of literature drawn from emotional intelligence theory, leadership theory, and military studies which will be discussed in the following chapter (Chapter Two).

Significance of the study

By seeking to identify the adviser attributes that are considered to be favourable for effectiveness in deployed operations including Iraq and Afghanistan, this thesis provides insights of benefit to the Australian Defence Force. Extending the research on emotional intelligence conducted internationally in business and large corporations to the military context provides useful insights to military leaders to inform adviser selection and training, areas clearly identified as important through historical literature, preliminary scoping interviews, and research into factors contributing to insider attack. More importantly, understanding which attributes are essential for effective influence in advising roles will assist the ADF to better prepare initially less skilled personnel for adviser responsibilities.

Providing empirical data for attributes that are successful in highly demanding situational contexts and during cross cultural engagement is a valuable adjunct to existing research. Extant business and organisational research is focused predominantly on managers and executives in corporations where poor decisions or interpersonal behaviour does not usually have life-threatening consequences, such as insider attack. Military leaders should be interested in this study to provide insight into capability enhancement through selection and training of individuals for positions with high work demands over and above measures of personality, cognitive ability and technical expertise.

Organisation of the thesis

The chapter structure of this study is shown in Figure 1—1. This chapter has provided an outline of the research problem, the significance of investigating EI attributes in advisers, and the framework in which the research will be undertaken.

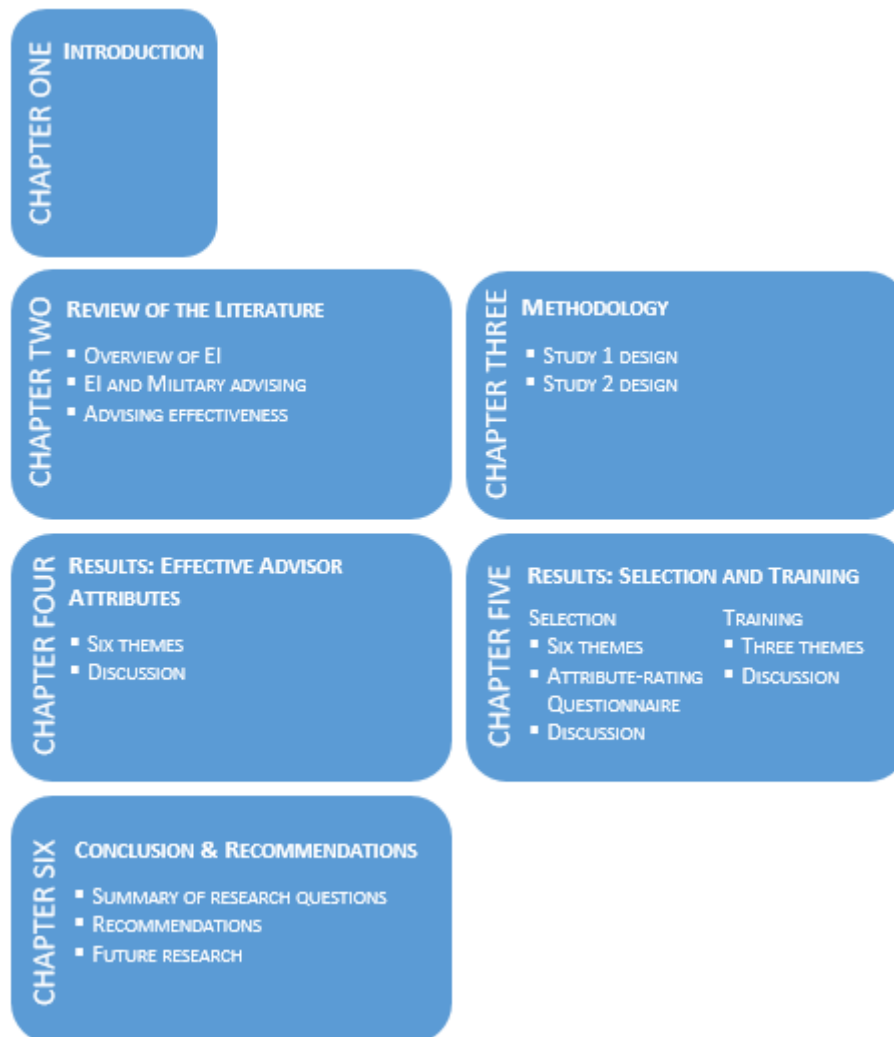


Figure 1—1. Chapter Structure of this Thesis

The remaining chapters are organised as follows:

Chapter Two – Review of the literature

Chapter Two presents a review of the literature and the importance of EI attributes for roles which require strong interpersonal relationships, such as advising. This chapter is divided into three sections. The first section incorporates a brief background to emotional intelligence to enable the reader to understand how EI developed from theories of cognition and emotion. It presents several models developed from the early theory, compares these models and discusses the strengths and

criticisms of each. The second section of this chapter illustrates how emotional intelligence is relevant to military advising. It also discusses the relevance of training in emotional intelligence competencies. The third section of this chapter reviews the literature on military advising focussing on research which identifies individual attributes. The chapter concludes with a justification of why this research study is required to identify adviser attributes.

Chapter Three – Methodology

Chapter Three delineates the research design, population, instrumentation, data collection method, data analysis, and limitations of the study. The chapter separates the method into Study 1 and Study 2 and discusses why this approach was taken and the method of analysis in each step.

Chapter Four – Results: Effective adviser attributes

An analysis of the data collected by separate theme is presented in Chapter Four for the first three subsidiary research questions focussing on the effective and not effective attributes. This is followed by a discussion of the research findings with respect to these three questions.

Chapter Five – Results: Selection and training

An analysis of the data collected by separate theme is presented in Chapter Five for remaining two subsidiary research questions focussing on selection and training. This is followed by a discussion of the research findings with respect to these questions.

Chapter Six – Summary and recommendations

This chapter reviews the findings of the preceding chapters to respond to the central research question and then provides a summary and recommendations for practical applications of this research. Suggestions for future research are included, research assumptions and limitations. References and appendices conclude the study.

CHAPTER TWO

REVIEW OF THE LITERATURE

After almost a year in command, I was more convinced than ever that a cadre of language-trained professionals, steeped in the culture and assigned for multiple tours to establish genuine relationships, would be the single most powerful asset we could field ~ General (Ret.) Stanley McChrystal¹

Chapter One contained a brief synopsis of advising roles and clearly identified the need to investigate the attributes in advisers which are equated with effective outcomes. The chapter presented the argument that analysing the attributes of military advisers will inform future selection and training of advisers to optimise the ADF's capacity to excel in TAA missions. This analysis will occur by firstly identifying the most salient attributes of advisers, and secondly by identifying which should be considered when selecting an adviser. Thirdly the analysis will identify which elements of training those selected individuals require to develop competencies to enable them to be successful influencers with their foreign counterparts. Moreover, this research has the potential to augment the skills of current advisers with greater clarity around which attributes they need to leverage to optimise their influence with counterparts.

The key area to be explored is the relevance of emotional intelligence (EI) attributes to advising success. Effective advising outcomes may be dependent on the emotional intelligence attributes of the adviser and whether they use their knowledge of emotions successfully.

Chapter Two presents a review of the literature and the importance of EI attributes for roles which require strong interpersonal relationships, such as advising. This review includes how EI is relevant to military adviser performance. This chapter is divided into three sections to fully explore EI as a concept and how it relates to advising effectiveness (see Figure 2—1).

¹ Stanley A McChrystal, *My Share of the Task: A Memoir* (New York: Portfolio, 2014), 385–86.

The first section (Section 1) provides a detailed background and history of EI by presenting the theorists, models and criticisms of EI and identifying which EI attributes are common to each theoretical model.

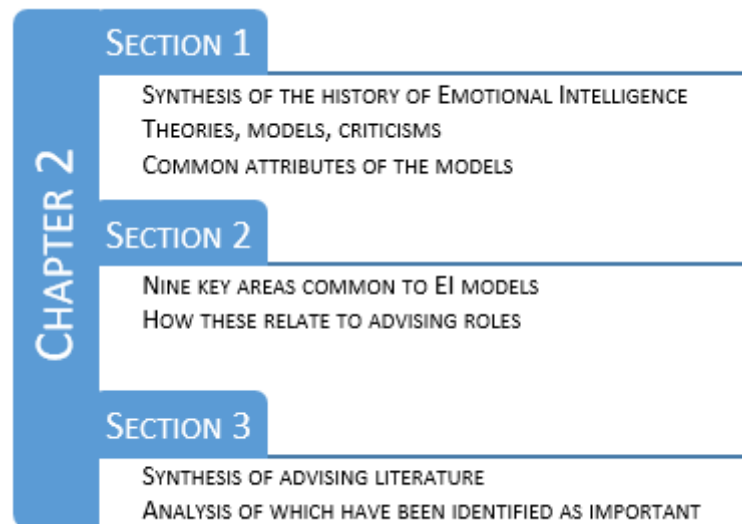


Figure 2—1. Structure of Chapter Two

Section 2 elaborates on the nine key areas that are common to contemporary emotional intelligence models as a useful framework for analysing advising attributes. This will highlight those emotional areas most relevant to advising roles, including building relationships and regulating emotion.

The final section (Section 3) synthesises the literature on military advising and focuses on how advisers have historically been selected and trained and which attributes were noted as most important throughout advising missions.

Section 1 – Overview of emotional intelligence

The following section provides a brief background to emotional intelligence to enable the reader to understand how EI developed from theories of cognition and emotion, including Thorndike's social intelligence theory and Gardener's theory of multiple types of intelligence. Various models developed from those early theories into what has become known as *emotional intelligence* including the contemporary models of Goleman, Bar-On, Mayer, Salovey and Caruso which capture a range of emotional knowledge, attributes and skills as well as personality dimensions.

Early social intelligence theory

Despite the common belief that emotions and intelligence are separate constructs, the concept that emotions can influence intellectual function and social behaviour has been debated in the literature since the 1940s. Historically, emotions were viewed as an impediment to cognitive ability as they prevented logical reasoning.² Individuals who expressed emotion were often viewed negatively as emotions and reasoning were seen as opposing terms.³ The workplace was viewed as a rational and calm environment where emotions would impede sound judgement. It wasn't until the early 1960s that several researchers proposed that emotions could guide an individual's thought and behaviour and could direct the individual's attention toward solving problems.⁴

Many eminent researchers in the field of emotional intelligence have made comparisons between emotional intelligence and the historical construct of social intelligence from the 1960's⁵. In

² Elizabeth Duffy, 'Leeper's "Motivational Theory of Emotion."', *Psychological Review* 55, no. 6 (1948): 324.

³ Alicia A. Grandey, 'Emotional Regulation in the Workplace: A New Way to Conceptualize Emotional Labor.', *Journal of Occupational Health Psychology* 5, no. 1 (2000): 95.

⁴ John D. Mayer, David R. Caruso, and Peter Salovey, 'Models of Emotional Intelligence', in *Handbook of Intelligence*, ed. Robert J. Sternberg (New York: Cambridge University Press, 2000), 396–420.

⁵ Mayer, Caruso, and Salovey; Reuven Bar-On, 'Emotional and Social Intelligence: Insights from the Emotional Quotient Inventory', in *The Handbook of Emotional Intelligence: The Theory and Practice of Development, Evaluation, Education, and Application at Home, School, and in the Workplace*, ed. James D. A. Parker and

some instances, the terms emotional intelligence and social intelligence are used interchangeably while in other cases, emotional intelligence is referred to as a type of social intelligence.⁶

Thorndike and social intelligence

Edward Thorndike, a pioneer in the investigation of the cognition-emotion relationship, is said by many to have first proposed that social intelligence encompasses the capacity to acknowledge and comprehend the motivation and actions of oneself and others and to use that social knowledge to adapt behaviour in social interactions.⁷ However, other academics claim that John Dewey first introduced the concept of social intelligence prior to Thorndike in 1909.⁸ Thorndike defined social intelligence as the ability to perceive one's own and others' internal states, motives and behaviours, and to act toward them effectively on the basis of that information. Thorndike proposed that intelligence can be divided into three main types: abstract or verbal intelligence (i.e. managing and understanding ideas and symbols), practical intelligence (i.e. involving facility in manipulating objects), and social intelligence (i.e. involving the ability to deal with human behaviour)⁹. Others have similarly referred to social intelligence as possessing a knowledge of social norms and having the ability to get on well with others.¹⁰ The concept of an emotional quotient (EQ), similar to intelligence quotient (IQ), grew from Thorndike's notion of social intelligence with subsequent academic research proposing various models and definitions of how social and

Reuven Bar-On (San Francisco: Jossey-Bass, 2000), 363–88; Daniel Goleman, *Social Intelligence: The New Science of Human Relationships* (London: Hutchinson, 2006).

⁶ John D Mayer and Peter Salovey, 'The Intelligence of Emotional Intelligence', *Intelligence* 17 (1993): 433–42.

⁷ Robert L. Thorndike, 'Factor Analysis of Social and Abstract Intelligence', *Journal of Educational Psychology* 27, no. 3 (1936): 231–33.

⁸ Dana L. Joseph and Daniel A. Newman, 'Emotional Intelligence: An Integrative Meta-Analysis and Cascading Model.', *Journal of Applied Psychology* 95, no. 1 (2010): 54–78.

⁹ David Wechsler, *The Measurement and Appraisal of Adult Intelligence*, 4th ed. (Baltimore: Williams and Wilkins, 1958).

¹⁰ Nancy Cantor and John F. Kihlstrom, *International Handbook of Intelligence*, ed. Robert J. Sternberg, 2nd ed. (New York: Cambridge University Press, 2004).

emotional skills could pertain to a specific form of intelligence, including Howard Gardner and Robert Sternberg, as described in the following paragraphs.

Gardner's theory of multiple intelligences

In 1983, Harvard professor and developmental psychologist Howard Gardner proposed the Theory of Multiple Intelligences and incorporated concepts such as interpersonal intelligence and intra-personal intelligence. Gardner's theory is fundamental to the belief that other intelligences are valuable, as his research demonstrated that the traditional notion of intelligence, based on IQ testing is far too limited from a learning and social interaction perspective. He initially proposed seven discrete forms of intelligence including spatial, linguistic, logical-mathematical, bodily kinaesthetic, musical, interpersonal and intrapersonal intelligence.¹¹ He later added naturalist intelligence and suggested that existential and moral intelligence could also be considered for inclusion.¹² Gardner states that individuals differ for both genetic and experiential reasons in their respective profiles of intellectual strengths and weaknesses, and that often it is the combination of 'intelligences' that make up a skill. Gardner defines interpersonal intelligence as the person's ability to understand and work successfully with others, whereas intrapersonal intelligence involves the capacity to understand one's own abilities and emotions and use that information to maintain a healthy emotional balance.¹³ Gardner has more recently equated interpersonal intelligence with the construct of *emotional intelligence*. Gardner stated:

Some individuals will develop certain intelligences far more than others; but every normal individual should develop each intelligence to some extent, given but a

¹¹ Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences* (New York: Basic Books, 1983).

¹² Howard E. Gardner, *Multiple Intelligences: New Horizons in Theory and Practice* (London: Hachette, 2008).

¹³ Howard Gardner, 'Multiple Intelligences After Twenty Years', in *Conference Paper, American Educational Research Association* (Chicago, 2003), 5.

modest opportunity to do so and in the normal course of events, the intelligences actually interact with, and build upon, one another from the beginning of life.¹⁴

Gardner's suggestion of people having multiple intelligences for cognitive and non-cognitive intellect, including interpersonal and intrapersonal intelligences, was probably fundamental to promoting the development of the emotional intelligence theories. However, at the time, there was much criticism of the construct of social intelligence and whether it was a new intelligence distinct from existing types of intelligence. Gardner's theory is based on diverse evidence including psychometric results and neuropsychological evidence but according to psychologist Dr Robert Sternberg, there is a lack of support for eight independent intelligences.¹⁵ One possible reason researchers Mayer and Salovey suggest for the lack of discriminant validity was that the definition of social intelligence was too broad making it difficult to differentiate between the various intelligences.¹⁶ As with later emotional intelligence theories, Gardner believed individuals can grow and improve upon their intelligences by being aware of themselves and others.

Sternberg's triarchic theory of intelligence

Sternberg, like Gardner, theorizes that there is more than one form of intelligence and advocates the value of a Triarchic Theory of Intelligence. His theory, developed in the 1980's extends the definition of intelligence beyond that of pure cognitive ability to three components of intelligence: analytical, practical and creative. Sternberg states that intelligent social behaviour involves adapting to your environment, changing your environment, or selecting a better environment.¹⁷ Measuring intelligence, according to Sternberg, entails assessing how much of a certain ability an individual possesses, and how motivated that individual is to use these abilities to

¹⁴ Gardner, *Frames of Mind*, 278.

¹⁵ Robert J. Sternberg, 'Intelligence', *Wiley Interdisciplinary Reviews: Cognitive Science* 3, no. 5 (2012): 501–11.

¹⁶ Marc A. Brackett and John D. Mayer, 'Convergent, Discriminant, and Incremental Validity of Competing Measures of Emotional Intelligence', *Personality and Social Psychology Bulletin* 29, no. 9 (2003): 1148.

¹⁷ Robert J. Sternberg, *Beyond IQ: A Triarchic Theory of Human Intelligence* (New York: Cambridge University Press, 1985), 258.

adapt to their environment. Two individuals of equal cognitive ability (IQ) might use or combine the components of intelligence quite differently to respond to new contexts. Sternberg further argues that the measurement of social intelligence is sensitive to the context in which it is assessed as the correct actions in relation to a question of social judgement may differ depending on the situational context.¹⁸ Sternberg's theories are compelling as they attempt to explain how different abilities are drawn upon by individuals in different contexts, and that a combination of abilities in one individual may differ to another but still be effective. This adaptability to the environment is a feature of emotional intelligence and underpins subsequent research.

From social intelligence to emotional intelligence

Researchers have long since established that many of our social behaviours are affected by our physiological emotional responses.¹⁹ At the most basic level, emotions play a critical role in our survival and development as humans, chiefly in terms of our adaptive responses to danger, self-protection, reproducing, and caring for the group.²⁰ For example, humans have a tendency to form social relationships with individuals similar to themselves as this generates a sense of connectedness and security. The phenomenon is known as in-group preference or in-group bias.²¹ Moreover, in-group bias refers to the effect that people usually feel greater trust and empathy toward people who are similar to them and are part of their same social circles, and greater distrust and reduced empathy toward those who are perceived as dissimilar or are members of other social groups.²² This has direct implications for cross-cultural interactions as advisers are likely to perceive their mentees

¹⁸ Richard K. Wagner and Robert J. Sternberg, 'Practical Intelligence in Real-World Pursuits: The Role of Tacit Knowledge.', *Journal of Personality and Social Psychology* 49, no. 2 (1985): 450; Peter J. Legree, 'Evidence for an Oblique Social Intelligence Factor Established with a Likert-Based Testing Procedure', *Intelligence* 21, no. 3 (1995): 260.

¹⁹ Paula M. Niedenthal, Silvia Krauth-Gruber, and Francois Ric, *Psychology of Emotion: Interpersonal, Experiential & Cognitive Approaches*, Principles of Social Psychology (New York: Psychology Press, 2006), 4.

²⁰ Robert Plutchik and Henry Kellerman, eds., *Theories of Emotion*, Emotion, Theory, Research, and Experience, v. 1 (New York: Academic Press, 1980), 11–37.

²¹ Niedenthal, Krauth-Gruber, and Ric, *Psychology of Emotion*, 249.

²² Russell Spears, 'In-Group and Out-Group Bias', in *Encyclopedia of Social Psychology*, ed. Roy F Baumeister and Kathleen D Vohs, vol. 1 (Thousand Oaks, CA: Sage Publications, 2011), 484–85.

as culturally dissimilar. Therefore, it is more difficult for the adviser to build rapport and trust with the advisee than it would be to build an interpersonal relationship with someone from the same cultural background.

As our basic emotional responses are often at odds with the behaviour we desire, the capacity to recognise, understand and regulate emotional responses is a useful ability and is often the difference between one individual's success in developing a social relationship compared to another individual.²³ For example, understanding what a person is feeling and thinking is important so that we respond in an appropriate way to that person's emotions by regulating our own emotions, behaviour and expressions. This could be important in situations that are socially unacceptable, such as showing explicit distaste towards the behaviour of members of the out-group.

One common approach to conceptualize an individual's ability to understand, use and manage emotion is by examining their level of emotional intelligence, more commonly known as EI or emotional quotient (EQ).

Bar-On's theory

The term emotional quotient (EQ) was conceived by psychologist Reuven Bar-On in 1988 as a complementary concept to IQ or cognitive ability. Bar-On theorized that EQ represented a set of social and emotional abilities that supported people with their daily life demands. Bar On defines EQ as, an array of non-cognitive capabilities, competences and skills that influence one's ability to succeed in coping with environmental demands and pressures.²⁴ His rationale for his description of EQ is as follows:

Intelligence describes the aggregate of abilities, competencies and skills...that represent a collection of knowledge used to cope with life effectively. The adjective

²³ David Rock, 'SCARF: A Brain-Based Model for Collaborating with and Influencing Others', *NeuroLeadership Journal* 1, no. 1 (2008): 44–52; Niedenthal, Krauth-Gruber, and Ric, *Psychology of Emotion*, 11–36.

²⁴ 'The Emotional Quotient Inventory (EQ-i): Technical Manual' (Multi-Health Systems, Toronto, 1997), 14.

emotional is employed to emphasise that this specific type of intelligence differs from cognitive intelligence.²⁵

Mayer and Salovey's emotional intelligence theory

Prominent emotion researchers Peter Salovey and John Mayer originally conceived of the term 'emotional intelligence' in 1990 as a subset of social intelligence.²⁶ They provided the initial published definition of emotional intelligence and argue that emotions contain data – primarily signals about people, social situations, and interactions – that help motivate the individual and guide their behaviour; particularly social behaviour.²⁷ Like Bar-On, they argue that emotional intelligence is a distinct form of intelligence as it represents an ability to understand and reason with emotional information and to combine thought and emotion to effectively perform in specific situations.²⁸ The researchers contend that emotional intelligence, as compared with social intelligence, may be more clearly distinguished from general intelligence as it involves the manipulation of emotions and emotional content.²⁹ As a result, they argue that it may have better discriminant validity than previous social intelligence theories. To justify this argument Mayer and Salovey state:

Knowing what another person feels is a mental ability. Such knowledge may stem from general intelligence or be somewhat independent of it. The way in which we have defined emotional intelligence as involving a series of mental abilities qualifies it as a form of intelligence.³⁰

²⁵ 'The EQ-i Technical Manual', 15; Bar-On, 'Insights from the Emotional Quotient Inventory'.

²⁶ Peter Salovey and John D. Mayer, 'Emotional Intelligence', *Imagination, Cognition and Intelligence* 9 (1990): 185–211. The authors defined EI as the subset of social intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions.

²⁷ Caruso and Salovey, *Emotionally Intelligent Manager*.

²⁸ Brian Bienn and David R. Caruso, 'Emotional Intelligence Today: What You Need to Know for Testing Training and Development', in *The Human Resource*, 2004, 3.

²⁹ Mayer and Salovey, 'The Intelligence of Emotional Intelligence', 439.

³⁰ John D. Mayer, Peter Salovey, and David R. Caruso, 'Emotional Intelligence: New Ability or Eclectic Trait', *American Psychologist* 63, no. 6 (2008): 503–17.

Emotional intelligence emerged in the literature as a construct after the publication of Salovey and Mayer's paper demonstrating that emotional facilitation of cognitive processes was a mental ability and therefore could be quantitatively measured.³¹

The argument that emotional intelligence is an ability and distinct from general intelligence or IQ is important to stress in the context of this thesis as this research is examining selection for an occupation where specific abilities are warranted (i.e. emotional and interpersonal abilities) in addition to pure cognitive ability.

Goleman and the popular version of emotional intelligence

Theories and assessment models of emotional intelligence have become increasingly well-known particularly after the release of Harvard trained psychologist Daniel Goleman's popular book titled *Emotional Intelligence: Why it can matter more than IQ* which became an international bestseller.³² Goleman hypothesises that emotional intelligence plays a role in establishing and maintaining social relationships and emphasises the importance of the social abilities of a leader. Goleman states that an individual needs to be self-aware, composed, focused, empathic, motivating, collaborative and compelling in order to be successful and claims that emotional intelligence is the largest single predictor of success in the workplace. However, Goleman's claim that emotional intelligence explains up to seventy percent of the difference between senior level leaders classified as 'star' performers and their average-performing counterparts was probably overstated given the limited amount of research on the emerging emotional intelligence construct at the time. Several researchers suggest that Goleman's claims prompted entrepreneurial commercialisation of emotional intelligence measurement tools into the marketplace, particularly to meet the corporate training demand, prior to the adequate psychometric and empirical validation of the emotional

³¹ David L Van Rooy and Chockalingam Viswesvaran, 'Emotional Intelligence: A Meta-Analytic Investigation of Predictive Validity and Nomological Net', *Journal of Vocational Behavior* 65, no. 1 (2004): 75.

³² Goleman, *Why EI Matters More Than IQ*.

intelligence construct.³³ Nonetheless, an increase in entrepreneurs, practitioners and researchers investigating the impact of emotions from an organisational perspective significantly advanced academic knowledge in the field and, with the exception of several prominent detractors, most researchers advocate support for the emotional intelligence concept.³⁴

Emotional intelligence models

In this section of the chapter, the differing conceptions of EI are presented in terms of theoretical models, and the attributes which are common across theoretical models are outlined, followed by a brief critique of the models.

Models of emotional intelligence tend to be either ability-based or a mixture of abilities and personality traits – alternatively known as mixed models.³⁵ Although there are various ways to conceptualize emotional intelligence O’Boyle and colleagues in an EI meta-analysis conclude that there are three conceptual streams of EI and this provides a useful way to explain the models.³⁶ They categorize the EI construct into the three streams based on theoretical and methodological differences.

Stream 1 is based on the ability EI model developed by Mayer and Salovey. This stream usually refers to emotional intelligence as a type of intelligence reflecting the ability to process emotional information and is measured by a four branch abilities model.³⁷ Stream 2 is also based on the Mayer and Salovey model but incorporates self-report or peer-report measures rather than an

³³ Daus and Ashkanasy, ‘The Ability-Based Model of Emotional Intelligence’; Dirk Lindebaum and Susan Cartwright, ‘A Critical Examination of the Relationship between Emotional Intelligence and Transformational Leadership’, *Journal of Management Studies* 47, no. 7 (2010): 1317–1342; Frank J. Landy, ‘Some Historical and Scientific Issues Related to Research on Emotional Intelligence’, *Journal of Organizational Behavior* 26, no. 4 (2005): 411–24.

³⁴ Those who disagree with EI as a construct include: Marina Fiori and John Antonakis, ‘Selective Attention to Emotional Stimuli: What IQ and Openness Do, and Emotional Intelligence Does Not’, *Intelligence* 40, no. 3 (2012): 252; Edwin A. Locke, ‘Why Emotional Intelligence Is an Invalid Concept’, *Journal of Organizational Behavior* 26, no. 4 (2005): 427; Landy, ‘Historical and Scientific Issues’, 422.

³⁵ Mayer, Caruso, and Salovey, ‘Models of Emotional Intelligence’, 397.

³⁶ O’Boyle et al., ‘Relationship between EI and Job Performance’, 792.

³⁷ Mayer, Salovey, and Caruso, ‘New Ability or Eclectic Trait’, 507.

ability test (where the participant or peer completes the item based on their knowledge). Stream 3 incorporates mixed emotional intelligence models which include both ability factors and personality traits in their measures.³⁸

Stream 1 – Ability-based emotional intelligence models

The Mayer Salovey ability model is the most commonly accepted model of EI.³⁹ Initially, Mayer, Salovey and their colleagues included some personality traits in their conceptualization of emotional intelligence. Their most recent theoretical model has removed personality concepts and focuses on the mental abilities involved in the processing of emotional information.⁴⁰ They moved away from defining emotional intelligence in terms of single abilities, such as emotional understanding, toward an ability-based definition that covers multiple emotional abilities. Mayer and Salovey define EI as follows:

The ability to perceive, accurately appraise, and express emotion; the ability to access and/or generate feelings to facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth.⁴¹

The ability model is based on a four-branch approach to EI and includes the four basic abilities of emotion perception; emotion facilitation; emotion understanding; and emotion regulation (see Table 2—1 on page 41).⁴² This approach is focussed on individual mental capacities which develop from early childhood and increase with experience. For example, an individual's

³⁸ Jim McCleskey, 'Emotional Intelligence and Leadership: A Review of the Progress, Controversy, and Criticism', *International Journal of Organizational Analysis* 22, no. 1 (2014): 76–93; K. V. Petrides, Ria Pita, and Flora Kokkinaki, 'The Location of Trait Emotional Intelligence in Personality Factor Space', *British Journal of Psychology* 98, no. 2 (2007): 273–89.

³⁹ McCleskey, 'Emotional Intelligence and Leadership Review', 79.

⁴⁰ Mayer, Roberts, and Barsade, 'Human Abilities', 513.

⁴¹ Peter Salovey, Marc A. Brackett, and John D. Mayer, eds., *Emotional Intelligence: Key Readings on the Mayer and Salovey Model*, 2nd ed. (New York: Dude Publishing, 2007), 35.

⁴² John D. Mayer, Peter Salovey, and David R. Caruso, 'A Further Consideration of the Issues of Emotional Intelligence', *Psychological Inquiry* 15, no. 3 (2004): 249–55.

ability to recognise basic emotions in faces is likely to precede the ability to detect a person faking emotional expressions.⁴³

The four-branch model has been measured by a series of instruments, the most recent of which is the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). This test is composed of eight tasks to assess the four branches of EI. For example, emotional perception is measured by asking participants to identify emotions in faces and landscapes, whereas emotional management is measured by presenting test takers with vignettes describing social situations and asking them how emotions might be managed in a situation.⁴⁴ Mayer and Salovey argue that people vary in their levels of emotional intelligence with some individuals more able to use this ability to their advantage. They state:

Emotionally intelligent individuals may be more aware of their own feelings and those of others. They may be more open to positive and negative aspects of internal experience, better able to label them, and when appropriate, communicate them. Such awareness will often lead to the effective regulation of affect within themselves and others, and so contribute to well-being.⁴⁵

The MSCEIT test was designed by Mayer, Salovey and Caruso to ascertain an individual's mental ability with respect to processing and using affective (emotional) information. Hence the measurement includes a series of questions in which the participant solves problems based on real-life scenarios and performance tasks. In addition to an overall EI score which is similar to an intelligence quotient (IQ) score, the MSCEIT also provides scores on the four branches. This test is commonly available and used widely in corporate training globally for assessing emotional abilities.

⁴³ Peter Salovey and John D. Mayer, 'What Is Emotional Intelligence?', in *Emotional Development and Emotional Intelligence: Educational Implications*, ed. David J. Sluyter and Peter Salovey (New York: Basic Books, 1997), 10.

⁴⁴ Mayer, Salovey, and Caruso, *MSCEIT User's Manual*, 8.

⁴⁵ Mayer and Salovey, 'The Intelligence of Emotional Intelligence', 440.

One of the criticisms of Mayer, Salovey and Caruso and their ability test is that there is a lack of published peer-reviewed articles on test results relating to claims about workplace performance.⁴⁶ As the MSCEIT is a commercial test, access to data is restricted. Hence researchers cannot use this information to assess the veracity of testing or results.

Stream 2 – Self report emotional intelligence measures

Stream 2 encompasses various self-report and peer-report measures based on the Mayer-Salovey ability model.⁴⁷ This stream has tended to receive criticism as self-report measures are a less direct means of assessing an individual's performance on ability-based tasks and are prone to social desirability bias.⁴⁸ For example, the individual may rate their ability at detecting emotions in others as high to portray themselves positively (socially desirable), but an objective measure may demonstrate that their ability in detecting emotions is lower than how they have rated themselves.

Stream 3 – Mixed models of emotional intelligence

The group of researchers who define EI in terms of emotional or social competencies and skills rather than ability form part of stream 3. Whereas EI ability may determine a person's potential for learning practical job-related emotional and social skills, the level of emotional competencies used by that person show how much of that potential is realised.⁴⁹ This stream is commonly referred to as the mixed model of emotional intelligence because of the mixed qualities that the models target. For example, one of the leading theorists in emotional intelligence, Reuven Bar-On uses the following definition:

⁴⁶ Landy, 'Historical and Scientific Issues', 413.

⁴⁷ These include the Schutte Self-Report Emotional Intelligence Test (SSREIT), Wong's Emotional Intelligence Scale (WEIS) and the Workgroup Emotional Intelligence Profile (WEIP-3).

⁴⁸ Salovey, Brackett, and Mayer, *The Mayer and Salovey Model*, 88.

⁴⁹ Margarida Truninger et al., 'The Power of EI Competencies Over Intelligence and Individual Performance: A Task-Dependent Model', *Frontiers in Psychology* 9 (2018): 3.

Emotional-social intelligence is a cross section of interrelated emotional and social competences, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands.⁵⁰

Bar-On argues that to be emotionally and socially intelligent, one has to be aware of oneself, to understand strengths and weaknesses and to express feelings and thoughts non-destructively. At the interpersonal level, it means being aware of others' emotions and to establish and maintain cooperative, constructive and mutually satisfying relationships. The most widely known mixed model, the Emotional Quotient Inventory (EQ-i), was developed by Bar-On. It is a self-report inventory which consists of 15 subscales under five main factors – intrapersonal functioning, interpersonal skills, adaptability, general mood and stress management (Table 2—1). The Bar-On model is considered one of the four major EI models in the current literature.⁵¹

Goleman and Boyatzis developed another mixed model approach to EI with the Emotional Competence Inventory (ECI).⁵² This model expanded the scope of the ability model to encompass social emotional competencies linked to effective performance in the workplace. These included self-awareness, self-management, social awareness and relationship management.⁵³ The authors contend that competencies can be considered to be a behavioural approach to emotional, social and cognitive intelligence and that this mixed model is best for understanding performance in real world settings.⁵⁴ For example, emotional intelligence competency is the ability to recognize, understand and use emotional information about oneself that leads to more effective performance.⁵⁵

⁵⁰ Reuven Bar-On, 'The Bar-On Model of Emotional-social Intelligence (ESI)', *Psicothema* 18 (2006): 14.

⁵¹ McCleskey, 'Emotional Intelligence and Leadership Review'.

⁵² Richard E. Boyatzis and Daniel Goleman, *Emotional Competency Inventory* (Boston: Hay Group, 1996).

⁵³ Richard Boyatzis, Daniel Goleman, and Kenneth Rhee, 'Clustering Competence in Emotional Intelligence: Insights from the Emotional Competency Inventory', Manuscript (Ohio: Case Western Reserve University, 1999).

⁵⁴ Richard E. Boyatzis, 'Competencies as a Behavioral Approach to Emotional Intelligence', *Journal of Management Development* 28, no. 9 (2009): 749–70.

⁵⁵ Boyatzis, 757.

The Trait Emotional Intelligence Questionnaire (TEIQue) is another mixed model. Like the ECI and EQ-i, this model goes beyond ability and includes personality traits. It includes four components; well-being (self-confidence, happiness and optimism), sociability (social competence, assertiveness and emotion management of others); self-control (stress management, emotion regulation and low impulses); and emotionality (emotional perception of self and others, emotion expression, and empathy).⁵⁶

Another theoretical model which is relevant to this research is a framework proposed in 2014 by psychologist Seth Kaplan and colleagues Cortina, Ruark, LaPort and Nicolaides.⁵⁷ Kaplan and colleagues derived the model from research literature on emotional intelligence and similar fields such as leader emotion management, social psychology and sports psychology to construct a model that would be useful for developing training for US Army personnel. This model reflects a different way of thinking about the attributes relevant to emotionally intelligent behaviour. It conceives of emotion management as eight specific categories of leader behaviour and these behaviours are the competencies exhibited if an individual possesses the knowledge, skills and personality to manage emotions effectively.

These eight categories of behaviour (see Table 2—1) represent aspects of leader performance that correspond to workplace situations and leader functions in which successful emotion management is most likely to be necessary and to have consequences. This model is consistent with other literature on leader emotion management and these behaviours entail both generating employee emotion and helping employees handle emotions.⁵⁸ What is particularly useful with this particular framework is that it has been developed in collaboration with the US Army Research Institute for the Behavioural and Social Sciences, and implications for soldier performance

⁵⁶ Petrides, Pita, and Kokkinaki, 'Trait Emotional Intelligence', 336.

⁵⁷ Seth Kaplan et al., 'The Role of Organizational Leaders in Employee Emotion Management: A Theoretical Model', *The Leadership Quarterly* 25, no. 3 (2014): 563–80.

⁵⁸ Ronald H. Humphrey, Jeffrey M. Pollack, and Thomas Hawver, 'Leading with Emotional Labor', ed. Céleste M. Brotheridge, *Journal of Managerial Psychology* 23, no. 2 (2008): 151–68.

have been provided with consideration given to the impact of situational factors.⁵⁹ Moreover, the model categories which encompass knowledge, skills and behaviours make this framework useful as a tool to consider for selection and training of personnel.

Models and related abilities

Table 2—1 provides a list of the subscales and attributes associated with three of the most widely used emotional intelligence models and includes the emotion management model as just outlined. Despite the existence of separate streams of emotional intelligence there are theoretical and statistical similarities between the various conceptions as EI is still an emerging field of research. All of the models aim to identify and measure the elements involved in the recognition and regulation of one's own emotions and the emotions of others. Each of the models propose that there are certain key components that comprise emotional intelligence and there is moderate consensus as to what those components are. For example, the component of self-awareness/self-insight is common to each model, as is the self-management of emotions. Although some of these behaviours are more relevant to immediate versus longer-term outcomes, all are somewhat relevant to both situations.

A relationship between elements of these EI models has been established through statistical analyses and there is evidence that different measures of emotional intelligence are related and may be measuring similar components.⁶⁰ Brackett and Mayer found significant similarities between the

⁵⁹ Seth Kaplan et al., 'Emotions at Work: Leader Knowledge, Skills and Abilities to Enhance Soldier Performance', Technical Report (US Army Research Institute for the Behavioral and Social Sciences, 2012).

⁶⁰ Chao Miao, Ronald H. Humphrey, and Shanshan Qian, 'A Meta-Analysis of Emotional Intelligence and Work Attitudes', *Journal of Occupational and Organizational Psychology* 90, no. 2 (2017): 177–202; Yvonne Stys and Shelley L. Brown, 'A Review of the Emotional Intelligence Literature and Implications for Corrections', Research Report (Research Branch, Correctional Service of Canada, 2004); Joseph and Newman, 'An Integrative Meta-Analysis'.

subscale for regulation of emotion of the Mayer Salovey Caruso Emotional Intelligence Test, and the interpersonal EQ scale of Bar-On's Emotion Quotient Inventory.⁶¹

Table 2—1. Comparing Attributes of Three Models of Emotional Intelligence/Emotion Management⁶²

Type of Model or	Mayer, Salovey, Caruso (Ability Model)	Bar-On Eq-i (Mixed Model)	Goleman & Boyatzis (Mixed Model)	Kaplan, Cortina, Ruark et al (Emotion Management)
Subscales within the model and composite items for each model	Perception and Expression of Emotion Identifying and expressing emotion in physical states, feelings and thoughts Identifying and expressing emotions in other people, language, environment	Intrapersonal Emotional self-awareness Self-regard Self-actualization Independence Assertiveness	Self-Awareness Emotional self-awareness Accurate self-assessment Self-confidence	Emotional Knowledge Self-insight Knowledge of emotions & their consequences Knowledge of the importance of emotion-evoking events
	Assimilating emotion in thought Emotions prioritize thinking in productive ways Emotions generated as aids to judgement and memory	Adaptability Problem solving Reality testing Flexibility	Self-Management Self-control Trustworthiness Conscientiousness Adaptability Achievement drive Initiative	Knowledge of the importance of emotions and emotion management Knowledge of organisational norms regarding emotional displays
	Understanding and analysing emotion Ability to label emotions including complex emotions and simultaneous feelings Ability to understand relationships associated with shifts of emotion	Interpersonal Interpersonal relationships Social responsibility Empathy	Social Awareness Empathy Service orientation Organizational awareness	Skills Emotion recognition Perspective-taking Emotion support skill Communication skill
	Reflective regulation of emotion Ability to recognise and stay open to own feelings Ability to reflectively monitor and regulate emotions to promote emotional and intellectual growth	Stress-management Impulse Control Stress tolerance General mood Optimism Happiness	Relationship Management Developing others Influence Communication Conflict management Leadership Change catalyst Building bonds Teamwork/collaboration	Emotion management behaviours Interacting and communicating in an interpersonally tactful manner Demonstrating consideration and support for employees Using emotional displays to influence employee behaviour Structuring work tasks with consideration for employees emotions Providing frequent emotional 'uplifts' Behaving in a fair and ethical manner Managing interactions and relationships among co-workers Maintaining open and frequent communication

⁶¹ Brackett and Mayer, 'Competing Measures of Emotional Intelligence'.

⁶² Bar-On, 'The Bar-On Model', 11; Goleman, *Why EI Matters More Than IQ*, 28; Mayer, Salovey, and Caruso, *MSCEIT User's Manual*; Kaplan et al., 'Employee Emotion Management', 565.

These models provide a useful basis from which to explore the research question for this present study as the key area to be explored is the relevance of emotional intelligence attributes to advising success. These models demonstrate a group of characteristics which when present in an individual are equated with positive intrapersonal and interpersonal behaviour. An adviser who exhibits a combination of the tabulated behaviours is likely to be influential with their foreign counterpart. Hence, this table forms a list of attributes against which participant responses can be compared. This should assist in determining if emotional intelligence attributes are critical for effectiveness, or whether other non-EI attributes are considered by advisers to be more important. These attributes will be discussed in further detail in Chapter Three of this study where the common components of the theoretical models form the basis of the Attribute-rating Questionnaire.

Criticisms of the models

Much debate remains about how emotional intelligence should be defined, measured and what predictive and incremental properties it holds over and above existing personality and intelligence measures.⁶³ Criticism from the academic community escalated with the publication of Goleman's 1995 best-selling book on EI⁶⁴ and the wave of publicity and uptake in training this book inspired. The result is that public and organisational perceptions of emotional intelligence are often at odds with the theoretical models proposed by the originators. Three key criticisms of emotional intelligence are outlined briefly below.⁶⁵

⁶³ For example see the following, McCleskey, 'Emotional Intelligence and Leadership Review'; Kevin R. Murphy, 'Emotional Intelligence - A Disappointing Decade', *The American Journal of Psychology* 122, no. 1 (2009): 131–34; Mayer, Roberts, and Barsade, 'Human Abilities'; Daus and Ashkanasy, 'The Ability-Based Model of Emotional Intelligence'.

⁶⁴ The book was titled, *Emotional Intelligence: Why It Can Matter More Than IQ*.

⁶⁵ A full discussion of the critique of EI is outside the scope of this paper. However see the following papers for additional discussion; Cary Cherniss, 'Emotional Intelligence: Toward Clarification of a Concept' *Industrial and Organizational Psychology* 3, no. 2 (2010): 110-126 Daus and Ashkanasy, 'The Ability-Based Model of Emotional Intelligence'; Landy, 'Historical and Scientific Issues'; Mayer, Roberts, and Barsade, 'Human Abilities'; Joseph V Ciarrochi, Amy Y.C Chan, and Peter Caputi, 'A Critical Evaluation of the Emotional

Conflicting models and definitions of what EI encapsulates

There are various definitions which exist for each emotional intelligence model and these definitions are constantly evolving. Yale psychologist, Cary Cherniss suggests that the major theorists seem to already agree on the concept of emotional intelligence but contends there needs to be a single definition rather than the various conflicting definitions that currently exist.⁶⁶ Rather than propose one model as the only correct one, Cherniss argues, it is better to formulate a single definition of EI and this common definition can be used to determine which collections of abilities and traits comprise the models of EI. Most researchers seem to include the Mayer, Salovey Caruso definition of EI in their own work.⁶⁷ This definition is:

The ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in the self and others.⁶⁸

This definition of EI has been adopted for usage in this thesis, as most psychologists and academics agree it is the most relevant to the skills being examined. Assumptions inherent with this definition include: that EI is a mental ability and consists of a set of conceptually related abilities, and these abilities involve reasoning, problem-solving, and the processing of information.

Cherniss argues that many of the models of EI are actually measures of emotional and social competencies (ESC).⁶⁹ He states that a competency is 'any characteristic of the person that leads to or causes effective or superior performance' and involves those parts of the brain associated with emotion. For example, empathy is an ESC because it relies on the ability to accurately perceive how

Intelligence Construct', *Personality and Individual Differences* 28, no. 3 (2000): 539–61; Stys and Brown, 'A Review of Emotional Intelligence Literature'; Keith Oatley, 'Emotional Intelligence and the Intelligence of Emotions', *Psychological Inquiry* 15, no. 3 (2004): 216–222; Joseph and Newman, 'An Integrative Meta-Analysis'; Carol L. Gohm, 'Moving Forward with Emotional Intelligence', *Psychological Inquiry* 15, no. 3 (2004): 222–27; Gerald Matthews, Richard D. Roberts, and Moshe Zeidner, 'Seven Myths about Emotional Intelligence', *Psychological Inquiry* 15, no. 3 (2004): 179–96; Locke, 'An Invalid Concept'.

⁶⁶ Cherniss, 'Emotional Intelligence', 113.

⁶⁷ Boyatzis, Goleman, Petrides and Bar-On all include elements of the Mayer, Salovey Caruso definition in their own models.

⁶⁸ Mayer, Caruso, and Salovey, 'Models of Emotional Intelligence', 396.

⁶⁹ Cherniss, 'Emotional Intelligence', 115.

others are feeling. Conversely, analytical ability is an example of a cognitive competency as it does not require emotional understanding to facilitate the competency. Based on this conception of EI and ESC, emotional intelligence can be considered to be contributing to the aptitude necessary for developing an emotional and social competency (ESC). For example, an individual who has a strong aptitude in identifying emotion in other people is likely to have competency in adapting their own behaviour to influence that individual.

It could be argued, therefore, that the models require further research and development in order to differentiate from emotional intelligence and the observable behaviour as a result of possessing a certain level of emotional intelligence. For this current research it was not feasible to measure an individual's emotional intelligence and compare that to their performance as there were too many contextual variables and unique performance indicators. Rather obtaining participant accounts of observable behaviours and competencies was considered to be the optimal way to assess which attributes in personnel were equated with success.

Conflicting measures of assessment and lack of scientific scrutiny

A second area of controversy with emotional intelligence is that of how it is measured. Critics have argued that all EI and ESC measures have weak content validity, unstable factor structures, and lack empirical evidence for divergent and convergent validity.⁷⁰ However, the advocates of EI argue that there is a plethora of research in peer-reviewed journals that support the construct of EI in general and its role in leadership effectiveness in particular.⁷¹ In 2008, Mayer and colleagues recommended that to silence the EI critics, researchers should make a concerted effort to keep to the established definition of EI, use the ability model when referring to EI, limit research to

⁷⁰ Matthews, Roberts, and Zeidner, 'Seven Myths'; Locke, 'An Invalid Concept'; Landy, 'Historical and Scientific Issues'.

⁷¹ John Antonakis, Neal M. Ashkanasy, and Marie T. Dasborough, 'Does Leadership Need Emotional Intelligence?', *The Leadership Quarterly* 20, no. 2 (2009): 247–61; Cherniss, 'Emotional Intelligence'; Mayer, Roberts, and Barsade, 'Human Abilities'; Daus and Ashkanasy, 'The Ability-Based Model of Emotional Intelligence'.

the four branches of EI, avoid using personality traits and use concise terminology in order to avoid ongoing criticism⁷² Cherniss suggests that the two concepts EI and ESC be separated and advocates that both continue to be researched.⁷³ Many scholars in the field of emotion research agree with Mayer and colleagues and support the ability model as the conceptualisation of EI for future research and advancement.⁷⁴

How significant EI is as a predictor of outcomes such as leader effectiveness.

Another area of controversy involves the purported link between emotional intelligence and outcomes such as job performance and leadership effectiveness. The claim by Goleman that EI is more important than IQ when it comes to leadership effectiveness has been at the centre of this controversy. Cherniss argues that these claims are more relevant to emotional social competencies (ESC) than to emotional intelligence.⁷⁵ He goes on to surmise that there is considerable support for the claim that there is a link between both EI and ESC and work-related performance. Similarly, Daus and Ashkanasy and others argue that there is empirical support for the application of emotional intelligence in organisations with links to leadership, job performance and emotional labour.⁷⁶ These findings in support of the utility of EI will be discussed in greater detail in the next section.

Despite the criticism, EI is useful

In spite of the negative and unsupportive views of emotional intelligence, there is a wealth of literature and neurological evidence that supports the hypothesis that emotional intelligence is an ability distinct from I.Q. and that the concept is useful in understanding job performance.⁷⁷ For

⁷² Mayer, Salovey, and Caruso, 'New Ability or Eclectic Trait', 514.

⁷³ Cherniss, 'Emotional Intelligence', 186.

⁷⁴ For example, Daus and Ashkanasy, 'The Ability-Based Model of Emotional Intelligence'; Antonakis, Ashkanasy, and Dasborough, 'Does Leadership Need EI?'

⁷⁵ Cherniss, 'Emotional Intelligence', 120.

⁷⁶ Daus and Ashkanasy, 'The Ability-Based Model of Emotional Intelligence', 459; Ciarrochi, Chan, and Caputi, 'The Emotional Intelligence Construct'.

⁷⁷ See for example, Stéphane Côté and Christopher T. H. Miners, 'Emotional Intelligence, Cognitive Intelligence, and Job Performance', *Administrative Science Quarterly* 51, no. 1 (2006): 1–28; O'Boyle et al., 'Relationship between EI and Job Performance', 792.

example, in 2017 Miao and colleagues found that employees with higher EI have higher job satisfaction, higher organisational commitment and lower turnover intentions. Additionally, in 2019, Glenn found a strong relationship between a military leader's emotional intelligence and their ability to make sound, considerate and balanced decisions that improved the mission outcomes and considered the perspectives of their subordinates.⁷⁸

The modern concept of emotional intelligence is still developing and even the prominent theorists and researchers state that the current conceptualisations of the construct are incomplete.⁷⁹ Although EI is still an evolving construct, research clearly demonstrates that EI is a useful concept to explore the performance of individuals particularly where knowledge of their attributes has a bearing on their job performance.⁸⁰

For the purposes of this current research study, it is a useful to explore the attributes of military advisers and their performance mentoring foreign counterparts. Rather than specify one definite model as the theoretical model of choice, the subscales of each model will be considered to comprise a broad set of emotional intelligence knowledge, abilities and competencies for the purposes of this research. The term 'attributes' will be used predominantly throughout the remainder of the thesis. Attributes are defined as qualities, or characteristics ascribed to someone or something'.⁸¹ Attributes are core characteristics that individuals develop as a response to their immediate environment and hence there is variety across individuals. Attributes can be predictors of behaviour in different contexts.

⁷⁸ Glenn, 'EI and Military Leader Decision-Making', 93.

⁷⁹ Reuven Bar-On, 'How EI Should Be Conceptualized, Measured and Studied', Reuven Bar-On.org Website, 2013, <http://www.reuvenbaron.org/wp/reuven-bar-on/how-to-study-measure-and-apply-ei/>; David R. Caruso, 'About Emotional Intelligence', EI Skills Group, 2018, <http://www.eiskillsgroup.com/about-ei/>.

⁸⁰ Daus and Ashkanasy, 'The Ability-Based Model of Emotional Intelligence', 460; Côté and Miners, 'EI, IQ and Job Performance', 21; Lopes et al., 'Evidence That Emotional Intelligence Is Related to Job Performance and Affect and Attitudes at Work', 137; O'Boyle et al., 'Relationship between EI and Job Performance', 796.

⁸¹ 'Cambridge English Dictionary Online', accessed 24 July 2019, <https://dictionary.cambridge.org/dictionary/english/attribute>.

This term has been used because it was expected to most effectively capture participant responses about what characteristics they perceive effective advisers possess, and what behaviours they observed to demonstrate this. In contrast, it would be more difficult for participants to describe another person's level of emotional intelligence. Emotional intelligence can be measured by the aforementioned assessment instruments. However, participants would not be able to rate or compare effective or ineffective adviser's EI levels. Hence, observable behaviour from which attributes could be accurately recorded was the most appropriate manner to assess indicators of effectiveness.

In the following section, the relevance of EI to job performance will be presented, followed by a brief overview of how several of the EI attributes which are common across models are most relevant to military advising.

Section 2 – How emotional intelligence is relevant to military advising

Emotions play an important role in our daily lives and every individual varies in their ability to perceive, use, understand and manage these emotions.⁸² These variances affect an individual's capability in different contexts, including their ability to perform as an adviser.⁸³ Those who are able to influence others to think, feel and do what they want are persuasive and this often involves an ability to identify the emotional content in the interaction.⁸⁴ People vary in their capacity to be influential. One individual may have a high EI (similar to an individual with high IQ) but may not be using that intelligence effectively or lack self-motivation to use their ability. For example, an adviser may have a high level of EI and have the ability to self-regulate emotion in challenging advising situations but may not be motivated to use their ability and tend to react in emotionally destructive ways (e.g. yelling at counterparts). This is similar to a person with high IQ who has a strong ability to understand mathematics but may not be willing to use that ability optimally.

EI and performance

Despite the assertion by some critics that EI is unrelated to job performance, research demonstrates that EI is linked with performance socially, in academic settings and the workplace.⁸⁵ Jobs that require better emotional skills, abilities and effectiveness in order to perform well tend to show stronger positive correlations between high EI scores and performance.⁸⁶ Because the central attributes of emotional intelligence are the ability to understand others' emotions and the ability to regulate and harness one's own emotions adaptively, it is expected that individuals with higher

⁸² Caruso and Salovey, *Emotionally Intelligent Manager*, xv.

⁸³ Rosete and Ciarrochi, 'Emotional Intelligence and Its Relationship to Workplace Performance Outcomes of Leadership Effectiveness'; Schutte et al., 'EI and Interpersonal Relations'.

⁸⁴ Jennifer M George, 'Emotions and Leadership: The Role of Emotional Intelligence', *Human Relations* 53, no. 8 (2000): 1027–55; Humphrey, Pollack, and Hawver, 'Leading with Emotional Labor', 153.

⁸⁵ Marc A. Brackett, Susan E. Rivers, and Peter Salovey, 'Emotional Intelligence: Implications for Personal, Social, Academic, and Workplace Success: Emotional Intelligence', *Social and Personality Psychology Compass* 5, no. 1 (2011): 88–103.

⁸⁶ Joseph and Newman, 'An Integrative Meta-Analysis', 65.

emotional intelligence will be more socially adept and display better social skills. Since security force assistance advising requires the development of interpersonal relationships across linguistic and cultural barriers, it is possible that those with higher EI could perform more effectively, or that a combination of EI attributes could equate with greater success.

The following section highlights how several key areas of emotional intelligence are relevant to military advising. To do this, nine categories have been drawn from the emotional intelligence models and the emotion management framework in Table 2—1. The categories are composed of attributes that are likely to be important for the advising role as well as being common attributes across the EI models. In forming these categories similar themes were clustered to form superordinate categories and items were excluded if they were considered less relevant to advising specifically. For example, ‘self-awareness’ and ‘regulation of emotion’ were common to each model and hence formed separate categories. The item ‘independence’ was not common across models and didn’t fit with a particular category so did not become a superordinate category but was subsumed within a larger category.

Appendix A includes a brief summary of composite items developed for this discussion. The reader should note that these categories have not been established to develop a model or test theory (as could be expected in a quantitative research design), but rather have been identified as useful to enable a research comparison with the qualitative data – i.e. comparing the responses of advisers – with the compiled emotional intelligence attributes drawn from the theoretical models. Essentially, this was intended to elaborate and expand on the qualitative results to provide greater clarity.

Each category will be defined in the following section with examples of behaviour. The relevance of each category to advising will be highlighted. The categories include;

1. Building and maintaining relationships
2. Knowledge of emotions and consequences
3. Emotional perception
4. Using emotion to facilitate decision-making
5. Self-awareness
6. Regulation of emotion
7. Empathy and social awareness
8. Interacting and communicating tactfully
9. Burnout and stress coping.

Building and maintaining relationships

The heart of the advising mission is to teach, coach, mentor, train and guide counterparts to better performance and self-reliance. The critical factor in succeeding effectively in this role is having the ability to build and maintain a relationship with the counterpart. Research by Zbylut and Metcalf on advising effectiveness found that building rapport and being considerate were the best predictors of how willing a counterpart was to accept advice from their adviser.⁸⁷ The ability to build social relationships is a key aspect of each of the emotional intelligence models and separates those individuals with higher emotional intelligence in their success with interpersonal interactions. Mayer and Salovey argue that the ability to successfully build trust and rapport is enhanced if an individual uses their emotional intelligence abilities, including self-awareness, reading emotions in others and regulating their own emotions.⁸⁸ Psychologist Marc Brackett found that emotionally intelligent people reported having significantly fewer problems with their peers than do their less emotionally intelligent counterparts.⁸⁹

⁸⁷ Zbylut, Metcalf, and Brunner, 'Advising Foreign Security Forces', 4.

⁸⁸ Caruso and Salovey, *Emotionally Intelligent Manager*, 181–82.

⁸⁹ Brackett, Rivers, and Salovey, 'Emotional Intelligence', 96.

The relationship between an adviser and their foreign counterpart is different from that between a military leader and subordinate in that no formal hierarchy defines the relationship. In the case of senior leader being advised, often the rank of the adviser is lower than the counterpart (e.g. a major advising a colonel). Either social dynamic – the lack of hierarchy or having a junior officer advise a senior officer – is unusual in a military organisation. Because of the nature of this relationship, advisers need to rely upon a broad range of interpersonal skills to successfully influence counterparts to adopt a desirable course of action, goal, way of thinking, or training approach.⁹⁰ In the military context there tend to be different types of influence involved which can be rank dependent. Psychologist Alex Haslam and colleagues identify three types of power: coercive, authoritative and influence which could apply to this unique relationship. For example, junior ranks of captain and below probably tend to rely on authoritative or coercive power, whereas ranks of major or above tend to use influence and this reflects organisational norms.⁹¹ Influence tends to be a skill that is developed at more senior levels, when it becomes a requirement to influence upwards and across the organisation or international partner organisations, particularly where there are similarities in social identity.⁹² Hence, those individuals who can utilise influence at the junior ranks are likely being adaptive and creative drawing on EI attributes rather than relying on their previous organisational norms. Research has suggested that establishing credibility, being respectful, nurturing the relationship, being considerate and being supportive are important elements of building rapport⁹³ which facilitates influence. Advisers in Payne and Osburg's research on security

⁹⁰ Wisecarver et al., 'Knowledge Skills and Abilities for Influence', 1.

⁹¹ Haslam, Reicher, and Platow, *New Psychology of Leadership*, 355.

⁹² Emina Subašić et al., 'Leadership, Power and the Use of Surveillance: Implications of Shared Social Identity for Leaders' Capacity to Influence', *The Leadership Quarterly* 22, no. 1 (2011): 171–72.

⁹³ Zbylut, Metcalf, and Brunner, 'Advising Foreign Security Forces', 6; Wisecarver et al., 'Knowledge Skills and Abilities for Influence', 23; Kaplan et al., 'Emotions at Work: Leader Knowledge, Skills and Abilities to Enhance Soldier Performance', 11.

force assistance advisers most frequently stated that not enough time was devoted to learning the complexities of relationship building.⁹⁴ For example, one adviser stated:

One of the intangibles of security force assistance is building relationships, which special forces does well and the US Army doesn't prioritize as much. A professional relationship takes you only so far, and an individual relationship takes you so much further. You must strike the perfect balance between the two.⁹⁵

Knowledge of emotions and consequences

Emotional understanding refers to the ability to recognise emotions and how they occur and to reason with emotional knowledge.⁹⁶ Individuals who have high EI possess the ability to discriminate among different emotions and to understand that particular emotions occur in different situations, and that they can progress through stages. For example, mild annoyance may progress to rage if the trigger for that emotion continues. This is relevant for advisers if, for example, an adviser perceives an advisee is experiencing frustration (an emotion associated with goal obstruction). If they recognise this reaction they could work with the advisee to develop a solution (for example, restructuring of the task). Additionally, knowing that anger can lead to aggressive or retaliatory acts can aid the adviser to take steps to prevent these acts. An individual who possesses a high level of emotional understanding can better comprehend the positive and negative consequences of their potential actions.⁹⁷

Emotional perception

Emotional perception reflects the capacity to accurately recognize the emotional states of other people. As emotional expression occurs both verbally and non-verbally an individual's ability

⁹⁴ Payne and Osburg, 'Leveraging Observations of SFA', 14.

⁹⁵ Payne and Osburg, 14.

⁹⁶ Salovey and Mayer, 'Emotional Intelligence', 186.

⁹⁷ Mayer, Salovey, and Caruso, *MSCEIT User's Manual*; Caruso and Salovey, *Emotionally Intelligent Manager*, 115–18.

to recognize emotion requires competence in decoding facial expressions and interpreting how situational context might lead to a particular emotional response.⁹⁸ This skill requires simultaneously attending to and interpreting various aspects of communication, including the tone of voice, eye-contact, body posture and physical appearance. This attribute also includes recognizing and making appropriate inferences about the absence of specific outward behaviour from which one could infer such emotions as annoyance and jealousy. By picking up the content of emotions in people's facial expressions and the context leading to that emotional reaction individuals who have a well-developed ability at appraising emotion may be better equipped to respond to situations involving emotional interactions.⁹⁹ Individuals who are skilled in this ability are more likely to be able to discriminate authentic emotional expressions in others from false or dishonest expressions.¹⁰⁰ Those who are proficient at self-perception of their own emotional states are more likely to be skilled at perceiving emotion in others.¹⁰¹

Psychologists Gross and Thompson argue that there are individual differences in emotional perception, and that those who make accurate appraisals of verbal and non-verbal cues are more able to make appropriate decisions of how to respond.¹⁰² This ability is highly relevant to the advising role as often there is a language barrier when the adviser is not proficient in the counterpart's language. Detecting authenticity and non-verbal cues can be critical for the adviser if there is not an established rapport with the counterpart or those being trained. Proficiency in recognizing others' emotions represents a fundamental interpersonal competency that underlies effective social interaction and is critical for enabling a person to influence others.¹⁰³ Advisers who fail to accurately recognize the emotional reactions of their counterpart will miss the opportunity to

⁹⁸ Paul Ekman, 'An Argument for Basic Emotions', *Cognition and Emotion* 6, no. 3/4 (1992): 169–200.

⁹⁹ Mayer, Caruso, and Salovey, 'Models of Emotional Intelligence'.

¹⁰⁰ Brackett, Rivers, and Salovey, 'Emotional Intelligence'.

¹⁰¹ Mayer and Salovey, 'The Intelligence of Emotional Intelligence'.

¹⁰² James J. Gross, ed., 'Emotion Regulation: Conceptual Foundations', in *Handbook of Emotion Regulation*, by James J. Gross and R.A. Thompson (New York: Guilford Press, 2007), 24.

¹⁰³ Salovey and Mayer, 'Emotional Development and EI', 5.

adapt their behaviour in response. Brackett and colleagues found that individuals who can accurately read other people's emotions tend to be more effective at interpersonal interactions with co-workers.¹⁰⁴ The ability to perceive emotions may be particularly important when an adviser engages in rapport building with a new trainee. Individuals who are sensitive to the needs of other people and who can accurately read their counterpart's emotions may be more likely to identify when the trainee is open to engagement, or not, and adapt their behaviour accordingly. As the relationship develops, they will most likely become accustomed to detecting whether the trainee is open to learning or closed to learning from verbal and non-verbal cues. Advisers who are particularly adept in identifying emotional shifts in others are likely to be attuned to potential physical threats from insider attack.

Using emotion to facilitate thought

EI can influence and facilitate problem solving. Emotional facilitation of thought involves how emotions are used and how they impact on cognitions to assist in thought processes or problem solving. Emotions can act as mechanisms to prioritise thinking or to inhibit thought processes. For example, a positive emotional state can promote greater creativity and optimism about a situation, whereas a negative emotional state can result in reduced attention and lack of clarity in thought.¹⁰⁵ Individuals who are high in emotional intelligence have the ability to predict how they will feel in a given situation in order to plan for potential behaviour. Advisers who are skilled in this attribute could use this knowledge to help identify appropriate responses to advisee emotional displays. For example, upon recognising the advisee is angry, and knowing that anger can trigger judgements of mistreatment and blame, the adviser can make appropriate decisions about the behavioural style he requires to interact with the advisee. That is, such individuals can 'anticipate' or 'generate' feelings to deal with the situation.

¹⁰⁴ Brackett, Rivers, and Salovey, 'Emotional Intelligence', 97.

¹⁰⁵ Mayer, Roberts, and Barsade, 'Human Abilities', 512.

Individuals who effectively use emotion to influence are adept at moderating their behaviour to display the emotion necessary to achieve the task at the time. Kaplan and colleagues argued that more effective leaders use emotional 'displays' to influence their soldier's behaviour. The authors used the example that an Army leader will exhibit expressions of anger towards a soldier engaged in counterproductive behaviour, and conversely will exhibit optimism or enthusiasm to allay concern about an upcoming mission in order to instil confidence.

Self-awareness

Self-awareness, according to Goleman, is the deep understanding of one's emotions, strengths, weaknesses, needs and drives.¹⁰⁶ Indicators of having high self-awareness are self-confidence, realistic self-assessment, and a self-deprecating sense of humour. People with a high degree of self-awareness are in tune with how they feel, and how others make them feel and recognize when their emotions may be impacting on those around them. Individuals with high EI have been found to have greater self-perception of their social competence and use interpersonal strategies that help to increase rapport with their colleagues and family.¹⁰⁷ Kaplan and colleagues define this as 'self-insight' and state that it is the degree to which one is able to accurately assess one's characteristics, tendencies and current emotions as it relates to an ability to manage emotions.¹⁰⁸ Considerable research reveals the benefits of self-insight on interpersonal effectiveness.¹⁰⁹ Advisers who accurately perceive their strengths and weaknesses in the various tasks required as an adviser may choose to delegate tasks outside their realm of expertise. Another benefit of self-insight is recognizing emotional states and adapting behaviour accordingly. For example, an adviser who loses his temper because of a safety incident while training on the firing

¹⁰⁶ Goleman, 'What Makes a Leader', 95.

¹⁰⁷ Brackett et al., 'Relating Emotional Abilities to Social Functioning', 790; Lopes et al., 'Emotion Regulation and the Quality of Social Interaction', 430.

¹⁰⁸ Kaplan et al., 'Emotions at Work: Leader Knowledge, Skills and Abilities to Enhance Soldier Performance', 18.

¹⁰⁹ Lara E Megerian and John J Sosik, 'An Affair of the Heart: Emotional Intelligence and Transformational Leadership', *Journal of Leadership Studies* 3, no. 31-48 (1997).

range and recognizes his anger may impede his capacity for delivering appropriate feedback at the time of the incident exhibits self-awareness.

Regulation of emotion

Emotion regulation is the ability to understand the value of either expressing or repressing emotions in specific situations and to comprehend which short-term and long-term strategies work toward managing emotion. In 1988, psychologist James Gross developed a model of emotion regulation saying that regulation of emotions is a regular feature of everyday life where we attempt to influence which emotions we have, when we have them, and how these emotions are experienced or expressed.¹¹⁰ Knowledge of emotion is useful but the skill of transforming that knowledge into behaviour directly impacts on an individual's performance.¹¹¹ Possessing the ability to calm down after an emotionally-charged situation is an example of emotion regulation. An individual who is accomplished in emotion regulation consciously considers alternative solutions to different emotional problems and chooses the most effective response. Mayer and Salovey argue that the ability to detach one's emotions from one's behaviour is a feature of individuals with heightened emotional regulation abilities.¹¹² Those with strong emotion management abilities are also able to regulate emotions in others by regulating the expression of negative emotions and enhancing the expression of positive emotions. A wealth of research on emotional self-management, regulation and emotional labour has emerged in parallel with that of emotional intelligence.¹¹³ Jobs that require the individual to regulate their feelings and expressions for organisational goals require strong abilities in emotional labour and EI.¹¹⁴ This includes occupations

¹¹⁰ Gross, 'Emotion Regulation: Conceptual Foundations', 4.

¹¹¹ Kaplan et al., 'Emotions at Work: Leader Knowledge, Skills and Abilities to Enhance Soldier Performance', 21.

¹¹² Salovey and Mayer, 'Emotional Development and EI', 14.

¹¹³ Ronald H. Humphrey, 'How Do Leaders Use Emotional Labor?', *Journal of Organizational Behavior* 33, no. 5 (2012): 740–44; Grandey, 'Emotional Regulation in the Workplace'; Amy S. Wharton, 'The Sociology of Emotional Labor', *Annual Review of Sociology* 35 (1 January 2009): 147–65.

¹¹⁴ Alicia A. Grandey and Robert C. Melloy, 'The State of the Heart: Emotional Labor as Emotion Regulation Reviewed and Revised', *Journal of Occupational Health Psychology* 22, no. 3 (2017): 407–22.

where customer service is a priority such as flight attendants and hospitality staff.¹¹⁵ Joseph and Newman concluded that EI positively predicted performance for high emotional labour jobs and negatively predicted performance for low emotional labour jobs.¹¹⁶ Emotion management is particularly important for advisers. Every context and situation have the potential to evoke an emotional response in personnel while they are on deployment. Examples of emotions impacting advising activity include; the experience of heightened anxiousness when conducting a search of an Afghan village while accompanying and mentoring ANA counterparts; the experience of boredom or frustration while waiting for trainees to arrive for instruction and they do not turn up; or the feeling of satisfaction when a counterpart completes a task effectively. Advisers with high emotional self-management are likely to channel their emotions in useful ways, handle sudden changes, and minimise impulsive behaviour. They are more likely to be more flexible and adapt to changing events without becoming angry or frustrated and are more likely to make considered decisions. Wisecarver and colleagues identified behavioural flexibility as a key trait that advisers should possess to be effective influencers.¹¹⁷ She defined behavioural flexibility as the ability to adjust one's behaviour to the interpersonal demands of a wide range of situations. Wisecarver found that ineffective advisers continued to use the same strategies, ideas and concepts when mentoring despite evidence that the approach was unsuccessful. Goleman argues that people who have self-insight and can control their feelings and impulses are able to create an atmosphere of fairness and trust, making them more effective as leaders and more successful interpersonally across a range of situations.¹¹⁸

¹¹⁵ Humphrey, 'Emotional Labor'; Ashkanasy and Humphrey, 'A Multilevel View of Leadership and Emotions: Leading with Emotional Labour'; Joseph and Newman, 'An Integrative Meta-Analysis'.

¹¹⁶ Humphrey, 'How Do Leaders Use Emotional Labor?'; Ashkanasy and Humphrey, 'A Multilevel View of Leadership and Emotions: Leading with Emotional Labour'; Joseph and Newman, 'Emotional Intelligence'.

¹¹⁷ Wisecarver et al., 'Knowledge Skills and Abilities for Influence', 84.

¹¹⁸ Goleman, *The Power of Emotional Intelligence*.

Empathy and social awareness

Empathy represents the ability to comprehend another's feelings and to re-experience them oneself. Reuven Bar On describes empathy as the ability to be aware of and understand how others feel.¹¹⁹ High EI individuals are perceived more positively by others and are viewed as more empathic, more pleasant to be around and more socially adroit than those with low EI.¹²⁰ Kaplan and colleagues argue that an individual's empathy is a strong predictor of their ability to manage their emotions and be interpersonally effective.¹²¹ Advisers higher in empathy are likely to recognize the emotional state of their counterpart and provide support or adapt tasks as necessary to maintain rapport and the motivation of the advisee. Goleman contends that empathy is the 'fundamental competence of social awareness' and that an individual with empathy will obtain higher performance levels from employees because they motivate by explaining in terms readily understood by their employee.¹²²

Interacting and communicating tactfully

One important component in being able to interact effectively with others is the capacity to manage one's own emotions when communicating. Through open communication, advisers can shape their advisee's emotional reactions to events or experiences by supplying clear and timely information. Effective communication may be hampered by the linguistic challenges of interacting through an interpreter, but if achieved successfully it can serve to build the relationship between the adviser and their counterpart and improve perceptions of trust. Researcher Jeffrey Bordin found that a key source of friction between US Army personnel and their Afghan counterparts was the counter-productive communication style when emotions were not controlled. Specific examples of such inappropriate communication included one Afghan participant recounting, "U.S. soldiers often yell at

¹¹⁹ Bar-On, 'EI Conceptualized'.

¹²⁰ Lopes et al., 'Emotion Regulation and the Quality of Social Interaction', 126; Mayer, Roberts, and Barsade, 'Human Abilities', 525.

¹²¹ Kaplan et al., 'Emotions at Work: Leader Knowledge, Skills and Abilities to Enhance Soldier Performance', 28.

¹²² Goleman, *The Power of Emotional Intelligence*.

and insult Afghan National Army (ANA) soldiers and do so in front of local workers” which may result in humiliation and disrespect. In addition, poor communication about deliverables and over promising can lead to a breakdown in trust. Bordin cited an ANA soldier recount, “US soldiers will come into a village and make all sorts of promises about development projects. But they never follow through.” Tactful communication incorporates elements of verbal and non-verbal communication which can be especially important during times of change and uncertainty (e.g. change of command; prior to deployment).

The advising role requires advisers to be effective in their educational methods, and this is often related to the manner in which they communicate the training they are delivering. Effective educational techniques have been linked to the emotional intelligence of leaders, and particularly their ability to regulate emotions.¹²³ Individuals who possess the ability to perceive other’s emotions will be more effective at understanding how to encourage them to engage in creative problem solving and imaginative thinking.¹²⁴ Goleman’s research contends that teachers are more effective when they can read other’s emotions, handle disputes and are in control of their own emotions so as not to reduce their ability to think strategically and communicate effectively.¹²⁵ A study by Brackett and colleagues in 2011 presented correlations among higher ratings of student behaviour where they had a strong relationship with their teacher, showing more motivation to learn.¹²⁶ Advisers with high emotional self-awareness are likely to be able to work with difficult trainees and keep their own emotions intact. Those with a calm approach and few negative moods are likely to be respected by those being trained and are likely to be more influential.

¹²³ Zorana Ivcevic and Marc Brackett, ‘Predicting School Success: Comparing Conscientiousness, Grit, and Emotion Regulation Ability’, *Journal of Research in Personality* 52 (October 2014): 29–36.

¹²⁴ Megerian and Sosik, ‘An Affair of the Heart: Emotional Intelligence and Transformational Leadership’.

¹²⁵ Goleman, *Why EI Matters More Than IQ*.

¹²⁶ Brackett, Rivers, and Salovey, ‘Emotional Intelligence’.

Burnout and stress coping

A considerable amount of research explores the relationship between emotional intelligence and stress, coping, and burnout. Bar On includes the competency 'stress tolerance' in his model of EI and defines this as the ability to effectively and constructively manage emotions.¹²⁷ He states that stress tolerance is the ability to withstand and deal with adverse events and stressful situations without getting overwhelmed by actively and positively coping with stress. Burnout is typically conceived of as a general 'wearing down' from the pressures of work characterised by emotional exhaustion, depersonalization, cynicism and decreased personal accomplishment.¹²⁸ According to Professor Sarah Tracy, burnout is thought to stem from chronic work stress, overload and work role complexity. Drivers of burnout often include an imbalance of too many demands coupled with not enough resources, and a clash between employee's personal values and the values enacted within the organisation. In the challenging role of advising, work pressures can take a toll on personnel who are deployed for lengthy time periods internationally without their family or social supports. At the psychological level, those with higher emotional intelligence are likely to cope better with work stressors as higher EI is associated with greater well-being and higher self-esteem¹²⁹, as well as a lower risk to develop psychological disorders¹³⁰ or burn-out.¹³¹ Researchers Bastian, Burns and Nettelbeck¹³² found that individuals with higher EI demonstrated greater life satisfaction, better problem-solving skills, reduced stress and stronger coping abilities. These individuals are more likely to be able to recognize the impact of emotions on their behaviour and regulate those emotions while adopting effective coping strategies.

¹²⁷ Bar-On, 'EI Conceptualized'.

¹²⁸ Sarah J. Tracy, 'Burnout', in *The International Encyclopedia of Organizational Communication*, ed. C Scott and L Lewis (Hoboken, NJ: Wiley-Blackwell: Wiley Publishers, 2017), 77.

¹²⁹ Schutte et al., 'EI and Interpersonal Relations', 534.

¹³⁰ James J. Gross and Ricardo F. Muñoz, 'Emotion Regulation and Mental Health', *Clinical Psychology: Science and Practice* 2, no. 2 (1995): 151.

¹³¹ Moira Mikolajczak et al., 'A Nationally Representative Study of Emotional Competence and Health.', *Emotion* 15, no. 5 (2015): 660.

¹³² Veneta A. Bastian, Nicholas R. Burns, and Ted Nettelbeck, 'Emotional Intelligence Predicts Life Skills, but Not as Well as Personality and Cognitive Abilities', *Personality and Individual Differences* 39, no. 6 (2005): 1135.

Adviser and soldier, Captain Marshall Lawrence stated:

As a mentor, you must fight daily to avoid becoming reactive. Being reactive means being at the mercy of your feelings, of circumstances, conditions and your environment. Being proactive means acting in accordance with your own values and ideals regardless of the situation you find yourself in.¹³³

People who are better at regulating their emotions are also likely to work more effectively in a team environment. Research demonstrates that in the workplace, employees with higher levels of EI deal with stress and manage conflict better with other team members and overall tend to perform at a higher consistent rate.¹³⁴

Training in emotional intelligence competencies has been found to improve health and mental well-being while reducing the likelihood of burnout. Professor of military leadership, Gerald Sewell contends that understanding the competencies of emotional intelligence and applying them to life increases a soldier's overall fitness and their level of resiliency.¹³⁵ Sewell argues that the current operational environment tempo has increased pressure on forces. He believes that this will require the Army to place more emphasis on building resiliency in soldiers, particularly through training in emotional resiliency.¹³⁶

Additionally, individuals with higher EI have been found to have lower cortisol secretion (a hormone released in response to stress), enhanced subjective well-being (how they perceive their own health) and enhanced physical well-being, as well as improved quality of relationships.¹³⁷ In an environment where the ADF is seeking to reduce the incidence of stress injury on deployed

¹³³ Lawrence, 'Habits of Highly Effective Mentors', 5.

¹³⁴ Brackett, Rivers, and Salovey, 'Emotional Intelligence', 97.

¹³⁵ Gerald F. Sewell, 'How Emotional Intelligence Can Make a Difference', *Military Review* 91, no. 2 (2011): 81.

¹³⁶ Gerald F. Sewell, *Emotional Intelligence for Military Leaders* (Createspace Independent Publishing, 2014), 96.

¹³⁷ Delphine Nelis et al., 'Increasing Emotional Competence Improves Psychological and Physical Well-Being, Social Relationships, and Employability.', *Emotion* 11, no. 2 (2011): 354–66; Ilios Kotsou et al., 'Emotional Plasticity: Conditions and Effects of Improving Emotional Competence in Adulthood', *The Journal of Applied Psychology* 96, no. 4 (2011): 827–39.

personnel, placing advisers with higher EI in challenging roles may be beneficial if they are likely to be more resilient.

Is training in emotional intelligence likely to benefit advisers?

Researchers and practitioners have explored the best methods to train emotional intelligence knowledge and skills given its relevance to people's well-being, relationships, and work performance. Studies conducted to determine whether EI scores improve after training found incremental improvements in scores (about 12% in self-reported ability and 6.6% in peer ratings) with improvements maintained one-year post testing¹³⁸. Researchers have found that that emotional abilities and habits may be effectively improved, even using a relatively short training period of 2-3 days.¹³⁹ Psychologist, Delphine Nelis and colleagues found that the development of emotional intelligence competencies was correlated with positive changes in psychological well-being, subjective health, quality of social relationships, and work success. For the military, this has positive implications for future training of advisers, particularly if the training results in positive changes in adviser well-being and improves their personal resiliency. Moreover, the potential improvement in their ability to build better interpersonal relationships is likely to translate to more successful advising outcomes with their counterparts.

Section 2 of this chapter has provided an overview of why emotional intelligence is relevant to military advising. Nine categories were drawn from the emotional intelligence models to provide evidence to support the argument that EI is a useful construct to examine the complex role of military advising, with implications for training. Section 3 will now outline the literature on advising effectiveness to examine which attributes have been highlighted as necessary prior to this current research.

¹³⁸ Kotsou et al., 'Emotional Plasticity', 827.

¹³⁹ Nelis et al., 'Increasing Emotional Competence', 362.

Section 3 – What does the literature say about attributes for advising effectiveness?

The final section of Chapter 2 synthesises the literature on advising and focuses on the historic role of advising, including how advisers were selected and trained and which attributes were noted as most important throughout historic and contemporary advising missions for the ADF and allies. This section draws on academic literature, military doctrine and military literature as well as the personal perspectives of ADF advisers through the researcher's scoping interviews.

Attributes important in Vietnam

The ADF have long been involved in Train-Advise-Assist missions since as early as the First World War when a small group of ANZACs, South Africans and Canadians joined with British military to train and advise local ethnic forces in northern Iran. Their aim was to raise a local army to fight against the Turkish to replace the Tsarist armies of Russia.¹⁴⁰

The longest-serving and most highly decorated Australian unit of the Vietnam War was the Australian Army Training Team Vietnam (AATTV)¹⁴¹. The AATTV was deployed to Vietnam in a training and advisory capacity, as part of the US Military Assistance Command Vietnam (MACV). It comprised 15 officers and 15 senior non-commissioned officers who served around 12-18 months for their tour of duty. AATTV members operated with the South Vietnamese Army, Montagnards, Territorial Forces (Regional Force and Popular Force), Mobile Strike Forces, and other local units. Members were attached to units or battalions as trainers and advisers, and they usually worked in the field, accompanying units on operations. Australia dispatched a 30-man team in 1962 with their preparation including a two-week training course on the history of the French campaign in

¹⁴⁰ See Tom Frame's brief recount of Dunsterforce in T. R. Frame, ed., *The Long Road: Australia's Train, Advise and Assist Missions*, ACSACS Series 4 (Sydney, N.S.W: UNSW Press, 2017), 7–10.

¹⁴¹ 'Australian Army Training Team Vietnam', Archives, Australian War Memorial, accessed 14 February 2018, [//www.awm.gov.au/collection/U53430](http://www.awm.gov.au/collection/U53430).

Indochina, basic Vietnamese language tuition, a review of the political situation and some prescribed readings. Later rotations received an expanded training program which included an eight-week jungle warfare skills course and a two-week cultural and colloquial language course.¹⁴²

At the time, training indigenous forces was usually a role conducted by the Special Air Service (SAS) Regiment but as the SAS were deployed in other areas of Vietnam, the role was allocated to conventional army personnel. The team members had access to US Army publications dealing with training and advising indigenous forces.¹⁴³ The publications included basic cultural information and tactical procedures but there was limited information on the influence skills of advising including rapport building in these documents.¹⁴⁴

According to Vietnam veteran and military historian Dr Bob A. Hall¹⁴⁵, important attributes in the Australian training team included that they were generally older and more experienced than their US counterparts with combat experience in the Malayan Emergency which made them familiar with counterinsurgency and jungle warfare and more equipped for an advising role than their US counterparts.¹⁴⁶ Hall argues that selection of personnel for teams was important, as friction between team members could reduce effectiveness. Interpersonal skills were essential. He states that advisers needed to know when to show restraint in giving advice to their counterparts to avoid overreliance of those being mentored on the trainers. Relevant language and cultural skills were ‘force multipliers’ for trainers as was an understanding of local politics. Hall believes that there were

¹⁴² Ian G McNeill, *The Team: Australian Army Advisers in Vietnam, 1962-1972* (St Lucia: University of Queensland Press in association with Australian War Memorial, 1992), 3.

¹⁴³ Examples of such publications include the *US Army Area Handbook for Vietnam*, and *Field Manual 31-73 Adviser Handbook for Counterinsurgency*.

¹⁴⁴ For example, suggestions include “[the adviser] should study his counterparts’ personality and background, and exert every effort to establish and maintain friendly relationships” in ‘Advisor Handbook for Stability Operations’, *Field Manual FM31-73* (Washington: Department of Army, 1967).

¹⁴⁵ Author’s interview (January 2015) with Bob Hall, who commanded a platoon in Vietnam. The average age of the officers and warrant officers who served with the AATTV was about 36 years old and nearly all had seen previous operational service.

¹⁴⁶ Bob Hall, ‘Vietnam: Insights Gained, Lessons Lost’, in *The Long Road: Australia’s Train, Advise and Assist Missions*, ed. Tom Frame (Sydney: UNSW Press, 2017), 24–38.

few attempts to assess the lessons learned from the AATTV advising experience for the ADF to apply to future campaigns.¹⁴⁷

The US Department of Defense has been more active in researching lessons learned and commissioned a RAND study in South Vietnam in 1964 whereby a RAND consultant spent ten months in the field conducting several hundred adviser interviews for the purpose of restructuring selection and training.¹⁴⁸ The key recommendations made by Hickey are highly relevant for advising today as he focused on the intangible nature of personal attributes in effective advisers and how the US army did not consider temperament important. Hickey wrote:

Professional expertise is a requirement both obvious and easily measurable, and it has not been the crucial problem in the adviser-counterpart relationship. A faculty for effective interaction with a foreign national, and the skills necessary to developing and expressing that faculty, are much more intangible. They play no part in traditional military pedagogy, and their great importance is perhaps not yet fully understood in all quarters that must concern themselves with the novel requirements of counterinsurgency.¹⁴⁹

He went on to suggest that advisers should be recruited on a voluntary basis to ensure task motivation, and suggested a screening process to test for the following:

[Screening should be conducted to assess] suitability from the point of view of (a) professional equipment; (b) adaptability to foreign cultures, (c) a temperamental disposition, especially in the case of prospective field advisers (d) existing linguistic skills or the ability to acquire language easily, (e) the possibility of “culture fatigue”

¹⁴⁷ Individual authors have since written about AATTV and the Australian Civic Affairs Unit such as Ian McNeill, Gary McKay and Bruce Davies. One Army Brigadier interviewed for this research stated that on the early rotations into Afghanistan there was a lack of published lessons learned from previous campaigns as a reference point for mentoring.

¹⁴⁸ G.C. Hickey and W.P. Davidson, ‘The American Military Advisor and His Foreign Counterpart: The Case of Vietnam’, Research Report RM-4482 (RAND Corporation, 1965).

¹⁴⁹ Hickey and Davidson, v.

in a man who, though otherwise qualified, has had too many overseas assignments and is not keen on another.¹⁵⁰

Hickey noted that the special operations forces advisers were the most accomplished at establishing rapport and collaboration as they had acquired the social and linguistic skills that facilitated this type of communication in their course training.¹⁵¹

In a similar vein to Hickey, Australian soldier and military historian Ian McNeill discussed the critical importance of selecting individuals with suitable attributes for advising success. He stated that the use of combat unit personnel as part-time advisers to the Vietnamese was not successful, not because of the quality of the men in the combat units, but because of their lack of experience in the advisory field. He said advisers need to be empathetic to their partners and it was only after three months of working with the Vietnamese that advisers had nurtured the relationship sufficiently to win confidence and achieve results. McNeill argued that not all soldiers had the ability to advise effectively.¹⁵²

In 1970, The Human Resources Research Organization conducted research attempting to define the characteristics of successful Military Assistance Program advisers from the perceptions of their Republic of Korea counterparts. Personal characteristics identified included; being trustworthy, thoughtful, sincere, enthusiastic and being able to build harmonious relationships.¹⁵³ The report also emphasised the need to flexibility in actions and decision-making. The researcher, Dean Froehlich argued that soldiers selected should be volunteers who were keen to be advisers as the counterparts readily detected lack of enthusiasm and insincerity which damaged the development of an effective working relationship.

¹⁵⁰ Hickey and Davidson, xii.

¹⁵¹ Hickey and Davidson, vi.

¹⁵² McNeill, *The Team*, 217.

¹⁵³ Dean K. Froehlich, 'The Military Advisor as Defined by Counterparts' (Human Resources Research Organization, 1970), 6.

In the post-Vietnam period, the ADF did not continue with any form of adviser specific training. However, many of Australia's regional security and stability operations have relied on relationships built with indigenous security forces and police forces. This has involved conducting operations, often in coalitions, that including protecting our nationals, providing disaster relief and humanitarian assistance. It has also included stabilisation interventions with East Timor (subsequently Timor-Leste) in 1999 as part of the International Force for East Timor (INTERFET) and subsequent stability operations during 2006 and 2009, and the Solomon Islands in 2003. In 1997 in Bougainville, the Australian Army, as part of a coalition of civil and military personnel from throughout the region, spent five years ensuring the maintenance of stability, a ceasefire and an eventual peace process. In 2003, the ADF formed part of the security contingent supporting the Regional Assistance Mission in the Solomon Islands. Each of these deployments has required varying levels of security cooperation and advising with local police and security forces.

Attributes important in Middle East operations

Despite a history of advising foreign forces, the ADF did not specifically prepare to take part in security force assistance responsibilities in the Middle East operations in Afghanistan and Iraq. It did not have a pool of trained personnel with advising skills. There was no prepared doctrine or techniques and procedures to provide soldiers assigned to adviser duties. The commanding officer of Mentoring Reconstruction Task Force 1 in Afghanistan, Brigadier Shane Gabriel commented:

There was no reference point to start with. We used the Operational Mentoring Liaison Team (OMLT) concept from NATO¹⁵⁴. We had background information from Vietnam AATTV veterans with some common themes of 'fighting alongside', 'providing true value add', and as much as possible sharing the same conditions.¹⁵⁵

¹⁵⁴ NATO's Operational Mentor and Liaison Teams served as a liaison capability between ISAF and the ANA, were composed of 13-30 personnel from one or several countries deployed for a minimum of six months.

¹⁵⁵ Author's interview with Brigadier Shane Gabriel in June 2015.

When Australia deployed several instructors to train the Iraqi Army to complement efforts by the US, the nominations for the positions were not taken from individuals who had experience in advising from either Defence Cooperation Programmes or other regional initiatives. Few criteria were applied to their selection. Language training was considered vital, but limited language training was provided to advisers. Similarly, it was recognised by the ADF that Pashto or Dari language training would be useful for those deploying to Afghanistan, but there was no expectation for those deploying as mentors to have undertaken language training. Army officer Major Andrew Maher argues that there was force preparation conducted for Afghanistan and Iraq operations which built on evolving mentoring experience rather than on a doctrinal understanding of security force assistance advising.¹⁵⁶ That is, a rotation would complete their deployment with a handover of suggestions to the new advising rotation. Some returning and more experienced advisers would contribute to the force preparation training with case vignettes and anecdotal lessons for those going on subsequent rotations. Lessons learned were being obtained to feed into mission preparation from 2009 at the Adaptive Warfare Branch within Headquarters 1st Division.¹⁵⁷ Warrant Officer Class One, Andrew Roberts was deployed to Afghanistan in 2013 and commented on force preparation training:

For our mission, force preservation training and mission specific training was conducted at five locations in four countries. Force preparation was less than ideal. Many of the combat related lessons we received were geared to a warfighting mission and not advising. The mission training did not equip mentors with specific enabling tools.¹⁵⁸

¹⁵⁶ Andrew Maher, 'An Australian Doctrinal Concept for Special Warfare: Lessons and Considerations', Army Research Paper No.10 (Department of Defence, 2016), 37.

¹⁵⁷ It has a data repository of observations from operations during the period 2009 to present including those from Timor-Leste, Solomon Islands, Papua New Guinea, the Philippines, The Middle East Region, the Middle East Area of Operations, South Sudan, Egypt, and Israel-Lebanon.

¹⁵⁸ Roberts, 'In the Moment', 158–59.

Commanders usually had limited scope to select specific personnel to be part of their team. Personnel who were selected to deploy as a team should taking part in force preparation and mission rehearsal exercises together according to commanding officers. Training together was seen to be beneficial for team relationships and getting to know the strengths of individual advisers prior to deployment.¹⁵⁹ This would also enable commanding officers to identify possible areas of development required for individual members. Commanding officers were not usually allowed the scope to remove personnel. Individuals with attributes that were potentially not suited to advising or training roles, were not excluded from going on the deployment if it was identified in the mission rehearsal exercises that their advising ability was sub-optimal. Commanders did not have a list of selection criteria to use to identify suitability. Warrant Officer Roberts commented on selection:

The selection process for mentors was vague. Across the five contributing nations, merit and availability were the only clear qualifications for selection, instead of suitability determined by attributes and aptitudes. As a minimum, I would expect the criteria to include previous experience as an instructor in three settings: a training establishment, active operations, and routine peacetime service.¹⁶⁰

Advising was not uniformly organised nor executed during the various deployments to Afghanistan. Mentoring teams in one part of the country adopted one approach while units in another undertook a different approach. As there was no ADF doctrine¹⁶¹ to follow, the frameworks used for advising evolved during rotations as advisers adapted the best they could. As Lieutenant Colonel Mark O'Neill states:

¹⁵⁹ Author's interviews with commanding officers from various Iraq and Afghanistan deployments.

¹⁶⁰ Roberts, 'In the Moment', 159.

¹⁶¹ Military doctrine is the fundamental set of principles that guides military forces as they pursue national security objectives. It is derived from operational experience, observation and applied thought. It is general in nature and describes fundamentals, principles and preconditions of military operations at the different operational levels. Without a published doctrine on procedures, officers have no guidance or framework to follow to support their operational decision-making. Moreover, without doctrine there is no authoritative document from which to train and prepare personnel.

Advisers relied upon an ad hoc system of personal contact and individual advice, from peers and those who had preceded them, to make sense of a contradictory series of directions and actions. Any success enjoyed by our adviser mission was achieved despite of our 'system' of doctrine, force preparation and conduct, not because of it.¹⁶²

Army officers, Mark O'Neill and Brett Chaloner, argue that Australia's enthusiasm for indigenous capacity building missions is not balanced by the nations' preparedness for them to take part in 'boots on the ground' advising roles. They argue that Australia needs to move its planning and conduct of capacity building missions from ad hoc to institutionalised and programmatic. One of their recommendations is to implement identification and selection of adviser personnel who display the behaviour and attributes compatible with advising operations.¹⁶³ They emphasised that consideration needed to be given to the traits identified through existing ADF personnel performance management and reporting processes. Additionally, they emphasised that selection could consider demonstrated performance and those who were qualified instructors from ADF training centres.¹⁶⁴

In 2014, the Defence Science and Technology Group (DSTG) applied a 'job analysis approach' to research of the sixth rotation of the 205th Coalition Adviser Team to Afghanistan to examine the interpersonal, linguistic, cultural and advisory activities performed by advisers in order to gain a better understanding of the mandatory knowledge skills and attributes.¹⁶⁵ The researchers recommended that a framework or metric to identify traits and skills for the selection of personnel

¹⁶² O'Neill, 'Advise Harder', 177.

¹⁶³ See Chapter 25 in Frame, *The Long Road*, 355–62 for 5 recommendations for future TAA missions.

¹⁶⁴ Brett Chaloner and Mark O'Neill, 'Post Script', in *The Long Road: Australia's Train, Advise and Assist Missions*, ed. Tom Frame (UNSW Press, 2017), 360.

¹⁶⁵ Kendy Hau et al., 'Honour, Respect, Trust & Friendship: A Longitudinal Study of the Relationship between Afghan and Australian Forces in Uruzgan.', Research Report (Defence Science and Technology Organisation, 2013).

be adopted as those with adaptability, openness, empathy and cultural awareness were more effective and resilient than their peers without those attributes.

Attributes recognised as relevant to advising in the literature

Allied approach to advising

Although the ADF has not promulgated specific guidance on advising techniques and procedures, it is well recognised by the US and other allies that particular attributes are necessary for advising effectiveness. But this understanding has evolved slowly with the gradual recognition that quality trained personnel are essential to effective security force assistance.

In 2004, US Army General, David Petraeus assumed command of the Multi-National Security Transition Command, Iraq (MNSTC-I) which focussed on preparing Iraqis for internal rather than external security and for counterinsurgency. MNSTC-I employed adviser teams to coach, teach and mentor Iraqi forces, and these teams were drawn from roles in combat training centres and training support brigades. According to Wright and Reese, these early advisers were ‘hastily provided by the services without prior preparation to serve as advisers’.¹⁶⁶ They had no formal doctrine as guidance at the time. Although there was doctrine and documents from Vietnam advising, the US advisers at the time had no culturally relevant guidance for advising in the Middle East.

In 2008, the Joint Centre for International Security Force Assistance, (JCISFA) published the *Commanders Handbook for Security Force Assistance*¹⁶⁷ as a means to fill the gap in security force assistance (SFA) doctrine. The handbook was designed to capture lessons learned and perspectives of experienced advisers and includes quotes from advisers to emphasise key points.

¹⁶⁶ Donald P. Wright and Timothy R. Reese, *The United States Army in Operation Iraqi Freedom, May 2003-January 2005: On Point II: Transition to the New Campaign* (Fort Leavenworth: Combat Studies Institute Press, 2008), 456.

¹⁶⁷ ‘Commanders Handbook for Security Force Assistance’.

The handbook specified that advising was a role that required specific attributes to be effective and identified 14 attributes that commanders should consider when selecting personnel for the role. The handbook states:

Not everyone is suited for SFA, and not everyone understands SFA. Planners and senior commanders must identify and select leaders who have an affinity for austere environments, are quick to learn, communicate well up and down the chain and are flexible and adaptive. ¹⁶⁸

From the 14 attributes recommended for selection of personnel (see Table 2—2) half are emotional intelligence attributes.

Table 2—2. Recommended Qualities when
Selecting Adviser Teams

Quality	EI Attribute	Theorist/Model
Maturity		
Professionalism		
Competence		
Patience	✓	Bar-On EQi; Goleman & Boyatzí mixed model
Knowledge		
Flexibility	✓	Bar-On EQi
Innovativeness		
Motivation	✓	Goleman & Boyatzí mixed model
Confidence	✓	Goleman & Boyatzí mixed model
Cultural Effectiveness		
Situational Awareness		
Builds trust	✓	Goleman & Boyatzí mixed model
Builds respect	✓	Goleman & Boyatzí mixed model
Empathetic	✓	Bar-On EQi

Source: Commanders Handbook SFA pp 4-5, 9-10

¹⁶⁸ 'Commanders Handbook for Security Force Assistance', 9

Those that are not emotional intelligence attributes tend to be experience related including professionalism, competence, knowledge and maturity. The other non-EI attributes – cultural effectiveness and situational awareness – are related to awareness of the environment which can also come from experience. These attributes along with EI attributes can also contribute to effective relationship building.

A move forward in training and selecting personnel continued with the publication in 2009 of The US Army Field Manual for Security Force Assistance FM 3-07.1.¹⁶⁹ In the foreword, General Martin Dempsey highlighted the growing importance of advising roles:

Security force assistance is no longer an additional duty. It is now a core competency of our Army.¹⁷⁰

The field manual built on the list of attributes suggested previously in the Commander's Handbook and provided a table of personality traits of soldiers well suited to performing advisory functions as presented in Table 2—3.¹⁷¹

Table 2—3. Personality Traits of the Adviser

Tolerance for ambiguity	Empathy	Warmth in human relations	Tolerance for differences
Realistic when setting goals and tasks	Communicativeness	Motivation of self and others	Perceptiveness
Open-mindedness	Flexibility	Self-reliance	Ability to accept and learn from failure
Ability to withhold judgement	Curiosity	Strong sense of self	Sense of humor

Source: Field Manual 3-07.1 p7-3

¹⁶⁹ 'Security Force Assistance', 2009.

¹⁷⁰ 'Security Force Assistance' foreword.

¹⁷¹ The list includes 16 traits. The manual emphasises that not every soldier is well suited to perform advisory functions.

Paragraph 7-17 of the field manual explicitly states that not all soldiers are capable of performing as advisers and should be removed by leaders if they do not exhibit the suitable attributes. The manual also divides adviser specific skills into two subcategories, 1) enabling skills which help advisers communicate, build rapport and influence, and 2) developing skills which are required by the adviser to teach or coach the foreign security force.¹⁷²

From Table 2-3 such enabling skills are those which help with rapport building including warmth, perceptiveness, motivation of self, empathy and flexibility. Each of these attributes are EI attributes. Developing skills, according to the field manual, are those required to facilitate training and include; ability to accept and learn from failure, realistic when setting goals and tasks, and communicativeness. These developing skills are also related to EI in that they exhibit a level of flexibility, and ability to communicate tactfully. Hence, the field manual characterises predominantly EI attributes as demonstratable attributes for success in advising. This research aims to identify which attributes advisers consider equate with effectiveness.

Similarly, US Armed Forces Joint Publication 3-07: Stability highlights the importance of language skills for advisers' ability to communicate and establish rapport with their partner nation counterparts¹⁷³. It also recommends the personal traits of maturity, experience and patience as helpful for dealing with the challenges and frustrations associated with advising. Various other field manuals, training circulars, joint publications and directives have been published by the US, including several by the special operations command.¹⁷⁴ Advisory techniques, language skills, cultural competence, and maturity are usually recommended over and above the professional skills or subject matter skills required by soldiers.

¹⁷² 'Security Force Assistance', 2009, 7–4.

¹⁷³ 'Joint Publication 3-07: Stability', Doctrine (Washington DC: The Joint Staff, 2016).

¹⁷⁴ A review of all the publications produced by the US forces on advising is outside the scope of this literature review, so a handful have been chosen which provide greater detail on the human attributes required. For a detailed list of publications see www.afghanwarnews.info/sfa/sfaatpubs.htm

Nadia Gerspacher in her role as director of security sector education at the United States Institute of Peace conducted a five-year training needs analysis of advisers from the US, Canada and Europe and identified a range of requirements for success in advisers.¹⁷⁵ In Gerspacher's practical guide to advising, she emphasised the elements required to build a productive professional relationship and included the following; mutual respect, trust, rapport, cultural adaptability, language sensitivity and professional distance.¹⁷⁶

Most recently in 2018 Troy White from the Centre for Strategic and International Studies (CSIS) conducted a review of both US doctrine and academic literature and found that the personal traits for effective advisers identified most often included the following; patience, empathy, maturity, humility, open-mindedness, flexibility and tolerance of uncertainty.¹⁷⁷ The attributes (with the exception of maturity) are emotional intelligence attributes and provide further weight to the requirement for a more detailed analysis of which attributes constitute effective advising behaviour.

The US Special Operations Command Security Force Assistance Guide emphasises that personnel for advising need to be selected, trained and provided with ongoing training to become effective operationally.¹⁷⁸

The development of advanced advisory skills in special operations forces is a long-term process that starts with selecting personnel with the right aptitude and providing them with training and education in the tactical skills, cultural awareness, regional orientation, adaptability, influence and language.¹⁷⁹

This guide further states that these abilities are refined through mentorship by experienced operators and through repeated opportunities to engage with foreign counterparts.

¹⁷⁵ Gerspacher, *Strategic Advising in Foreign Assistance*, 26–28.

¹⁷⁶ Gerspacher, 91–116.

¹⁷⁷ Troy White, 'Growing SOLO-Expanding the Spectrum of Special Operations Forces Advisory Capabilities' (Tampa: Joint Special Operations University, 2018), 26.

¹⁷⁸ 'United States Special Operations Command: Security Force Assistance Introductory Guide' (Department of Defence, 2011).

¹⁷⁹ 'United States Special Operations Command: Security Force Assistance Introductory Guide', 15.

Psychologist Michelle Wisecarver and colleagues reviewed academic and military literature in 2011 and developed a comprehensive list of knowledge, skills, abilities and other characteristics (KSAOs) that result in military leader influence.¹⁸⁰ Although the researchers were looking at leadership influence more broadly, this research is highly relevant to the role of advising which hinges on influencing trainees. Out of the sixty-four KSAOs that Wisecarver identified, a high proportion were related to emotional intelligence abilities including; self-regulation skills, emotional control and social perceptiveness.¹⁸¹ The authors argued that methods for training interpersonal skills were important to focus on, as the majority of skills identified – including behavioural flexibility and situational awareness – augment advising and assist with interpersonal relationships.

Academic support for considering attributes

A body of academic research has been conducted on lessons learned from advising operations in the Middle East, predominantly from a US perspective. Some important recommendations highlight the relevance of considering adviser attributes for mission success. In 2013, the US Army's Asymmetric Warfare Group (AWG) commissioned RAND Corporation to conduct a study on how to leverage observations from Security Force Assistance efforts in Afghanistan for future global operations.¹⁸² RAND researchers interviewed 67 advisers over a four-month period. The researchers found that despite having selection, training and doctrine in place to inform advising operations, the advisers in the study perceived that the system was not working effectively to achieve SFA objectives. One of the research outcomes was stated as Lesson 5- Personality and Behavioural Dynamics Unequivocally Affects SFA Outcomes.¹⁸³ The

¹⁸⁰ Wisecarver et al., 'Knowledge Skills and Abilities for Influence'.

¹⁸¹ Wisecarver et al., vi.

¹⁸² Payne and Osburg, 'Leveraging Observations of SFA'.

¹⁸³ The influence of behavioural and personality factors was Lesson Learned 5 out of eight lessons presented in this research.

researchers stated that selection of advisers is of critical importance and used the following participant quotes to justify their observations:

Truly connecting and partnering with your host-nation counterpart, which is very different from advising, is personality driven and instrumental in having them retain what you teach.¹⁸⁴

To fully understand how relationships work and how to leverage those relationships to further your advising mission, the Army needs to help us understand the science behind human behavior.¹⁸⁵

These quotes demonstrate the participant emphasis on the need to understand the attributes of individuals and how they effectively influence in a relationship with a trainee in an advising mission.

In a research project that aligns to this current research project by seeking clarity about adviser attributes¹⁸⁶, Payne and Osburg asked their participants to list the professional and interpersonal characteristics they believed were most appropriate for security force assistance missions. Figure 2—2 illustrates the responses. The majority of participants tended to rate flexibility, professionalism, patience, respect, relationship-building, maturity, and empathy as higher than other attributes. Of all the 16 attributes listed, twelve attributes were EI attributes. The researchers emphasised that recruitment needed to reflect the attributes they listed to successfully achieve SFA outcomes.

¹⁸⁴ Payne and Osburg, 'Leveraging Observations of SFA', 19.

¹⁸⁵ Payne and Osburg, 19.

¹⁸⁶ Payne and Osburg's research focussed on identifying the challenges of security force assistance advising in order to inform future operational planning to achieve improved outcomes. In that manner it aligns with this current research project.

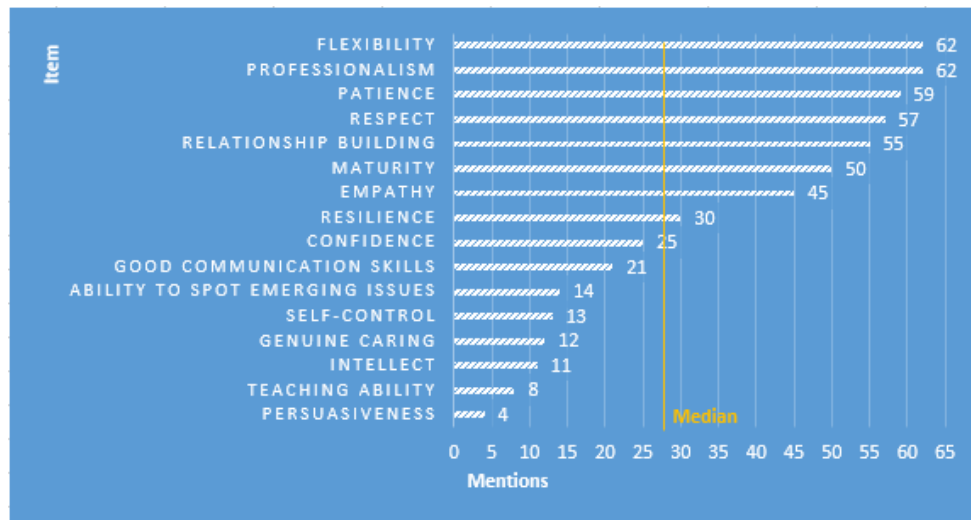


Figure 2—2. Adviser skills considered most essential by interviewees

Source: Leveraging Observations of SFA in Afghanistan¹⁸⁷

An additional recommendation the researchers stated which is of value to this thesis research was the RAND study Lesson 7 – An Adviser Must Maintain Mental Fortitude. Nine of the study’s participants described advising as the most challenging job they had experienced in the army and that patience and mental toughness were essential. One participant example used was:

Advising requires so much mental and cerebral energy. To this day, it is the most mentally tasking job I have ever had in the Army. Because of this, you have to ensure that advisers want to be advisers. Ensure they are committed and invested.¹⁸⁸

Although the RAND research was specific to Afghanistan, the findings replicate those of previous research illustrating the necessity of considering the right combination of attributes in the individual for the role in order to inform selection and training.

A similar analysis was conducted in 2013 by the Strategic Studies division of Center for Naval Analyses (CNA) on US Marine Corps Advisers.¹⁸⁹ Using a historical case study analysis from post-World War II through to current Middle East operations, the study examined the capabilities,

¹⁸⁷ Payne and Osburg, ‘Leveraging Observations of SFA’, 21.

¹⁸⁸ Payne and Osburg, 24.

¹⁸⁹ Rosenau et al., ‘US Marine Corps Advisors’.

organization, and training required for advisory missions. It used interviews with marines, official service documents and memoirs. Key research questions included; 1) Which marines are likely to make the most effective advisers in future environments? and 2) What are the individual characteristics and qualifications required to perform successfully on an adviser team? The research identified personality traits, knowledge and proficiencies required for successful advising as; a high level of military expertise, patience, persistence, unimpeachable personal conduct, and a willingness to endure hardships. The authors suggested that taking an ad hoc approach to selection and training of advisers has lessened the effectiveness of US marine advisory missions in the past and would continue to do so without updated training. They concluded a key issue was the lack of adequate screening to identify those marines most likely to succeed as advisers. The authors further argued that the selected candidates lacked adequate pre-deployment training. They also stated that hard skills are trained at a ratio seven times greater than soft skills and the authors claimed this reflects the lack of understanding that advisers are unlikely to be successful if they lack relationship skills.

Research by Major Christopher Phelps in coordination with the Joint Center for International Security Force Assistance (JCISFA) explored the effectiveness of interpersonal skills of US advisers in Iraq from the unique perspective of their Iraqi counterparts.¹⁹⁰ The research team embedded with thirteen Military and Police Transition Teams and surveyed 76 adviser-counterpart pairs. A finding relevant to this current thesis was that the researchers found that higher ratings of interpersonal skills were predictive of greater satisfaction with advisers and greater performance effectiveness. The authors recommended that screening of advisers be applied in a similar manner to numerous other military occupations with a strong focus on the quality of interpersonal skills of the candidate.

A similar study from the perspective of the advisee was a US Lessons Learned Report authored in 2015.¹⁹¹ This study used interviews with Afghan National Security Forces members to

¹⁹⁰ Christopher E. Phelps, 'Selecting and Training US Advisors: Interpersonal Skills and the Advisor-Counterpart Relationships' (Thesis, University of Kansas, 2009); Christopher E. Phelps, Michelle Ramsden Zbylut, and Jason Brunner, 'Selecting and Training U.S. Advisors', *Marine Corps Gazette* 93, no. 3 (March 2009): 51–54.

¹⁹¹ Lessons Learned Report Mar 2015 Afghan Perspectives on Advising LL-2015031109480583

understand what Afghans value in an adviser. The Afghans stated that the following characteristics were important in adviser attributes; 1) skill, experience and the ability to properly relate the experience, 2) the ability to communicate effectively and cross-culturally, and 3) humility and the ability to work with Afghans as equals. The outcomes clearly illustrating the social-emotional abilities of the advisers were of key importance to those they were training.

Another 2015 US Lessons Learned Report examined the cohesion of Train-Advise-Assist units based on multiple interviews and observations with advisers.¹⁹² This report recommended that the right personnel be selected for the job and that they possess the following characteristics: interpersonal communication skills, adviser experience and target language ability.¹⁹³ The authors recommended that consideration be given to tasking an organic, cohesive unit with the mission rather than combining individual personnel from varied backgrounds. This was due to their finding that team leaders have the ability to know the strengths and weaknesses of their team and each individual's personality, disposition and skill set. This then enables them to best match advisers with their Afghan counterparts.

Kaplan and colleagues explored emotion management in soldiers – defined as the processes and behaviours involved in assisting soldiers to regulate their emotional experiences so as to facilitate the attainment of organizational objectives. Their aim was to develop a theoretically-driven model of leader emotion management and the attributes in the soldier that predict leader success in managing their own and other's emotions.¹⁹⁴ This model is highly relevant to soldiers in advising situations as the training context has the potential to evoke emotional responses in soldiers, and how they deal with this emotion (i.e. frustration) can impact on the relationship with the individual being advised as well as the team.¹⁹⁵ The knowledge, skills and personality attributes in this model are similar to those identified in other literature on advising effectiveness and are weighted heavily

¹⁹² TAAC South Lessons Learned Report, 29 Mar 2015, Train-Advise-Assist Unit Cohesion

¹⁹³ TAAC South Lessons Learned Report, 29 Mar 2015 p3

¹⁹⁴ Kaplan et al., 'Emotions at Work: Leader Knowledge, Skills and Abilities to Enhance Soldier Performance'.

¹⁹⁵ See Table 2—1 listing the emotional knowledge, skills and behaviours in this framework.

towards the social-emotional attributes. This model was presented in Section 1 of this chapter and the attributes are illustrated in Table 2—1 on page 41.

RAND Corporation analyst and psychologist Todd Helmus conducted in-depth interviews with special operations advisers in Afghanistan and provided seven recommendations¹⁹⁶ for best practice¹⁹⁷. Of these recommendations, Helmus focussed on the critical importance of pre-deployment training so that the advisers learnt skills in how to advise and effectively influence their counterparts. Participants he interviewed stated that rapport building requires relationship building skills which not all advisers possess and hence the training is critical in ensuring they learn how to influence. This training also serves to enhance force protection. According to Helmus:

Rapport represents the basic relationship between the adviser and his counterpart and helps establish trust, promote information sharing, increase the likelihood that an adviser's advice will be accepted, and enhance individual force protection.¹⁹⁸

Aside from the US perspective on lessons learned from advising, there are various research papers from other nations. The UK Foreign Commonwealth Office published a joint conference publication to capture the lessons from NATO, EU and member state assistance missions.¹⁹⁹ One of the key recommendations from the conference was that there is a real need for a cadre of professional advisers. The finding was that most NATO and EU countries need to focus more on professional military education for the requisite skill sets for delivering security force assistance, and that a stronger professional career path in this mission area should be provided. A suggestion for implementation was as follows:

¹⁹⁶ He recommended enhancing 1) rapport building, 2) adviser engagement, 3) integration of advisers, 4) integration of host nation forces, 5) sustainability, 6) adviser pre-deployment training, and 7) continuity of operations.

¹⁹⁷ Todd C. Helmus, 'Advising the Command: Best Practices from the Special Operation's Advisory Experience in Afghanistan', Research Report (Santa Monica: RAND Corporation, 2015).

¹⁹⁸ Helmus, 6.

¹⁹⁹ 'Assessing Lessons from NATO, EU and Member State Experience', in *Assisting Host Country Militaries* (Wilton Park Conferences, Wilton Park: Foreign Commonwealth Office, 2013), 1–15.

If a specialist route is chosen for implementation, it is vital to select the right people who are sensitive, with critical thinking and language skills, who are culturally savvy, understand the requirement for relationships, possess a strong moral compass, and have a geographical focus. They will need career incentives and supporting doctrine.²⁰⁰

Why it is important to identify attributes

This chapter has provided a brief synopsis of the breadth of academic and military literature that emphasizes the importance of social-emotional attributes in advising roles particularly where a trust-based relationship is necessary to be an effective influencer. The emotional intelligence literature demonstrates that there are clear links between those with greater emotional intelligence abilities and interpersonal performance, educational performance, organisational success and better ability to cope with stress. The aforementioned research with military advisers identified many salient attributes necessary for advising success. However, none of these research studies was primarily focussed on identifying the most important attributes that advisers should have to be influential. In most cases, the examination of adviser attributes was a subsidiary question incorporated under the larger research project examining best practice and lessons learned from advising. Most of the studies found that advisers and their counterparts who were interviewed explicitly stated the necessity for identifying personnel with strong social and emotional abilities, and several of these studies highlighted knowledge, skills or abilities which would be grouped under emotional intelligence attributes.

The purpose of this thesis is to better understand how military advisers, their supervisors and other informed observers perceive the importance of these emotional intelligence attributes for being effective advisers in Train-Advise-Assist roles in military operations. The central research question is: *How do Australian Defence Force personnel explain the attributes they perceive are*

²⁰⁰ 'Assessing Lessons from NATO, EU and Member State Experience', 9.

necessary for advising foreign national security forces personnel in Train-Advise-Assist roles? By

examining this research question, a gap in the literature will be explored with results contributing to a greater understanding of how to identify qualities necessary to enhance future operational effectiveness.

Selection practices for advisers

Historically, advisers have been chosen to take part in advising positions because of their professional expertise. For example, they have specific technical competence or a skillset necessary for the specific mentoring position such as logistics, engineering or communications skills. Alternatively, they are selected because they were available for posting (i.e. that regiment or team were due to be posted). While the ADF recognises that the attributes of leaders are critical when it comes to ability to influence²⁰¹ this has not yet translated into the ADF using identification of attributes for selection to specific advising postings as it does for other categories such as commando.

Brigadier Richard Iron served for 37 years in the British Army. He states that not everyone is well-suited for training, mentoring or advising. He claims that, historically, the British took a twofold approach to adviser selection, either choosing nice people who have plenty of patience, or choosing people on the basis of their unit. He states that both approaches are incorrect and that this approach risks placing people who are temperamentally unsuited for advising in key roles and who have no ability to interact effectively with people from different cultures.²⁰²

Similarly, Lieutenant Colonel Richard Taylor, Commandant of the New Zealand Defence Force Command and Staff College contends that empathy and cross-cultural awareness are key

²⁰¹ For example, in the Australian Defence Doctrine Publication 00.6 the character of a leader is outlined as follows: Character built on an individual's values and attitudes includes such things as social capacity, interpersonal skills, personal integrity, conscientiousness, self-assurance and trustworthiness. Many of these social awareness character traits are combined in what is now being called emotional intelligence.

²⁰² Richard Iron, 'Train, Advise, Assist: A British Perspective', in *The Long Road: Australia's Train, Advise and Assist Missions*, ed. Tom Frame (Sydney: UNSW Press, 2017), 106.

enablers in the development of indigenous security forces and that these attributes take time to develop. He argues that selection and preparation of people involved in delivering training is too important to be left to chance as inappropriate behaviour damages long-term relationships.²⁰³ When the ADF are maintaining an advising role over the long term, maintenance of an effective relationship is critical.

The most reliable predictor of job performance in general has historically been argued to be an individual's intelligence quotient (IQ).²⁰⁴ However, as highlighted in this chapter throughout the research literature, emotions can have a substantial influence on behaviour, leadership performance and decision-making. Intellectual ability and technical proficiency contribute to performing successfully at work but when interpersonal relationships are required an individual's socio-emotional skills are likely to result in superior performance. Determining the attributes that are perceived as necessary for advising foreign national security forces is therefore an important area of research. This research could undoubtedly serve to inform future selection of advisers and possibly contribute to an appropriate screening process to identify those who are well-suited, and those who require additional training to augment their abilities prior to deployment.

Training practices for advisers

Australia does not have an institutionalised indigenous capacity building training programme. Whilst force preparation incorporates a wealth of useful information for the would-be adviser the ADF does not have a bespoke adviser training programme like our coalition partners. According to Colonel Brett Chaloner, who was commander of the 205th Corps Coalition Advisory Team in Afghanistan, new doctrine and training are required:

²⁰³ Richard Taylor, 'He Waka Eke Noa: A New Zealand Perspective', in *The Long Road: Australia's Train, Advise and Assist Missions*, ed. Tom Frame (Sydney: UNSW Press, 2017), 114–15.

²⁰⁴ Malcolm James Ree and James A. Earles, 'Intelligence Is the Best Predictor of Job Performance', *Current Directions in Psychological Science* 1, no. 3 (1992): 87.

The lack of depth in our training and the brevity of our tours meant we were at serious risk of being ineffective from day one. What we didn't know and weren't trained to discern from the context of our work was potentially setting us up for a 'green-on-blue'²⁰⁵ attack. Therefore, every nation involved in security force assistance activity needs to devise a 'light doctrine' that provides a framework for generic training, sets the conditions for mission-specific training, and teaches the adviser and the team to orient, engage and adapt in order to deliver effective lasting outcomes.²⁰⁶

In 2017 in his capacity as Director General of TRADOC, Major General Mick Ryan argued for the inception of doctrine for building partner capacity. His aim was to guide the ADF training institutions to impart practices that are effective skills for advising²⁰⁷ and to inform advisers of the knowledge required for the role.

Advisers require fundamental training in language and cultural skills, coalition force structure, partner-nation governing institutions, command and control, and logistics processes. This type of training is partly covered in the force preparation training that personnel receive prior to deployment. However, it is also critical that advisers learn how to advise and develop an effective relationship with their counterpart, and this almost certainly requires training in social skills and emotional intelligence abilities.

Andrew Roberts stated that preparation of mentors is critical to the success of the mission. He argued that not everyone possesses the necessary qualities such as patience, tolerance, perseverance and compassion, and he has provided a firsthand account of how ill-prepared his team was for succeeding as advisers. Roberts recommends the ADF could improve current levels of training by including mission specific training, a well-designed selection process, appropriately

²⁰⁵ Insider attacks or green-on-blue attacks are malicious or deadly attacks perpetrated by foreign security force personnel against coalition forces.

²⁰⁶ Brett Chaloner, 'Advisers for a Generation', in *The Long Road: Australia's Train, Advise and Assist Missions*, ed. Tom Frame (Sydney: UNSW Press, 2017), 140–55.

²⁰⁷ In April 2018, a Building Partner Capacity conference discussed the framework of the document and derived content from presentations and panel discussions with subject matter experts and ADF personnel for the doctrine.

trained mentoring skills, a training management plan, the requisite professional knowledge and a clear definition of success.²⁰⁸

²⁰⁸ Roberts, 'In the Moment', 171.

Summary

No amount of resources and firepower can compensate for the lack of a relationship between advisers and their counterparts. Training on culture, rapport building, influence and negotiation should be given and seen as core training in any advisory mission ~ ISAF Security Force Assistance Guide²⁰⁹

Section 1 in Chapter Two reviewed the theory of emotional intelligence from early conceptualization of the relationship between cognition and emotion with the theories of Thorndike and Gardner, through to contemporary models of emotional intelligence. These models were reviewed as different streams based on ability, self-report or mixed models and several prominent models were compared. Three common criticisms of EI were presented and the argument was provided that sufficient evidence exists, particularly with respect to job performance, to support the use of emotional intelligence as a concept with empirical research as a basis to gain greater insight into effective advising behaviour.

Section 2 of this chapter provided a proposal as to why emotional intelligence is relevant to research regarding military advising and used nine categories common to contemporary EI models to explore likely areas of relevance. This section also provided an argument to suggest that training in EI skills would be of benefit to military advisers to enhance effectiveness.

The chapter concluded with Section 3 reviewing the key literature which has examined EI and military advising, or has identified personality traits and behaviours suggesting that social and interpersonal skills are critical for advisers. Supporting perspectives from several military personnel (current serving and retired) were provided.

This review demonstrates that limited research is available that specifically analyses the attributes necessary in advisers to be effective, particularly using emotional intelligence models and

²⁰⁹ COMISAF Advisory Assistance Team, 'ISAF Security Assistance Force Guide', 2013, 10.

theory. All components reviewed support the need for this research and the requirement for an empirical methodology.

Chapter Three follows with a detailed description of the mixed-methods research methodology which has been adopted as the most suitable approach for this study.

CHAPTER THREE

METHODOLOGY

Overview

Chapter Three of this mixed-methods study follows a review of the literature and presents in detail the purpose of the study. The core of this chapter focuses on the methodology used to gain insight into the perceptions of advisers regarding the importance placed on emotional intelligence (EI) attributes to performing advising roles effectively. The reasons for selecting a mixed-methods design are presented in this chapter, as well as the criterion and processes of methodology selection.

This section begins with a review of the purpose of the study and research questions and then positions the research in the philosophical worldview that influenced the selection of mixed-methods design. This is followed by the research design description which firstly reviews the process conducted for the pilot study (Study 1). The primary research design is then presented (Study 2) including the population, sample, and instrumentation. The format of data collection techniques and analysis are discussed, along with the study limitations. Chapter 3 ends with a summary and a preview of the remaining chapters.

Purpose

The purpose of this empirical concurrent mixed-methods study was to discover how military advisers, their supervisors, and other informed observers perceive the importance of emotional intelligence attributes for being effective advisers in Train-Advise-Assist (TAA) roles in military operations.

Research questions

The central research question that this study sought to answer was as follows: *How do military personnel explain the attributes they perceive are necessary for advising foreign national security forces personnel in Train-Advise-Assist roles?*

Subsidiary research questions included;

1. What are the common themes the participant uses when describing effective adviser attributes?
2. What are the common themes the participant uses when describing not effective adviser attributes?
3. How do advisers perceive the importance of EI attributes for advising?
4. How do participants perceive the importance of EI attributes for selection of advisers?
5. How do participants perceive the importance of EI for training advisers?

Research design

How a researcher conducts a research project and how the outcomes are presented differ profoundly depending on the philosophical worldview the researcher follows. Worldview – also known as research paradigm, epistemology or ontology – is the general philosophical orientation about the world and the nature of research that a researcher brings to a study.¹ Worldview is a way of understanding how we know what we know.² It informs the theoretical perspective or philosophical stance we take to choose our research methodology. It is necessary to identify, explain and justify the worldview adopted by the researcher for a research project so that the reader is aware of that stance. An explanation of the worldview adopted for this research follows.

¹ Pranee Liamputtong and Douglas Ezzy, *Qualitative Research Methods: A Health Focus* (Victoria: Oxford University Press, 1999), 11.

² Michael Crotty, *The Foundations of Social Research: Meaning and Perspective in the Research Process* (London: Sage Publications, 1998), 20.

Social constructionist worldview

This research study conveys an in-depth analytical examination of adviser attributes, not predetermined by my hypothesis as a researcher, but described through the participant's perspectives and experiences. The study was influenced by a social constructionist philosophical worldview as a framework for understanding and explaining the experiences of advisers³. Social constructionists argue that meaning is not discovered but is constructed in a number of different ways under the influence of such factors as society and culture.⁴ Individuals seek understanding of the world in which they live and work and develop subjective meanings of their experiences⁵. While there are many causes for differences in behaviour, social constructionism assumes that these differences stem from social practice and that new knowledge and skills are shaped by existing perceptions and experiences. Ways of interacting with other social beings are dynamically constructed socially, historically, and individually, and these constructions become the mechanisms by which we organize our perceptions and experiences.⁶ In other words, the way we make meaning of a situation or experience is often formed through interaction with others. Thus, constructionist researchers often address the process of interaction among individuals.

The central concern in this social constructionist worldview is the process by which human abilities, experiences and knowledge are produced and reproduced. Since social constructionism recognizes that ways of behaving are socially constructed, it opens the possibility to examine or deconstruct specific responses and behaviours. It enables researchers to examine how and why past and present contexts and events have influenced and affect the present and it allows for the reconstruction of the individual's understanding and behaviour.⁷ This is particularly useful for

³ Carla Willig, *Introducing Qualitative Research in Psychology*, 3rd ed., McGraw-Hill Education (Maidenhead: Open University Press, 2013), 74.

⁴ Crotty, *The Foundations of Social Research*, 22.

⁵ John W Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed (Thousand Oaks: Sage Publications, 2014), 8.

⁶ Creswell, *Research Design* 8.

⁷ Crotty, *The Foundations of Social Research*, 23.

examining adviser perspectives as it enables a deconstruction of experiences, observations and responses to their interaction with foreign counterparts to identify commonalities.

The strength of a social constructionist approach lies in the assumption that reality is constructed and interpreted by individuals and thus many realities exist, none of which can be identified as the objective truth, and in the assumption that the way people behave will depend on how they perceive or make meaning of that reality.⁸ The researcher's intent is to explore the meaning of the participant's lived experience and how they generate meaning through their interaction with a human community (in this case, the community is their own military hierarchy and the trainees from another military). Rather than starting with a theory (as in a post-positivist worldview which uses hypotheses and seeks causal relationships) social constructionist researchers generate or inductively develop a theory or pattern of meaning.⁹ Questions are framed in this style of research so that the researcher's knowledge does not influence the participant. For example, a researcher with a post-positivist worldview might ask "Do participants rate EI as the most effective attribute?" to test a specific hypothesis. However, researchers adopting a constructionism approach use questions that allow participants to talk about any topic within their experience and this might identify EI as an important attribute, or not. Social constructionism is therefore appropriate for the analysis of adviser attributes from the participant's perspective as this research does not seek a causal relationship. Rather, the knowledge of the necessary attributes will inductively develop from the participant experiences. This is a more appropriate method than a hypothesis generated from the expectations of the researcher who had no practical experience of being a military adviser. While the literature on military advising, interpersonal relationships, emotional intelligence and performance strongly suggests that EI is important, the research approach empowered participants to identify what was important in their experience.

⁸ Creswell, *Research Design*, 9.

⁹ Creswell, 7–9.

Mixed-methods design

To better understand military advising behaviour, a research design was adopted which converged both quantitative and qualitative data. This mixed-methods design was best suited for the study to focus on the meaning and understanding of advisers from varying Train-Advise-Assist (TAA) missions to ascertain their perceptions of how they view the importance of EI attributes in advisers. Mixed-methods research is a combination of qualitative and quantitative designs which typically refers to both data collection techniques and data analysis.¹⁰

The choice of a qualitative approach was taken as it had the potential to be the best method of obtaining an in-depth understanding of advising attributes. According to Patton,¹¹ qualitative analysis captures and communicates an individual's experience of the world in their own words to reveal an in-depth story and is a common method of analysis used by those adopting a social constructionist worldview. The qualitative approach can be used to draw conclusions from key words and repeated phrases used by the participant to describe their experiences which may not be obvious in a purely quantitative approach.¹² According to Braun and Clarke,¹³ a qualitative approach is one of the best methods to use when researchers want to learn the meaning of the participants' experiences. Qualitative research methods can provide a sophisticated research strategy to understand how and why people think or act in particular ways.¹⁴

Hence the primary data collection for the thesis was obtained using a qualitative research approach. Adopting a purely quantitative approach and excluding a qualitative component was considered problematic because it would be unlikely to sufficiently capture the feelings, behaviours

¹⁰ Abbas Tashakkori and Charles Teddlie, *Mixed Methodology: Combining Qualitative and Quantitative Approaches*, Applied Social Research Methods Series (Thousand Oaks: Sage Publications, 1998), 43.

¹¹ Michael Quinn Patton, *Qualitative Research and Evaluation Methods*, 3rd ed. (Thousand Oaks: Sage Publications, 2002), 47.

¹² Patton, 48.

¹³ Virginia Braun and Victoria Clarke, *Successful Qualitative Research: A Practical Guide for Beginners* (Los Angeles: Sage Publications, 2013), 4.

¹⁴ Liamputtong and Ezzy, *Qualitative Research Methods*, ix.

and beliefs of the advisers. Applying a quantitative measure alone would risk not capturing the behaviours and contextual factors relevant to effective advising under varying circumstances. As the exploration used a social constructionist approach to the meaning of the adviser's experience this made the choice of a qualitative approach plausible. The research aim was not to identify specific causal relationships.

However, the inclusion of a quantitative element in the form of the Attribute-rating Questionnaire was expected to add to the qualitative data. Firstly, a questionnaire was developed to obtain clarity about how advisers rate the desirability of personal attributes for selecting personnel to be an adviser. Additionally, the questionnaire would add a level of gradation of how important advisers rated each attribute from their experience and would provide prompts of attributes that the participants had not consciously brought to mind or could not adequately articulate when being interviewed. Not everyone has a well-developed vocabulary for emotion-related words. This opened the possibility to the participant agreeing that additional attributes as suggested by the questionnaire were also relevant.

For the primary data collection both quantitative and qualitative data were obtained to seek convergence across the data in an effort to adequately answer the central and subsidiary research questions.

Mixed-methods approaches, according to Creswell,¹⁵ can be sequential or parallel, with the qualitative and quantitative approaches used alternately or together to investigate the same phenomenon. Often the choice of design is determined by the availability of participants and whether it is practical to conduct the quantitative data collection at the same time as qualitative data collection.

This study used a **convergent parallel design** whereby the quantitative and qualitative data were collected at the same time from each participant and analysed in a complementary manner.

¹⁵ Creswell, *Research Design*, 221.

Creswell contends that quantitative results are not necessarily related to, or likely to confirm qualitative results, and vice versa, in a parallel design. However, he argues the data generated numerically and in narrative will answer similar research questions to provide a more in-depth analysis of the phenomenon under investigation than a single method approach.¹⁶ Parallel design was chosen for the convenience of ascertaining as much data as possible from participants during the time they set aside to be interviewed, rather than to collect data at separate time points. Where possible, participants firstly completed the qualitative component of the research and subsequently completed the quantitative component, either at the time of the interview, or in their own time prior to sending the questionnaire back via email. Completing the questionnaire after the interview reduced the risk of priming the participants with a list of attributes prior to interview.¹⁷

Phenomenology

The framework adopted for the qualitative component of the mixed-methods design was phenomenological analysis.¹⁸ Phenomenological research is a design of inquiry which emerged from philosophy and psychology as formulated by German philosopher Edmund Husserl in the early twentieth century.¹⁹ It is interested in the world as it is experienced by human beings within particular contexts and at specific times rather than in abstract statements about the nature of the world in general.²⁰ From a phenomenological perspective, it is illogical to think of the world of objects and subjects which are separate from our experience of it. The appearance of an object as a phenomenon varies depending on the perceiver's location, context and most importantly their

¹⁶ Creswell, *Research Design* 19.

¹⁷ Priming in research is when a participant is exposed to information (a stimulus) in advance of the main study which may skew the results of the study, as it increases the chance they will use the stimulus information in their response.

¹⁸ Barney G. Glaser and Anselm L. Strauss, *The Discovery of Grounded Theory: Strategies for Qualitative Research*, 4th ed. (New Brunswick: Aldine, 1967).

¹⁹ Willig, *Introducing Qualitative Research in Psychology*, 251.

²⁰ Willig, 251.

mental orientation (such as their desires, values, beliefs, aims and emotions).²¹ In phenomenology, this is referred to as intentionality. According to psychologist Clark Moustakas, intentionality allows objects to appear as phenomena and this means that 'self and world are inseparable components of meaning'.²² So, from a phenomenological perspective, different people can and do perceive and experience the same situation or environment in different ways. It is therefore the role of the researcher to describe the *lived experiences* of individuals about a phenomenon as described by those participants.²³ This description culminates in the essence of the experiences for several individuals who have all experienced the phenomenon. For the current research study, this means that participants could be deployed on the same operation and be training the same foreign counterparts but have entirely different experiences and perceptions of who was effective or ineffective.

The phenomenological method of deriving knowledge forms a central part of transcendental phenomenology and has distinct phases, judgements and interpretations.²⁴ Even though transcendental phenomenology was conceived as a philosophical system of thought, psychologists and social scientists have been drawn to the methodology because of its focus on the individual's experience. There are two major approaches to phenomenological research in psychology – descriptive and interpretative. A full description of transcendental phenomenology and descriptive approaches are outside the scope of this paper. However, an appraisal of the interpretative phenomenological analysis follows as this approach was used for this research study.

²¹ Willig, 251–52.

²² Clark Moustakas, *Phenomenological Research Methods* (California: Sage Publications, 1994), 28.

²³ Creswell, *Research Design*, 14, (with my emphasis on 'lived experience').

²⁴ For a full review of the process see Moustakas, *Phenomenological Research Methods*.

Interpretative phenomenological analysis

The specific method of approach for this research study followed an **Interpretative Phenomenological Analysis (IPA)**²⁵ which has become a popular methodological framework in qualitative psychology as it focusses on personal accounts followed by presenting and discussing the generic experiential themes.²⁶ Developed by psychologist and academic Jonathon Smith in the early 1990s, IPA aimed to *explore in detail how participants are making sense of their personal and social world*.²⁷ IPA is a version of the phenomenological method that accepts the impossibility of gaining direct access to each participant's world but aims to interpret it from their personal perspective and through interaction with the participant.²⁸ IPA is informed by three key theoretical positions: phenomenology, hermeneutics and idiography which will be briefly discussed.²⁹

As already highlighted, IPA stems from phenomenology which is an eidetic method concerned with identifying the essential components of phenomena or experiences which make them unique or distinguishable from others.³⁰ If we are to understand why people do things, then we have to understand the meaning they give to their actions – or their intention, and the meaning they give to other people's actions.³¹

IPA is informed by hermeneutics – the theory of interpretation – as research about an individual's experience is an interpretative endeavour. It is about interpreting speech and what people say (or written text) and the intentions and context divulged by the speaker.³² IPA views

²⁵ The steps involved are detailed in Igor Pietkiewicz and Jonathan A. Smith, 'A Practical Guide to Using Interpretative Phenomenological Analysis in Qualitative Research Psychology', *Czasopismo Psychologiczne Psychological Journal* 20, no. 1 (2014): 361–69.

²⁶ The reader is referred to Moustakas, *Phenomenological Research Methods*, 1994 for a full discussion of each phenomenological approach.

²⁷ Jonathan A. Smith and Mike Osborn, 'Interpretative Phenomenological Analysis', in *Qualitative Psychology: A Practical Guide to Research Methods*, ed. Jonathan A Smith, 2nd ed. (London: Sage, 2008), 53.

²⁸ Willig, *Introducing Qualitative Research in Psychology*, 260.

²⁹ Jonathan A. Smith, Paul Flowers, and Michael Larkin, *Interpretative Phenomenological Analysis: Theory, Method and Research*, 2nd ed. (Los Angeles: Sage, 2013), 101.

³⁰ Creswell, *Research Design*, 196.

³¹ Liamputtong and Ezzy, *Qualitative Research Methods*, 15.

³² Smith and Osborn, 'Interpretative Phenomenological Analysis', 30.

humans as sense-making individuals and their accounts reflect their interpretation of the experience. Smith and colleagues state that IPA researchers are engaged in a double hermeneutic because the researcher also has to make sense of the participant's account through further interpretation.³³ This can result in a more in-depth analysis as the researcher must interpret the meaning of the participant.

IPA is also said to be idiographic in that it is a research design committed to a detailed examination of a particular case or small number of cases. The aim is to know in detail what the experience for each person is like, which often contrasts with mainstream psychological studies that are nomothetic in nature.³⁴

IPA is inductive, meaning that research questions are constructed broadly to allow for unanticipated themes to emerge from the interview data.³⁵ Smith claims that the interplay between induction and deduction in analysis may exist but that the inductive approach takes precedence when using IPA as a methodology.³⁶ This means, as a researcher, broad ideas can be explored inductively from the data while allowing for unexpected themes to emerge rather than be commencing with a pre-determined hypothesis to test.

Typically, IPA involves detailed analysis of verbatim accounts of a small number of participants, framed broadly and openly, enabling the researcher to explore how participants perceive their situation.³⁷ Smith and Osborn argue that semi-structured interviews are the best approach to eliciting data as they enable the researcher and participant to engage in a dialogue whereby initial questions are modified in light of the participant's response and further probes are possible.³⁸

³³ Smith, Flowers, and Larkin, *Interpretative Phenomenological Analysis*, 4.

³⁴ Smith, Flowers, and Larkin, 20.

³⁵ Smith and Osborn, 'Interpretative Phenomenological Analysis', 61.

³⁶ Readers interested in knowing more about the philosophical underpinnings and history of IPA development are referred to *Interpretative Phenomenological Analysis* by Smith, Flower, and Larkin, 2nd ed. Los Angeles: Sage 2013

³⁷ Smith and Osborn, 'Interpretative Phenomenological Analysis', 57.

³⁸ Smith and Osborn, 57.

Semi-structured interviews – an interview with several specific questions but mostly open-ended questions – were therefore used to explore the participant’s understandings of adviser attributes. It would have been possible to research the central research question using a quantitative tool listing attributes likely to be relevant from the literature. However, such an approach that did not capture the narrative data from individual adviser experiences risked missing certain attributes that were exhibited in situational contexts that were perhaps not otherwise observable to every adviser. For example, the attribute of ‘resilience’ may have had meaning for some advisers who, on deployment, faced great personal and environmental challenges, yet not be viewed by other advisers as highly important or relevant. A purely quantitative tool would be unlikely to capture this variation in perspective as effectively as an in-depth interview where the participant could recall context, situational variables and the emotional aspects of the behaviour exhibited.

The stages of analysis using the IPA approach will be detailed later in this chapter.

Reflexivity

The importance of reflexivity in the qualitative research process is increasingly acknowledged as a means to counter the biases the researcher brings to their study.³⁹ Researchers need to clearly self-reflect in how their role in the study, personal background, culture and experiences potentially shape their interpretations and choices made in coding and theme development of the data⁴⁰. This is particularly relevant when using interpretive methods such as IPA and grounded theory. Accordingly, during the process of analysis for this thesis, memos of interpretations of the data, reasons for selecting data for different categories, and justification for any changes of opinion were made to capture the analytical input of the researcher. In this way, the reader is able to judge how the personal orientations of the researcher have influenced the

³⁹ Creswell, *Research Design*, 186.

⁴⁰ Creswell, 186.

interpretation of the data. The following paragraph gives a brief description of my theoretical orientation and experience in this field to further enlighten the reader to any potential bias.

As a former Department of Defence public servant, and a former Royal Australian Air Force pilot, I have experienced over twenty years working in a Defence related role. This provides me with experience working with military personnel and gives me insight into the organizational structure, training, education and values of Defence. As a registered psychologist, who has worked in both clinical practice and as a researcher in Defence, my theoretical framework of interest lies in the interaction of people within unique social and cultural contexts. I am interested in such questions as how people define themselves and others, how they define their situation, and their behaviours. I am also interested in whether there are similarities between the perspectives held by different people. Specifically, I am interested in how emotional self-regulation improves or impedes an individual's ability to form influential relationships. I believe that research should be used to inform readers of new insights but, most importantly, should have a practical application that can create change or innovation. In this respect, I expect that the outcomes of my research should inform the practice and processes of ADF advising missions, and other relevant fields with implementable recommendations. With these biases in mind I have attempted to guard against imposing my perceptions about drivers of individual behaviour on participants. Although the initial scoping for my research indicated that EI was important I deliberately used questions that did not mention EI. Rather, the interviews were framed around their observations of effective advisers. When they were clearly talking about EI attributes (such as empathy, or emotional self-regulation) I did not react that these attributes were the responses I was after. For example, when asking clarifying questions during participant interviews, I was careful not to lead the participant by revealing my interpretation of their account in any prompts, nor asking leading questions to identify emotional intelligence attributes.

Ethics approval

Ethics approval for this research (both Study 1 and Study 2) was granted by Defence Science and Technology Group (DST Group) Ethics Committee through a detailed submission process under the auspices of Joint and Operational Analysis Division. The ethics committee reviews all research projects and approves only research that maintains professional standards. A detailed submission was completed containing the research purpose and questions, proposed methodology, interview questions and participant information sheet (see Appendix B) for compliance with ethical guidelines. Due to the nature of the research with data collection being predominantly qualitative through interviews of professional adults, the research complied with the low risk human research protocol guidelines. Approval was granted in July 2015 by DST Group ethics panel. Additional approval was sought through the Australian National University Research Ethics Committee and was granted in September 2015.

Mixed-methods design in two phases

The research was conducted in two phases as illustrated in Figure 3—1. The research design of each phase of the research, sampling, data collection and analysis will be provided in the following sections separately as Study 1 and Study 2. This will be followed by the research limitations and a summary of the research method.

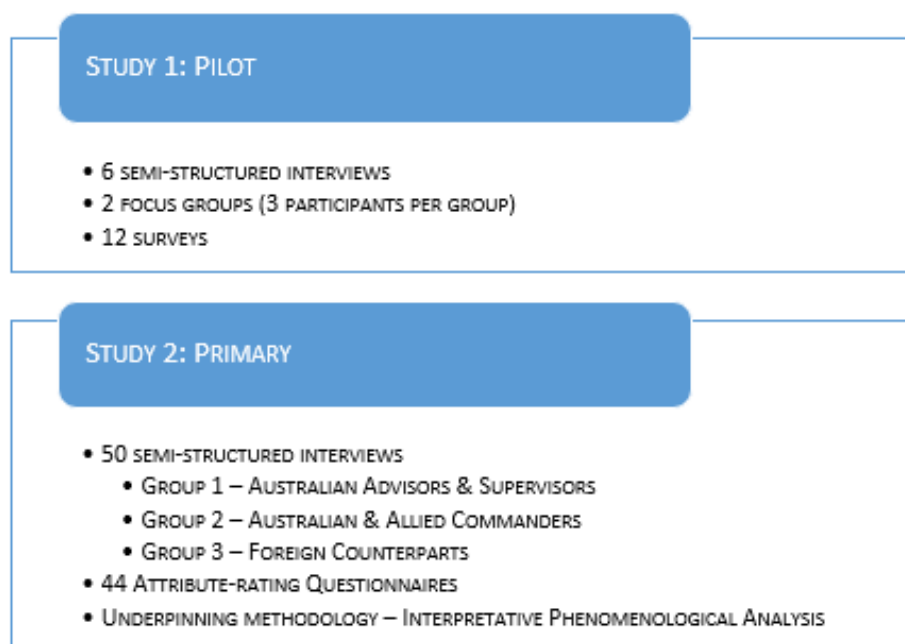


Figure 3—1. Mixed-Methods Research Design

This figure illustrates the data collected for Study 1 and Study 2

Study 1

Sample

To ensure that the research participants for Study 1 had experienced the phenomenon of advising, a purposive sampling strategy was used, based on adviser accessibility, as suggested by Creswell.⁴¹ The following criteria were used in identifying the sample from the overall adviser population:

1. The participant must be in a current or previous role directly involved in training, mentoring or coaching foreign security forces,
2. The participant must have a minimum of six months employment in an advising role.

⁴¹ Creswell, 158–59.

This manner of sampling is consistent with the IPA tenet of recruiting individuals who share a common experience with variation permitted in other characteristics such as gender or age.⁴² The same sampling technique was utilised in Study 2.

The sample for Study 1 was deliberately selected to be broad to include Vietnam veterans and advisers from a range of roles including Defence Cooperation Programs. The aim of broadening the sample to include historic roles was to ascertain if the attributes shifted over time, or whether the key attributes perceived by advisers were similar today as in historic operations. Table 3—1 represents the experience levels of participants in the pilot sample. Overall there was a total of 22 participants in the pilot study.

Table 3—1. Sample for Study 1

Method of data collection	Number of participants	Experience
Semi-structured interviews	6	Vietnam, Malaya, Afghanistan, Iraq, Republic of Georgia, Timor-Leste, Philippines
Focus groups	6	Iraq, Afghanistan, Timor-Leste
Survey	12	Iraq, Afghanistan, Timor-Leste

Note: Total of 22 participants (two of the survey participants were also interview subjects). Roles participants stated they conducted in locations included; 205th Corps Coalition Advisory Team Afghanistan; Afghan National Army Officer Academy, Afghanistan; Mentoring Task Force, Afghanistan; Mentoring Reconstruction Task Force, Afghanistan; Australian Army Training Team, Vietnam; US Drug Enforcement Administration Foreign-deployed Advisory and Support Teams, Afghanistan; UN Mission in Timor, Defence Cooperation Program, Timor-Leste, Combined Task Group Taji, Iraq, Marine Corps Security Operation Group, Republic of Georgia, British Army operations in Iraq.

Study 1 utilised a convergent parallel mixed-methods design with three separate methods of data collection. Semi-structured interviews were conducted in Australia by the primary researcher. Assistance in administering the quantitative survey was provided by Defence Science and Technology Group researchers located at Al Minhad Air Base in United Arab Emirates (UAE)⁴³ as part

⁴² Smith, Flowers, and Larkin, *Interpretative Phenomenological Analysis*, 56.

⁴³ The full DSTG study is a Defence classified document not currently available for public release.

of a larger scientific research study with deployed personnel. The two focus groups were also conducted by DSTG researchers using information for questions provided by the researcher. For security reasons, I was not able to travel to UAE obtain this data from the participants. The questions delivered by DSTG in this part of Study 1 were designed by me and included under my ethics approval. All data analysis was conducted by me as the primary researcher. The following section provides details of the instrumentation used.

Surveys

Surveys were conducted with a sample of twelve participants who were advisers from the 205th Corps Coalition Advisory Team, Afghanistan (205 CAT). The four questions presented in Table 3—2 were administered by DSTG as part of a larger research project at the request of the author. The survey was administered to personnel who were posting back to Australia at the completion of their advising deployment, and hence reflected very recent experiences. Prior to administering the survey, the questions were reviewed by a survey methodologist from DST Group. A readability tool⁴⁴ was also used to review questions to ensure each item was clearly worded to avoid vague, imprecise or technical language. Participant responses were collated by DST Group and provided verbatim in transcripts for data analysis.

Table 3—2. Survey Questions used in Study 1

Question 1	List three personal attributes that you think are required to be a successful mentor/adviser.
Question 2	List three professional competencies that you think are required for a mentoring/advising role.
Question 3	In your experience, what are three significant factors that enable mentoring/advising success?
Question 4	Do you think you were a successful mentor? Why/why not?

⁴⁴ The readability was checked with the Question Understanding Aid (QUAID) online tool developed by the University of Memphis. See <http://quaid.cohmetrix.com>

Focus groups

Focus groups provide an opportunity to use group dynamics to generate qualitative data which can clarify, extend and even challenge the data collected by interviews or surveys alone.⁴⁵

Two focus groups were included in Study 1, each included three participants drawn from advisers in Middle East advising roles. Focus groups were included as an additional data collection source to provide a more in-depth understanding of participant advising experiences. As well as collecting data, the focus groups were conducted as a means of identifying the topics of relevance to advisers and the language that resonated with them to inform the content of the instrumentation for Study 2. These focus groups were led by an experienced DSTG facilitator and included questions and probes to elicit detailed responses of advising experiences. An additional researcher observed and recorded responses to enable the facilitator to concentrate on generating broad discussion of group participant experiences. Questions that were provided to the facilitator were included as part of a broader DSTG research project, and as such, not all the information discussed in the focus group was directly relevant to this research project. Focus group responses were collated by DSTG and provided verbatim in transcripts to the researcher for data analysis.

Semi-structured interviews

In preparation for the semi-structured interviews for Study 1, an interview schedule was developed based on military literature about advising and qualitative interview techniques.⁴⁶ The interview schedule was reviewed by academic supervising staff at the Australian National University and then tested prior to use with two former advisers from the Department of Defence to assess the relevancy of the content. Feedback and comments were incorporated to update the schedule.

⁴⁵ Liamputtong and Ezzy, *Qualitative Research Methods*, 81.

⁴⁶ Patton, *Qualitative Research Methods*, 105; Liamputtong and Ezzy, *Qualitative Research Methods*, 56–61; Smith, Flowers, and Larkin, *Interpretative Phenomenological Analysis*, 57.

Semi-structured interviews were conducted with six participants. Being semi-structured in nature, interview duration depended on the availability of the participant. Some interviews were as short as half an hour, and others as long as three hours. Most interviews were around two hours in duration. The interviews were conducted at a convenient work location for the participant; mostly at Department of Defence establishments. Interviews included the questions in Table 3—3 or a question that was similarly framed. Probes, paraphrasing and alternative questions were used to draw out the perceptions of the participants. (See Appendix D for the full Study 1 interview schedule.)

Table 3—3. Interview Questions used for Study 1

Question 1	Think back to your experiences as an adviser. Can you tell me about your experiences interacting with the people you were advising?
Question 2	Picture a person you consider to be an effective adviser. Tell me about their behaviour.
Question 3	Picture a person you consider was not effective as an adviser. Tell me about their behaviour.

The first research question was intended to gather general information about the adviser's experiences and context that may have impacted on the role. It was also to gain personal accounts of the participant's interactions with counterparts. Conversely, questions 2 and 3 were framed from the perspective of 'other' where the participant was asked to picture and describe the behaviour of others. This is an acceptable method in qualitative research to gain a subjective account of the participant's experiences which is less prone to social desirability bias and lack of participant ability to self-reflect.⁴⁷ These questions were adopted to provide a broad understanding of the topic, the experiences that were most relevant to advisers, and the attributes and behaviours considered to be most important. By the advisers describing the behaviours of effective and ineffective advisers, a

⁴⁷ Social desirability bias occurs when participants want to manage how they appear, which varies depending on their personality, level of honesty and consequences of reporting. Framing the question in this manner also helps to provide a more accurate response where a participant may be trying to be honest but lacks the introspective ability to self-reflect or see how others see their behaviour.

preliminary list of attributes could be compiled on what participants considered important. Like the focus group data and survey questions, this data was used to inform the development of the Attribute-rating Questionnaire and guide the development of relevant questions for Study 2 interviews.

Data analysis and results for study 1

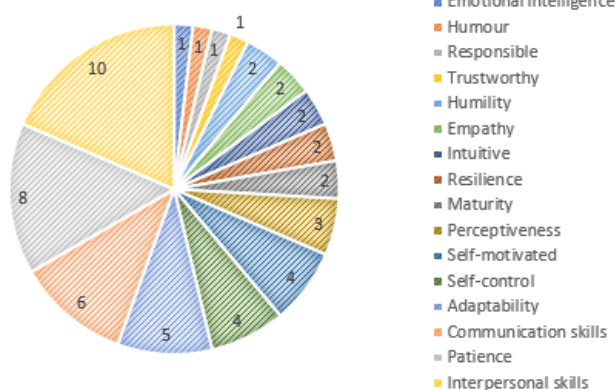
Data from the survey, focus groups and semi-structured interviews was collated and analysed. Statistical analysis was used to analyse the four survey questions. Key themes were identified using NVivo computer software for the qualitative analysis of interview and focus group responses. Descriptive statistics and a list of attributes identified by advisers were compiled as they applied to either effective or ineffective advising behaviour.

Study 1 survey results

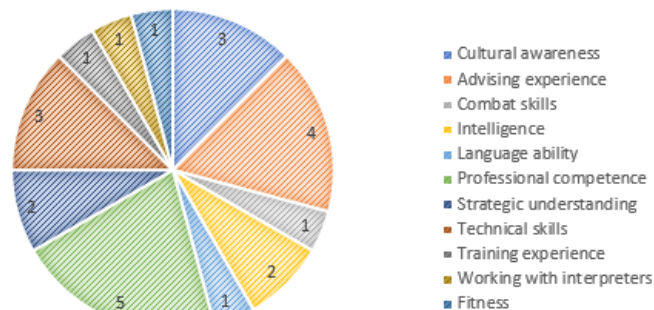
Figure 3—2 provides a summary of the personal and professional attributes listed as most important by the twelve advisers in the survey in terms of frequency of responses. For example, ten out of the twelve participants stated that interpersonal skills were required for advisor effectiveness. Attribute names represented the most commonly used term, or synonym. For example, the attribute 'adaptability' was to cover responses by participants referring to either adaptability or flexibility. Similarly, the attribute 'self-motivated' was used to encompass the terms; drive, enthusiasm, self-starter and bias for action. Several of these attributes were listed infrequently (only one participant mentioned the attribute) but have been included in a group of attributes to illustrate the broad content provided given the sample of twelve was relatively small.

PERSONAL ATTRIBUTES FOR A SUCCESSFUL MENTOR

EI ATTRIBUTES



PROFESSIONAL ATTRIBUTES



NB: The 12 survey participants were asked to identify a minimum of 3 personal attributes, with most identifying more.

Figure 3—2. Personal Attributes which Advisers mentioned were required to be a successful mentor (per participant and reflected as a percentage of the group n=12)

The most commonly stated attribute required for success was ‘interpersonal skills’ with all twelve participants identifying this attribute as important. Communication skills were highly rated (6 participants) and included both written and verbal abilities. Participants thought that advisers are more successful in mentoring roles if they adaptable to changing circumstances and situational contexts, are patient and have professional competence. When providing reasons as to why they thought they had been successful advisers, most advisers recognised the value of personal attributes over and above professional expertise or technical skills. They emphasised that attributes such as interpersonal skills, self-motivation, emotional intelligence, patience and active listening were paramount.

Out of all the categories the advisers included on their survey responses, seventeen of the attributes identified by advisers in response to the survey questions directly related to emotional intelligence as described in the literature. The other categories – such as experience, cultural awareness, language ability, working the interpreters – are indirectly related. Language ability and cultural knowledge, for example enhances one’s ability to interact with other cultures effectively.

Technical competence, intelligence, strategic understanding and prior experience all assist in building trust and rapport with a foreign counterpart.

Study 1 focus group results

The most commonly stated attribute required for success from the advisers in the focus groups was adaptability with 11 references to an advisers' ability to effectively adapt to shifting situations (see Figure 3—3). For example, participant F2 stated, "I think it's important to have that maturity and professionalism to be able to adapt to the situation and not go in there with a rigid directive approach. I think the guys that did that experienced a lot of issues."⁴⁸ Similarly, participant G1 stated, "Advising requires that flexibility in being able to pick the battles you can win and disregarding what you can't change."⁴⁹

PERSONAL ATTRIBUTES MENTIONED BY FOCUS GROUP PARTICIPANTS

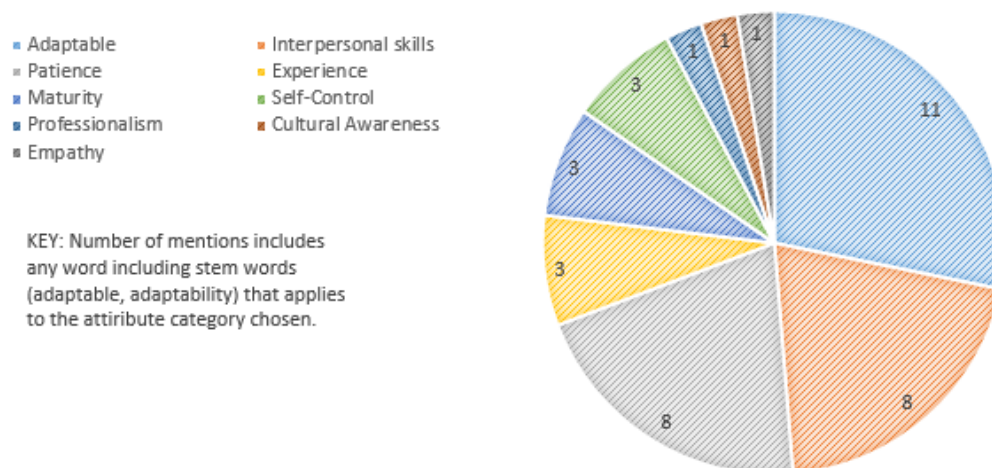


Figure 3—3. Personal Attributes referred to by focus groups participants

Interpersonal skills were discussed at length (8 references) and participants spoke of the requirements to use skills to build rapport with mentees and interpreters to have a functioning

⁴⁸ Focus Group 2 Participant F2, an army sergeant with advising experience.

⁴⁹ Focus Group 1 Participant G1, an army warrant officer with lengthy advising experience.

working relationship. For example, participant F1 commented on the essential nature of building rapport with mentees:

One of the key lessons is to get in and build relationships as quickly as you can. You've got to find the natural foothold or commonality between you and the mentee.⁵⁰

Not only did the focus group subjects talk about the personal attributes required to be a successful mentor, but also spoke about the value of prior experience working with foreign counterparts. They emphasised that those who had been on several deployments had an advantage in being able to adapt to the new mentoring environment. They also spoke about the value of training, particularly scenario training with role-players in preparing inexperienced advisers for the challenging situations they would meet working with counterparts.

Replicating the results of the surveys, several of the attributes noted elements of emotional intelligence (adaptable, interpersonal skills, patience, self-control, empathy). Moreover, the other categories discussed (cultural awareness, professionalism and maturity) relate to an individual's behaviour and ability to get on with others in a respectful, appropriate manner which could also arguably be facilitated by emotional intelligence.

Study 1 interview results

Six interviews were conducted as part of Study 1. The interview subjects varied in experience and ranks and included both Australian military, US military and US police. All interview subjects spoke of the value of interpersonal abilities for successful advising. The behaviours they characterised as being observed in effective advisers often equated to emotional intelligence behaviours.

Participant B1, for example, was an Australian Army veteran with experience in Malaya and Vietnam. He listed the following attributes as essential in an adviser: physical fitness, mental

⁵⁰ Focus Group 1 Participant F1, an army warrant officer with advising experience

toughness, personable attitude, adaptability, flexibility and empathy. He believed that advisers needed to have experience to gain respect and they needed to have an understanding of the host nation culture.

Participant B2 had deployed to Afghanistan as a captain to train the Afghan National Army. It had been his first deployment in a mentoring role, and he reflected at how he had been disappointed at the lack training in how to build relationships with mentees specifically for advising positions as he considered this critical to being successful. He stated:

We had no prior training in how to be a mentor. It was assumed that you should know what to do. We didn't practice how we would build an effective relationship. It was all about the mission outcomes with an expectation that we would achieve outcomes as soon as we deployed, and this didn't work well with the ANA. If we had taken the time to build rapport it would have been far better.⁵¹

Participant B2 considered that the following attributes were necessary to be a successful mentor: to be calm, confident, patient, to seek culturally relevant behaviour, to communicate succinctly, to have humility, and to communicate empathy to appear that you care. He stated that the attributes of unsuccessful advisers were; arrogance, being judgemental, a lack of flexibility in approach to the task, and a lack of confidence in the ability of those you are mentoring. He further reiterated that training needed to be focussed on the skills required to be an adviser:

Training is mission focused instead of mentoring focused. There is a belief that mentoring is a natural skill we all possess - that if we can do a platoon attack then we can mentor a platoon or company commander and give lessons or instruct. Mentors are chosen by virtue of posting to the unit, not on whether they are the right person to mentor. I think awareness of emotion in yourself and others is important and

⁵¹ Interview participant B2, an army captain with advising experience.

should be a focus in the training. If you can't manage your own emotions, I would recommend that person is not a mentor.⁵²

Participant B3 was a US Marine who had undertaken mentoring roles in a number of locations. The participant felt that the most important attributes for successful mentoring were technical skills in the specific area in which the mentor is providing advice; real life experience, patience, being an extrovert, communication skills and an ability to build rapport. He emphasised the value of interpersonal skills with the following comments:

What I believe is most critical is the ability to build rapport with the students. Time needs to be taken before instruction to get to know your people and let them get to know you. They will then be open to ask more questions and most importantly they will believe in you. Social and interpersonal skills are extremely important in my view. You have to be open, honest, and your ability to be social and to engage them is the foundation of success when it comes to mentoring foreign students.⁵³

Participant B3 clearly articulated the value of emotional self-control and an adviser's ability to control their emotions as a key attribute contributing to effectiveness:

There is no doubt that advising is frustrating. You need to understand that in a lot of cultures the perception of 'face' is extremely important. Being able to constrain your frustration is a key contributor to the success of the mission. If you cannot manage your own emotions, you risk losing the respect of those you are mentoring and you're likely to be a failure.⁵⁴

Participant B4 was a retired army colonel from US Special Forces. He explained that advisers definitely needed to have credibility with the foreign counterparts in order to be successful. He

⁵² Interview participant B2.

⁵³ Interview participant B3, a US Marine gunnery sergeant with advising experience.

⁵⁴ Interview participant B3.

added that the following attributes were important: self-discipline, respect for the culture, self-awareness, tactical and technical proficiency, patience and persistence. He emphasised,

Being able to accept failure is important, as well as being patient and persistent. An adviser needs to be realistic and accept what they cannot achieve with respect to outcomes. Language and understanding of the culture are useful but building rapport through building respect and credibility is crucial.⁵⁵

Participant B5 was a US Drug Enforcement Administration Foreign-deployed Advisory and Support Team agent (DEA FAST). He had served in the US Army prior to being selected to receive training to deploy in an 8-person team to Afghanistan. These teams worked closely with Australian special forces and accompanied Afghan commandos on police raids. He emphasised that there was a benefit in having prior proficiency in advising roles, however the most important attributes according to his experience were; credibility, the ability to build interpersonal relationships, integrity and life experience.

Likewise, Participant B6 was also in Afghanistan as a US DEA FAST agent. The participant had previously worked in the US police for the Judge Advocate with two tours of Iraq to assist in civil affairs. The participant was deployed to Afghanistan in 2003 with a FAST team. In his opinion the following attributes were typical in an adviser who was effective: credibility, competency, persuasiveness, ability to build trust, and maturity.

Participants identified both non-EI attributes and EI attributes for effectiveness. A few participants spoke about the right combination of attributes. Depending on the context they were advising in, some participants emphasised that EI attributes were more important than other attributes or vice versa. For example, interpersonal skills were more desirable in key leader mentoring compared to tactical proficiency or professional experience being more important during a kinetic operation. Participants did indicate that EI attributes such as empathy could be detrimental

⁵⁵ Interview participant B4, a US army colonel (Retired) with advising and supervisory experience

in certain circumstances if an adviser became too focused on the response of the advisee and lost sight of the strategic objectives. Hence, this was an area that required careful analysis in Study 2.

Summary of study 1

The data from Study 1, including the interviews, focus groups and surveys, contributed to the development of the list of items for inclusion in the Attribute-rating Questionnaire in Study 2 and informed the salience of investigating EI attributes in military advisers. Overwhelmingly, the results of these three data sources was that attributes which facilitated rapport building with mentees were essential. Other non-EI attributes such as maturity, experience, cultural intelligence and professionalism were also emphasised throughout this sample which clearly justified the need for further research to clarify the relative importance of the attributes for advising effectiveness.

Study 2

The following section provides the methodological approach taken for the primary research study which drew on the results from Study 1.

Population

The intended population for this research study comprised of advisers who had been deployed to an advising role where their primary duties were to train a foreign national security force. Included in the population were participants from the Australian Defence Force (ADF) who had been advising in Vietnam as well as more contemporary advising experience from Iraq and Afghanistan and regional South-East Asian operations such as Timor-Leste and Bougainville. While the majority of participants were ADF personnel, allied perspectives were included from US military personnel in order to generalize the research to advising within the coalition environment. The population that was the principal focus of this study included advisers engaged in Middle East

operations, as advising roles were numerous and multi-faceted, including advising partner armies, advising police and offering training in military academies. In addition, military commanders⁵⁶ from Australia and the US were included in this population to gain additional knowledge from a strategic command perspective of the key attributes of advisers they required for mission outcomes. Examining the advising population with a breadth of roles was expected to provide the best information to be able to generalise the results to advising across contexts.

Sample

In a purposive sampling as used previously for the Study 1 pilot research, participants were drawn from primary advising roles in Afghanistan and Iraq. Small sample sizes are recommended for interpretative phenomenological analysis approaches due to the in-depth nature of the inquiry style and the detail required to make more general claims.⁵⁷ For example, this approach gathers a large amount of data on a small number of participants to draw conclusions, whereas quantitative data draws conclusions from a large number of participants from a small amount of data on each participant. Patton recommends five to 25 individuals as an ideal sample size for a phenomenological study.⁵⁸ This allows the researcher to select from a specific number of participants needed to reach data saturation. There are numerous sampling strategies in qualitative research, however, for phenomenological research, the strategies are limited because the research requires the participants to have experience with the given phenomenon.⁵⁹ IPA studies are usually purposively sampled to be fairly homogenous so that each participant has sufficient knowledge of the phenomenon which is being explored via the research question.⁶⁰

⁵⁶ Military commander is a generic term used for an officer commanding an armed forces unit and as applied in this research included officers with a rank above colonel (or colonel equivalent).

⁵⁷ Smith and Osborn, 'Interpretative Phenomenological Analysis', 55.

⁵⁸ Patton, *Qualitative Research Methods*, 45.

⁵⁹ Moustakas, *Phenomenological Research Methods*.

⁶⁰ Smith and Osborn, 'Interpretative Phenomenological Analysis', 56.

While the Study 1 sample was broad and included historical advising experiences, participants for the primary research sample were selected to represent the most recent advising experiences and where possible to have taken part in multiple advising experiences.

There was a total of 50 participants across three subgroups in Study 2 as per Table 3—4. Participants had served in an advisory capacity in the following countries: Iraq, Afghanistan, Timor-Leste, Papua New Guinea, Malaysia, Indonesia, Philippines, and Mozambique.

The sample for the primary research included three subgroups;

1. Participants who served in advising roles or had commanded a group of advisers performing advising roles,
2. Participants from Australian and allied coalition forces who had strategic oversight of advising missions.
3. Participants from a foreign defence force who had been recipients of mentoring from Australians.

Table 3—4. Sample for Study 2

Study 2 method of data collection	Study 2 Participant groupings	Number of participants
Interviews	Group 1. Advisers and supervisors	34
	Group 2. Australian and allied commanders	9
	Group 3. Foreign counterparts	7
Attribute-rating questionnaire	All participants*	44

Key: Total Participants=50. *Only 44 participants completed the ARQ. This did not include the 7 foreign counterparts nor 5 allied commanders. However, the ARQ was completed by 6 Defence Cooperation Program advisers who were unable to take part in interviews due to competing time commitments.

Group 2 (Australian and allied commanders) were named in association with their quotes whereas all other participants were identified with respect to their rank and remained anonymous. This approach was taken to provide the reader with additional context from a strategic and situational perspective, as each of these generals was involved in different operational settings

during different time periods. For example, the perspective of US General (Ret.) David Petraeus was provided in association with quotes that give an in-depth understanding of his experience as commander of the Multi-National Force in Iraq and the International Security Assistance Force in Afghanistan.

Development of the attribute-rating questionnaire

In order to obtain clarity about how advisers rate the desirability of personal attributes when selecting personnel for advising roles, an attribute-rating questionnaire (ARQ) was developed. The aim of including this questionnaire was to add further dimension to the importance advisers placed on certain attributes. There are multiple knowledge, skills and attributes that advisers perceive as important for effective advising. Using the mixed-methods design, the qualitative component of the primary study aimed to provide depth and breadth to the existing knowledge of which attributes are critical but the inclusion of the quantitative ARQ was to add a categorization of each of the most relevant attributes to ascertain how advisers rate their importance specifically for selection. The aim was not to provide an exhaustive list but to clarify the weighting of those considered highly relevant as one adviser's rating of an attribute such as 'empathy' as critical may differ from another adviser's rating. The combined results were expected to provide information that would inform consideration of the relevance of each attribute, particularly with respect to identifying and selecting individuals with a cluster of various attributes.

The design of the ARQ (see Appendix C) was informed by a review of the leadership literature particularly focused on emotional intelligence, leadership effectiveness and social influence. Common emotional intelligence attributes as discussed in the review of literature (Chapter Two) were the primary items included in the questionnaire. Data from Study 1 research added a practical and applied relevance to the construction of the instrument as the participants gave specific examples of which attributes led to effective advising behaviours in military roles. Triangulation of data from Study 1 assisted in identifying which attributes were most important for

inclusion in the questionnaire. An item was included if there was support from the literature and it was included verbally or by inference in the data collected from the survey, interviews and focus groups.

The thirty-item questionnaire was developed using a four-point rating scale to measure perceived importance of EI and other desirable attributes. Twenty-four items were included to form four 6-item constructs of a combination of EI items. The 4-point forced scale was used in which there is no neutral option in order to extract a specific response from the respondents. The 4 points rating was used rather than 5 or 6 to determine how the advisers differentiated between essential, important and desirable characteristics and distinguished those characteristics from those deemed not to be valuable by participants. The thirty items represented attributes considered desirable if selecting an individual for an advising role. The wording of the questionnaire instructions was deliberately focussed on selection of advisers as this provided the participant the opportunity to consider the 'best case' scenario for attributes they would consider desirable, rather than attributes in advisers they had personally witnessed during advising where there may have been deficiencies or situational variation.

The instructions on the ARQ asked participants to group items as per Figure 3—4 below.

Below is a list of attributes that you may consider important for selecting a person to perform a Train Advise Assist (or similar) role. Please group these attributes into the following:

Score of 4 - Those that are **essential** to possess;

Score of 3 - Those that are **important** to possess;

Score of 2 - Those that are **desirable** characteristics but not as important as groups 3 or 4

Score of 1 - Those characteristics that may **not be deemed as valuable** when selecting an adviser.

Figure 3—4. Instructions on the ARQ

Advisers were also asked the following two open-ended questions in order to identify other possible attributes considered important;

- **Question 1** - Are there any additional attributes you consider essential or important for selection of advisers other than those listed?
- **Question 2** - Do you have any additional comments that would assist in determining attributes for selection of advisers?

Each item on the questionnaire was checked for readability using an online assessment tool to ensure it was clearly worded to avoid vague, imprecise or technical language.⁶¹ Where confusion might arise as to the meaning of the attribute, a brief descriptive sentence was included to clarify the meaning for participants. Examples of these descriptive sentences are provided in Table 3—5. For a complete list of all attributes and their descriptions, please refer to the ARQ attached at Appendix C.

Table 3—5. Example items from the Attribute Rating Questionnaire

Humility – is humble; doesn’t think they are better than others
Empathic – able to understand another person's perspective
Self-control – stable emotions under pressure
Good Interpersonal skills – effectively manages interactions among people

ARQ subscales

The questionnaire was divided into five sections. The five sections comprised of four coherent EI attribute subscales with 6 items each, and an extra section with 6 non-EI attribute items. Using the data from Study 1 and from the literature on emotional intelligence, the attributes were grouped into similar related attributes. The following table (Table 3—6) represents the breakdown

⁶¹ The readability was checked with the Question Understanding Aid (QUAID) online tool developed by the University of Memphis. See <http://quaid.cohmetrix.com>

of each of the items into EI subscales and the extra non-EI section. The non-EI attributes were not directly related to other items in that subscale but were attributes rated by Study 1 participants as important for effective advising and were therefore included on the questionnaire in a separate non-EI attribute section.

Table 3—6. Attribute items, EI subscales and non-EI section

Type of attribute	Subscales/section	Associated items
EI attributes	Self-awareness	self-awareness, self-confidence, self-reflective, humility, perceptiveness, self-motivation
	Social awareness	social intuition, empathic, sensitive to context, active listening, respectful, tactful communication
	Self-regulation	positivity, adaptability, self-control, resilient, patient, open-minded
	Social regulation	good interpersonal skills, sympathetic, agreeable, persuasive, considerate, conflict resolution skills,
Non EI attributes	Professional	professional, skilled in languages, skilled in advising, intelligence, ethical decision making, accountability

Although all efforts were made to design a reliable questionnaire, the instrument was not developed by the researcher to be a reliable assessment tool for selection of advisers, but rather as a tool to further inform and examine the level of importance participants placed on the subcomponents of emotional intelligence. For example, the researcher was interested in whether participants attributed more importance to the social attributes (social awareness and social regulation) over and above the EI attributes that were self-focussed (self-awareness and self-regulation) which are less able to be observed by the participant. The uneven balance of EI attributes to non-EI attributes on the questionnaire (4 subscales to 1 section) reflected the responses of participants in Study 1 who more frequently stated EI attributes were necessary for effectiveness.

Validity

An expert panel⁶² was used in the development process for the questionnaire as well as field testing as suggested by academic and educational psychologist John W Creswell to establish validity and better reliability.⁶³ A multidisciplinary group was used to examine and refine the ARQ to ensure the attribute items were of a high quality. The experts were provided with a hard copy or emailed a soft copy of the questionnaire, the thesis purpose statement, and the research questions to review. Items found to be poorly constructed, not aligned to research questions, or found to be misleading were revised as per the panel's suggestions. For example, the item 'sensitive to context' was adapted from 'picks up changes in the environment' and included the descriptive terms 'picks up changes in atmosphere, mood and cultural behaviour' to reduce misinterpretation. A revised version of the items was re-distributed and there was a high level of consensus which indicated that the refined items were superior to the previously developed items and aligned well to the purpose of the study and for field testing.

A field test was performed using the ARQ to ensure that the language used was appropriate to the participant, and to ensure the validity, and reliability of the instrument prior to the primary research study commencing. The field test helped ensure that the rating questionnaire collected the data necessary for the intended research focus. A group of five advisers from recent Afghanistan deployments were identified from within the Department of Defence located in Canberra who were not included in the research study sample. The field-test results were not utilised further within this inquiry. Rather, the results were used strictly to build the validity and reliability of the interview instrument prior to the primary study commencement. Feedback provided by the test advisers was

⁶² The experts had experience in one or more of the following fields; psychology, anthropology, leadership, instrument development, or data collection. Two psychologists and one anthropologist reviewed the content for behavioural description and terms likely to be synonymous. Three psychologists with instrument development, and data collection experience reviewed for terminology and face validity. A leadership psychologist reviewed the complete questionnaire for appropriate content.

⁶³ Creswell, *Research Design*, 161.

incorporated to shape the final design of the ARQ. For example, the item 'active listening' was a term the field testers believed required additional information, so a description was added to the item so that it stated, 'active listening – attends to what others are really saying'.

Semi-structured interviews

Fifty semi-structured interviews were conducted with advisers from a range of operations. The interview questions were built from the interview guide as adopted for Study 1 and included six open-ended questions and various probes and additional questions to gain more depth to each participant's account.

Interview questions were tailored to make the interview productive and followed the interview and questioning techniques for IPA as suggested by Smith and Osborn.⁶⁴ Question 1 was open-ended and gave the participants the opportunity to discuss general information regarding their advising experiences. The other questions subtly focused on answering the subsidiary research questions and did not directly enquire about emotional intelligence attributes. Instead, these interview questions sought to gain the adviser's examples of behaviour to enable the researcher to interpret the relevant attributes the participant considered essential and to examine the meaning the participants assigned to certain attributes. (See Table 3—7 for the interview question list used for advisers and supervisors – participant group 1 and group 2. See Appendix E for the full interview schedule).

⁶⁴ Smith and Osborn, 'Interpretative Phenomenological Analysis', 57–64.

Table 3—7. Questions for Group 1 – Advisers and Supervisors

-
1. Think back to your experiences as an adviser. Can you tell me about your experiences interacting with the people you were advising?
 2. Picture a person you consider to be an *effective* adviser. Tell me about their behaviour.
 3. Picture a person you consider was *not effective* as an adviser. Tell me about their behaviour.
 4. In your experience, what behaviours were most critical to gaining trust and motivating the counterparts to perform tasks?
 5. If you had the autonomy to change how advisers are trained, what would you teach and how would be the best way?
 6. If you were selecting advisers, what would you focus on with respect to their attributes?
-

Note: The interview was semi-structured so these questions were used as a guide rather than rigidly followed in a specific order.

Questions 2 and 3 were deliberately framed to enable the adviser to talk of the effectiveness of other advisers rather than their own behaviour, as it was expected this would reduce potential social desirability bias from self-reporting their own behaviour. Question 4 was aimed at capturing the attributes advisers considered most important for gaining trust as this would demonstrate how well rapport had been developed with the counterpart. Questions 5 and 6 were to seek subjective accounts of how to improve selection and training of advisers. The interview questions were constructed so as not to lead participant responses by using clear, relatable language in the wording of each question, and refined by responses to questions in Study 1. The questions and probes were merely to prompt the participant to describe their advising experiences in detail to reveal insights from examples and anecdotes to give a richer account than possible via a survey or purely quantitative measure.

A similar semi-structured interview schedule was adopted for Group 2. Since Group 2 included participants who were highly experienced US military generals and Australian commanders,

the questions were shaped to seek their strategic perspectives as illustrated in Table 3—8. (See Appendix F for the full interview schedule.)

Table 3—8. Questions for group 2 - Australian and allied commanders

1.	From your experience, how important are TAA roles for achieving successful mission outcomes? What are the most important considerations for conducting TAA operations?
2.	What personal and professional characteristics are most important in effective advisers?
3.	What characteristics are notable in ineffective advisers?
4.	What have you found most effective in terms of preparing prospective advisers for their mission advising foreign national forces? What would you consider are the best examples of adviser training programs?
5.	How should Western militaries identify those most suitable for assignment as advisers to developing foreign national security forces?
6.	What do you think are the most valuable lessons learned from advising missions in Iraq and Afghanistan?

For the foreign counterpart participants in Group 3, similar questions were asked to those used with the Group 1 advisers and supervisors. However, the questions were tailored to seek their perspective of being advised by international partners. The interview approach adopted was semi-structured to enable the foreign military counterparts to discuss their interactions with Australian personnel. The Afghan participants were interviewed using an interpreter (see Appendix G for the interview schedule used with foreign counterparts).

Data collection

Interview process

The relationship the interviewer builds with the participant is critical in gaining trust to develop the environment conducive to open and honest responses⁶⁵. Respectful engagement with

⁶⁵ Herbert J. Rubin and Irene Rubin, *Qualitative Interviewing: The Art of Hearing Data*, 2nd ed (Thousand Oaks: Sage Publications, 2005).

participants is vital to the success of the research interviews as well as ensuring the likelihood that participants will provide further suggestions of individuals to participate in the research.⁶⁶ The steps involved in the interview process for this study included preparing for the interview, participant selection, participant notification, initial contact, conduct of the semi-structured interview, and interview follow-up when required as suggested by Olson.⁶⁷

Interviews are central to qualitative data collection and interpretative phenomenological analysis and are a highly effective way to explore the perceptions of participants.⁶⁸ According to Creswell, interviews are advantageous in being able to collect both closed-ended quantitative data and open-ended qualitative data to best understand a research problem.⁶⁹

Patton states that, “Qualitative data describe. They capture and communicate someone else’s experience of the world in his or her own words. Qualitative data tell a story”⁷⁰. For this current research study, interviews were used as the primary means of data collection as IPA requires a data collection method that invites participants to offer rich, detailed firsthand accounts of their experiences and the phenomenon.⁷¹ These interviews sought to capture the breadth of experience in advisers and to empirically identify the social and emotional competencies the advisers perceived as highly relevant to effectiveness, as well as identifying less favourable advising behaviour. According to Smith and Osborn, IPA is concerned with trying to understand what it is like from the perspective of the participants. However, at the same time it involves asking critical questions about what the participant is really saying and if there is meaning through what the participant is saying that perhaps they are unaware of.⁷²

⁶⁶ Liamputtong and Ezzy, *Qualitative Research Methods*, 52.

⁶⁷ Karin Olson, *Essentials of Qualitative Interviewing* (New York: Routledge, 2016).

⁶⁸ Creswell, *Research Design*; Liamputtong and Ezzy, *Qualitative Research Methods*.

⁶⁹ Creswell, *Research Design*, 22.

⁷⁰ Patton, *Qualitative Research Methods*, 47.

⁷¹ Pnina Shinebourne, ‘Interpretative Phenomenological Analysis’, in *Qualitative Research Methods in Psychology: Combining Core Approaches*, ed. Nollaig Frost (Maidenhead: Open University Press, 2011), 54.

⁷² Smith and Osborn, ‘Interpretative Phenomenological Analysis’, 53.

Contacting participants

Initial contact with participants was made through email or via an introductory phone call using contact information obtained through the Department of Defence Directory which is accessible to Defence employees. In addition, the lead research psychologist at the Defence Science and Technology Group, Joint Operational Analysis Division provided suggested names for interview participants having ascertained the population sample required while conducting DSTG research with advisers from recent Afghanistan deployments.

Interviews were arranged with advisers who met the purposive sampling criterion and who agreed to voluntarily participate in this study. Participants were sent a Participant Information Sheet (see Appendix B) providing details of the research aims, limits of confidentiality and informed consent. This form also gave participants the opportunity to indicate whether they would prefer any quotes used from them to be attributed to them or whether they preferred to remain anonymous. The US Generals were contacted through Australian military personnel with support from the Royal United Services Institute of Australia, Australian Capital Territory Branch. Afghan personnel were contacted through Australian advisers in Afghanistan and interviewed while on an official visit to Australia. Papua New Guinea Defence Force personnel were contacted through the Defence Attaché while the author was on Defence work travel in country and interviewed in Port Moresby.

Initially, the aim was to interview 30 participants, but with snowball sampling many of the advisers interviewed recommended that other experienced advisers they knew who met the research criteria also be interviewed. Hence the final sample was 50 participants.

Interview process

The interviews commenced with a brief introduction of the research purpose which elaborated on the information already provided to the participants in the information sheet. The interviewee was asked to provide their consent. They were informed that the interview would be

audio-recorded to enable transcription and coding of their interview responses. Each interview followed the interview theme questions but followed a semi-structured approach which allowed the participants to continue with narratives, examples and personal experiences without interruption rather than following a scripted question and answer format. Hence, the participant answered each question but not necessarily in a scripted order.

Interviewing was conducted according to each research participants' availability. No specific order was used in scheduling the interview dates and times. When face-to-face interviews were not possible, interviews via Skype or telephone were arranged. While this posed a risk to being able to effectively establish rapport, interviews that are not face-to-face can be advantageous in that participants feel comfortable sharing more personal information as it is less confrontational. Each interview closed with final remarks, thanking the participant for his or her time and willingness to contribute to research, and a reminder that a follow-up interview for clarification of answers relevant to the analysis may be necessary. Some interviews spread over several meetings in cases where follow-up questions were required or when the participant wished to discuss the research questions further. This is common in qualitative research where the in-depth examination of experiences often takes more than one interview.

It was noted that a possible perceived risk to participants through conducting the interviews could be harm through recalling stressful events. In order to mitigate this risk, the interviewer stated at the commencement of each interview that the process could be halted by the participant at any time. Contact numbers were also provided to the participant for Defence Counselling or Lifeline Counselling services if they felt they were required.

Attribute-rating questionnaire completion

Concurrently to the interviews, the participants completed the Attribute-rating Questionnaire when the interview had finished, or via email for those who participated in a phone interview. Through the questionnaire, participants were provided the opportunity to rate the

desirability of thirty listed attributes for selecting a person to perform an adviser role. Two additional comment fields enabled the participants to add additional comments on attributes that were essential for selection of advisers. Most participants used these fields to clarify their ratings and to add contextual information to their responses. For example, Participant 39 added that the level of advising required determined the need for certain attributes as senior leader engagement required a different emphasis to advising at a tactical level. All attribute rating questionnaires that were distributed were completed and returned filled in as per the instructions.

Data analysis

Data analysis for the mixed-methods research took the form of interpretative phenomenological analysis for the qualitative component, and statistical analysis for the Attribute-rating Questionnaire. Both forms of data analysis will be presented in the following paragraphs.

Interpretative phenomenological analysis

IPA provides a flexible framework of processes and strategies for analysis of qualitative data. The analysis is usually a complex, iterative and creative process that requires the researcher to reflect on the participant's narrative and meanings to make sense of the data.⁷³ However, IPA provides a clear set of guidelines to make the data analysis systematic to move from the descriptive to interpretative.⁷⁴ The following paragraphs specify the different levels of analysis applied to interviews for this research study using the IPA procedure as outlined by Smith and colleagues.⁷⁵

⁷³ Shinebourne, 'Interpretative Phenomenological Analysis', 56.

⁷⁴ For additional detail on IPA stages of analysis see Smith and Osborn, 'Interpretative Phenomenological Analysis'.

⁷⁵ Smith and Osborn, 56; Smith, Flowers, and Larkin, *Interpretative Phenomenological Analysis*, 205.

First stage of analysis

Interview data from audio-recordings and hand-written notes were transcribed and collated in Microsoft Word documents and organised into responses to each interview question.⁷⁶ Reading each transcript a number of times enabled the researcher to become familiar with the data. Observations and reflections about the data were recorded separately as notes. Smith and Osborn recommend reading each transcript several times to become familiar with the account and to identify new insights. They state that there are no rules in IPA about what is commented on as some aspects of the interview will contain richer data than others.⁷⁷ The initial notes made about the data reflected thoughts and observation, summary statements, comments on language use and descriptive labels. (See Figure 3—5 for an example of the types of notes made).

Original Transcript	Explanatory Comments/Notes
Interviewer: <i>Picture a person you consider to be an effective advisor. Tell me about their behaviour.</i> Participant: I noticed there were some people who worked at a high level of anxiety, and then there were those that were self-confident and could really read the situation. Okay, so emotional intelligence and the ability to turn the situation round and look at it from your counterpart's point of view were probably the two most essential qualities in terms of the advising role. There's plenty of others in terms of how they work with others. Without those two, it's almost pointless to post someone to the role.	• <i>Attributes: Emotional intelligence, perceptiveness, understanding the perspective of others, self-confidence, anxious, sensitive to context, reads cues</i> • <i>Identifies a combination of qualities</i> • <i>Situational context may vary</i> • <i>Frames some attributes as essential</i> • <i>States in definitive terms</i>

Figure 3—5. Example of explanatory notes during initial data coding

Computer data analysis assistance included the use of NVivo 12 Pro software (NVivo).⁷⁸

Computer software programs such as NVivo, ATLAS.Ti, and MAXQDA are available for researchers to analyse qualitative data through coding and interpreting the data. Verbatim transcripts of interviews

⁷⁶ Due to the large number of interviews I engaged a Department of Defence employee, who was familiar with Defence terminology and acronyms, to assist with transcription of the interviews.

⁷⁷ Smith and Osborn, 'Interpretative Phenomenological Analysis', 67.

⁷⁸ This is the most recent version of NVivo as QSR International released NVivo 12 Pro in 2018.

were imported into the software package for analysis. NVivo was selected as the appropriate software as it allows the qualitative data to be transformed into a numerical form, such as a frequency count of key themes, responses and behaviours and it also enables the generation of descriptive statistics. The software is highly applicable to IPA analysis and enables the researcher to use computer annotation rather than written coding of data and comparison of themes.⁷⁹

Second stage of analysis

The second stage of IPA analysis requires the researcher to identify and label emergent themes that characterize each section of the transcript. The interview data was coded according to emerging themes for each participant. Initially these were listed in chronological order. The meaning of each theme evolved during the analysis, as more and more decisions were made about which quotes would be assigned to which theme. The fit between data and themes was one of continuous refinement.

Third stage of analysis

The third stage of IPA analysis involves an attempt to introduce structure into the analysis. This involved a more analytical and theoretical ordering as connections between the first iteration of themes emerged. Patterns of behaviour were grouped into common themes to form clusters, some of which emerged as superordinate concepts (for example, different forms of communication were grouped under the theme communication skills). The focus was on the emotional intelligence content of the phenomena under study, yet emerging themes of attributes not related to emotional intelligence were also grouped to form clusters. These larger themes were informed from the literature on emotional intelligence and the themes arising from the Study 1 research. Patton refers to this process as establishing the internal homogeneity and external heterogeneity of themes (or

⁷⁹ Bettina Callary, Scott Rathwell, and Bradley W. Young, 'Insights on the Process of Using Interpretive Phenomenological Analysis in a Sport Coaching Research Project', *The Qualitative Report* 20, no. 2 (2015): 68.

categories). In other words, themes must be meaningful both internally, in relation to the data understood in context, and externally, in relation to the data understood through comparison.⁸⁰ Hence, as the clustering of themes emerged, they were checked against the original transcripts and research notes to make sure the connections were representative of the primary research material.

Where the participant responses captured descriptions of advising behaviour and outcomes of that behaviour that were highly relevant, direct quotes were coded and used to highlight emergent similarities in adviser attributes. Memos and reflective comments attached to the data assisted in following changes and development of the themes as more participants were incorporated into the overarching analysis. Smith and colleagues identify several ways of looking for connections between emergent themes to assist the researcher in determining the meaningful clusters. These include abstraction (putting like themes with like to create a higher-level theme), subsumption (finding that an emergent theme can subsume another theme), polarization (identifying themes which are at the ends of a continuum), numeration (noting the theme frequency) and function (identifying the functions of the emerging themes).⁸¹ Each of these strategies was incorporated into the NVivo analysis undertaken for this research.

As the formulation of the themes took place, the description of the phenomenon from the perspective of the participants was gradually emerging. As new issues emerged from reading through the transcripts of each participant, the issues were worked into the existing themes or a new theme was created (see theme example in Figure 3—6). Thus, the aim was to respect convergences and divergences in the data and recognise the ways in which participant accounts had similarities or differences in the attributes they subjectively rated as important.

⁸⁰ Patton, *Qualitative Research Methods*, 55.

⁸¹ Carla Willig, 'Interpretation in Qualitative Research', *The Sage Handbook of Qualitative Research in Psychology*, 2017, 264–65; Smith, Flowers, and Larkin, *Interpretative Phenomenological Analysis*, 205.

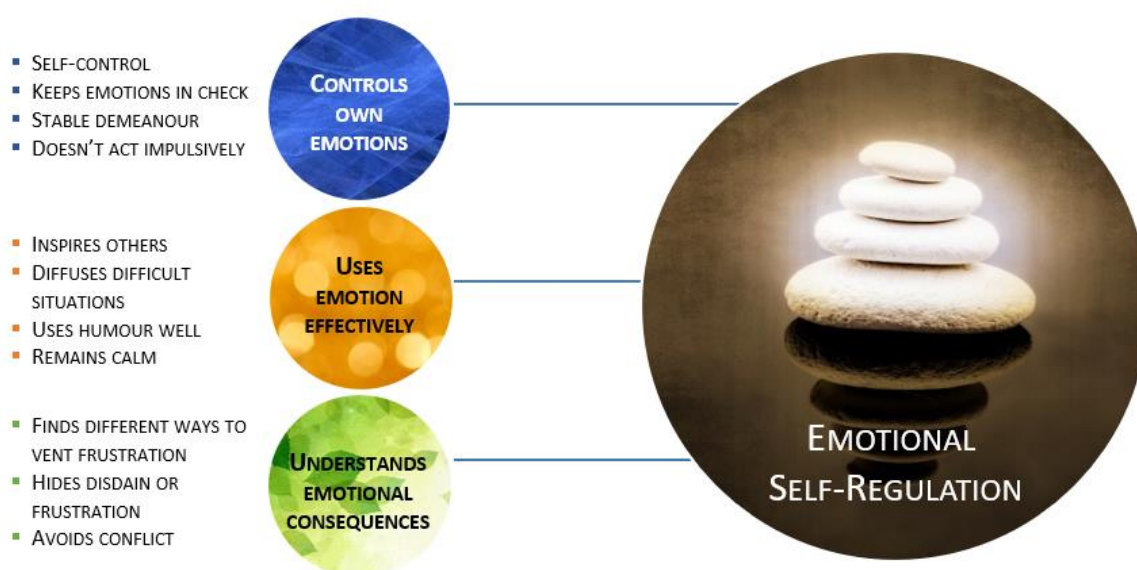


Figure 3—6. Emerging Theme 6 – Emotional Self-Regulation

Looking at the connecting themes, both intra-related and inter-related enabled the frequency distributions to be calculated for the major themes including the number of participants citing the attribute, and the number of references made to the attribute in total. Based on these frequencies, broad and subordinate themes were identified, and each were grouped to explore emotional intelligence attributes and other relevant non-emotional intelligence attributes more fully.

During this phase of analysis quotes that could potentially be categorised in multiple themes were carefully analysed to distribute the data appropriately. For example, when discussing building relationships, a participant might also touch on attributes such as poor emotional self-regulation which could be categorised under that separate theme. Hence each quote could be coded to a number of themes where the adviser mentioned multiple attributes.

Creating a master list of themes

This process of clustering of themes with a common meaning led to a master-theme list for the data as a whole. Once each transcript had been analysed through this interpretative process, a

final table of superordinate themes was constructed. These themes were not selected simply on the basis of their prevalence in the data. Rather, several factors were considered including; the richness of particular accounts that highlighted the themes, the context in which the themes were described and the familiarity the participant had with advising experiences.

Through NVivo's Node Summary Report, the number of quotes and number of participants who were quoted were recorded in each theme to provide evidence of the prevalence and density of themes as recommended by Smith.⁸² Participant quotations were extracted from the transcripts where they were relevant to provide emphasis to answer the research questions. In particular, quotes were selected to enable the reader to gain insight into the complexity and contextual detail of the experiences of participants.

After the data was analysed for all participants the master list of themes was refined and is presented in Chapter Four with respect to adviser attributes, and in Chapter Five with respect to selection and training. From the analysis of the participant data in Study 2, six main superordinate themes were articulated for the attributes of effective advisers. Similarly, six themes emerged with respect to selection of advisers. Additionally, three themes emerged with respect to the training of advisers.

Writing the results

The written stage of IPA analysis involves moving from the final themes to a write-up outlining the meanings inherent in the participants' experience. The table of themes is the basis for the written account of participants' responses which takes the format of a narrative argument interspersed with examples of participant responses. In IPA it is common to merge the 'results' and 'discussion' into a single section and include links to the extant literature rather than to present

⁸² Jonathan A. Smith, 'Evaluating the Contribution of Interpretative Phenomenological Analysis', *Health Psychology Review* 5, no. 1 (2011): 9–27.

them in separate sections.⁸³ This approach was adopted for this research study. As such, Chapters Four and Five include the master themes in a presentation of results followed by a discussion of each of the subsidiary research questions covered in each of those chapters.

Data analysis of the attribute-rating questionnaire

The data analysis for the attribute rating questionnaire was conducting using the computer software IBM Statistical Package for the Social Sciences (SPSS) and qualitative analysis. The rating questionnaire was analysed in three ways; 1) analysis of frequency of ratings of individual attributes by participants and calculation of the median scores, 2) reliability analysis of the groups of items (4 subscales) pertaining to emotional intelligence attributes, and 3) analysis of open-ended responses (qualitative analysis).

Method of analysis of individual attribute ratings

Firstly, an interpretation of the different ways in which participants rated the importance of each individual attribute when selecting advisers was examined using analysis of response frequency. Frequencies of participant ratings were calculated using SPSS and median scores for each separate attribute calculated. The median is usually preferred to other measures of central tendency, such as the mean, when the data being analysed is ordinal data. Median scores were used to determine the importance ascribed to each attribute by the majority of respondents across the questionnaire. The higher the median score, the more important participants tended to rate that attribute on the questionnaire compared to other attributes.

Method of analysis of groups of items

Secondly, the analysis aimed to explore whether groups of attributes were more salient for selection than others. The questionnaire was divided into five sections including one non-emotional

⁸³ Smith and Osborn, 'Interpretative Phenomenological Analysis', 76.

intelligence section and four EI subscales (see Table 3.8 in this chapter for a list of attributes per section). Two analyses were conducted of the four EI subscales; correlations between items on each scale, and reliability analysis of the scales. The subscales self-awareness, social awareness, self-regulation and social regulation were analysed in SPSS using Kendall's Tau-b⁸⁴ and Cronbach's Alpha for correlations, and Wilcoxon Signed Rank Test for comparative analysis.⁸⁵ This statistical analysis was included in the appendix of this thesis as it was secondary to the qualitative research questions being answered.

Method of analysis of open-ended question responses

Two questions on the ARQ were open-ended in order to obtain participant suggestions to attributes provided on the questionnaire. Analysis of these questions was a simple comparison of additional items compared to existing items and a thematic analysis of key themes.

Issues of rigour

The qualitative and mixed-methods nature of this research suggests that the reader approach the findings with an understanding of the limitations of this approach to research. By nature, qualitative research involves the collection, analysis and interpretation of data that cannot be reduced to numbers. However, qualitative analysis is a critical and empirical approach to

⁸⁴ Kendall's Tau-b (tb) correlation coefficient is a nonparametric measure of the strength and direction of association that exists between variables measured on an ordinal scale. As the ARQ used a four-point Likert scale with ordinal variables (essential, important, desirable, not valuable) this was considered the most suitable nonparametric alternative.

⁸⁵ Cronbach's Alpha is a reliability statistic most commonly used when the researcher wants to assess the internal consistency of groups of related items in a questionnaire or survey to give an indication of whether the items are tapping into the same underlying construct. Reliability statistics and item statistics were calculated as well as inter-item correlations in a correlation matrix for each of the subscales except for the 'professional' section which was not constructed to be comprised of correlated items.

psychology and sociology with numerous measures to check credibility and trustworthiness of the data and interpretations of the data.⁸⁶

As discussed previously in this chapter, this research is influenced by a social constructionist worldview and uses an interpretative phenomenological analysis approach to deriving meaning from the data. In this framework, themes are constructed by the researcher through interaction with the data. Here, it is acknowledged that the researcher's decisions, the questions that the researcher asks of the data, the way the method of analysis is used, as well as personal background shape the research process and ultimately the findings. As a result, the theory produced constitutes one particular reading of the data rather than the only truth about the data. Qualitative analyses are not about finding agreement on the outcomes per se, as each person will bring to the data their own interpretations. Rather, what is paramount is that there is agreement on the analytical steps to reach the outcome.⁸⁷ For this reason, a detailed methodology has been presented in this chapter.

In addition, a number of methods were utilised to check the credibility of the data and the interpretations of the data made by the researcher. The guidelines of Smith and Osborn provide a systematic approach to data analysis along with recommendations for critically evaluating the research process throughout.⁸⁸ These research strategies enhance consistency, reproducibility and verification of qualitative research and were followed by keeping a journal, procedural notes and memos of decisions made during analysis as per recommendations.

Since the research process inevitably shapes the research outcomes, the role of the researcher needs to be considered in qualitative research. As Willig argues, consideration should be given to the characteristics of the author that may have influenced the interpretations of the data.⁸⁹ This reflexivity is an important component of trustworthiness in qualitative research and is a

⁸⁶ Lincoln and Guba, *Naturalistic Enquiry* (Newbury Park CA: Sage Publications, 1985).

⁸⁷ Smith and Osborn, 'Interpretative Phenomenological Analysis', 66–67.

⁸⁸ Smith and Osborn, 65–69.

⁸⁹ Willig, *Introducing Qualitative Research in Psychology*, 493.

particularly important criterion for evaluation of constructionist research.⁹⁰ It is important to acknowledge the central position of the researcher in the construction of knowledge, and that findings are personal views of reality that are open to change and reconstruction. The reader is referred to the beginning of this chapter (reflexivity paragraph) to read about the philosophical, epistemological and methodological orientations of the researcher. These notes enable the reader to make his/her own decisions about the possible influence of the researcher's values and beliefs on the interpretations of the data.

Smith and Osborn recommend a series of guidelines to ensure rigour in the research process for qualitative analyses.⁹¹ The authors propose that analytic themes generated by the researcher should fit the data well, and this should be documented in accounts of why themes have been chosen and labelled in particular ways. The IPA approach acknowledges that any insights gained from the analysis of the data are necessarily the product of interpretation.⁹² Although the aim of IPA is to better understand the participant's experiences the understanding can only be gained through the researcher's engagement with, and interpretation of, the account. This reflexive attitude of the researcher should be captured in explicit, clear and comprehensive accounts of how themes emerged from the data.⁹³ These criteria have been accomplished with the comprehensive notes in the NVivo program and written accounts within a journal detailing the formation of themes through coding.

Several authors suggest that emerging themes are interrogated at different levels with the intention to disprove implied themes or more fully describe them. Eatough and Smith⁹⁴ advocate the adoption of two distinct levels of interpretation, the first being a more descriptive, empathic level

⁹⁰ Jane Sutton and Zubin Austin, 'Qualitative Research: Data Collection, Analysis, and Management', *The Canadian Journal of Hospital Pharmacy* 68, no. 3 (2015): 226.

⁹¹ Smith and Osborn, 'Interpretative Phenomenological Analysis', 66–67.

⁹² Willig, 'Interpretation in Qualitative Research', 136–40.

⁹³ Pietkiewicz and Smith, 'IPA Analysis in Qualitative Psychology', 367.

⁹⁴ Virginia Eatough and Jonathan A Smith, 'Interpretative Phenomenological Analysis', in *The Sage Handbook of Qualitative Research in Psychology*, ed. Carla Willig and W Stainton-Rogers (London: Sage Publications, 2008), 179–94.

that aims to allow the researcher to enter the participant's world. The second level interrogates the participant's account further to gain insight into what the participant has not explicitly stated. The evidence for this process is included in the project memos (these are attached to the data within the computer programme).

The credibility of qualitative research can be enhanced through the use of peer reviewers, external auditors and additional data coders.⁹⁵ Transcripts of a sample of 3 interviews were coded by Defence Science and Technology Group researchers to check for coding reliability and creation of emergent themes. Supervisor debriefing was also used to address the credibility of the data analysis and to discuss emerging themes for competing alternatives as described by Callary and colleagues.⁹⁶ This also provided a secondary perspective for negotiating the data with the intention of enhancing understanding of the data.

Qualitative research can be conducted from within different epistemological perspectives or worldviews that require different evaluative criteria. This is because different methodological approaches are based upon different assumptions about the nature of the world, the meaning of knowledge and the role of the researcher in the research process.⁹⁷

Willig contends that the most important criteria for the evaluation of social constructionist versions of research is the assessment of the extent to which they have successfully grounded their data within the context in which they are generated. However, it is important for the reader to understand that this study is influenced by a social constructionist worldview and has used an interpretative phenomenological analysis to generate rich descriptions of participant's perceptions of advising but it does not aspire to explain the phenomena or the 'why' behind the phenomena. Thus, phenomenological research is designed to provide a rich and comprehensive description and documentation of the lived experience but does not attempt to explain it. This fits with the overall

⁹⁵ Creswell, *Research Design*, 201–2.

⁹⁶ Callary, Rathwell, and Young, 'Insights on the Process of Using Interpretive Phenomenological Analysis in a Sport Coaching Research Project', 69.

⁹⁷ Creswell, *Research Design*, 7–12.

aim as a researcher to identify which attributes are necessary rather than 'why' they are necessary as the 'what' will enable recommendations to be made for selection and training of advisers. This communicates to the readers a sense of quality and texture rather than any justification of the experience. Evaluative criteria applicable to this type of analysis as previously discussed are therefore designed to assess the quality of the research rather than its validity or reliability as required in quantitative approaches.

Summary

Chapter Three reviewed the purpose and research questions of this study. It presented the methodology and the research design utilized for inquiry including the steps taken for Study 1 and the primary data collection in Study 2. After defining the population and sample group, this chapter discussed the instrumentation, data collection steps using Interpretative Phenomenological Analysis as the method of approach, and the issues of rigour related to the study. Chapter Four and Chapter Five present the findings of this study interspersed with a discussion of the implications of these findings. The results of the first three subsidiary questions are presented in Chapter Four. The chapter presents and discusses the attributes that are considered necessary for effectiveness and how participants rate the importance of EI. Chapter Five is the second chapter of research data and findings focussed on the two research subsidiary questions that identify the importance of emotional intelligence for selection and training. Chapter Six draws together the findings from each of the subsidiary research questions to respond to the central research question. This is followed by the conclusions, implications and practical recommendations as outcomes of this research.

CHAPTER FOUR

EFFECTIVE ADVISER ATTRIBUTES

Conducting foreign security force assistance requires great skill in building relationships and 'leading from behind'. We must all increase our understanding of this important mission ~ General Martin E Dempsey US Army¹

This chapter is the first of two chapters presenting the results of the primary study (Study 2) exploring the experiences of fifty military advisers and their perceptions of the attributes necessary for advising foreign national security forces. The results are separated into two chapters in order to provide a clear analysis and detailed discussion of the findings before providing a summation in the concluding chapter. Chapter Four and Chapter Five will separately present the responses of participants to the research questions and elucidate their perceptions of the importance of EI attributes for advising roles. Chapter Four focuses on what attributes participants consider are important in making an adviser effective. Chapter Five focuses on what attributes participants think should be used in adviser selection and training. Chapter Six will provide a summary of these Study 2 results before discussing the overarching research question drawing on the results and discussion from the two preceding chapters (See Figure 4—1).

¹ 'Security Force Assistance', Field Manual 3-07.1, 2009, Foreword.

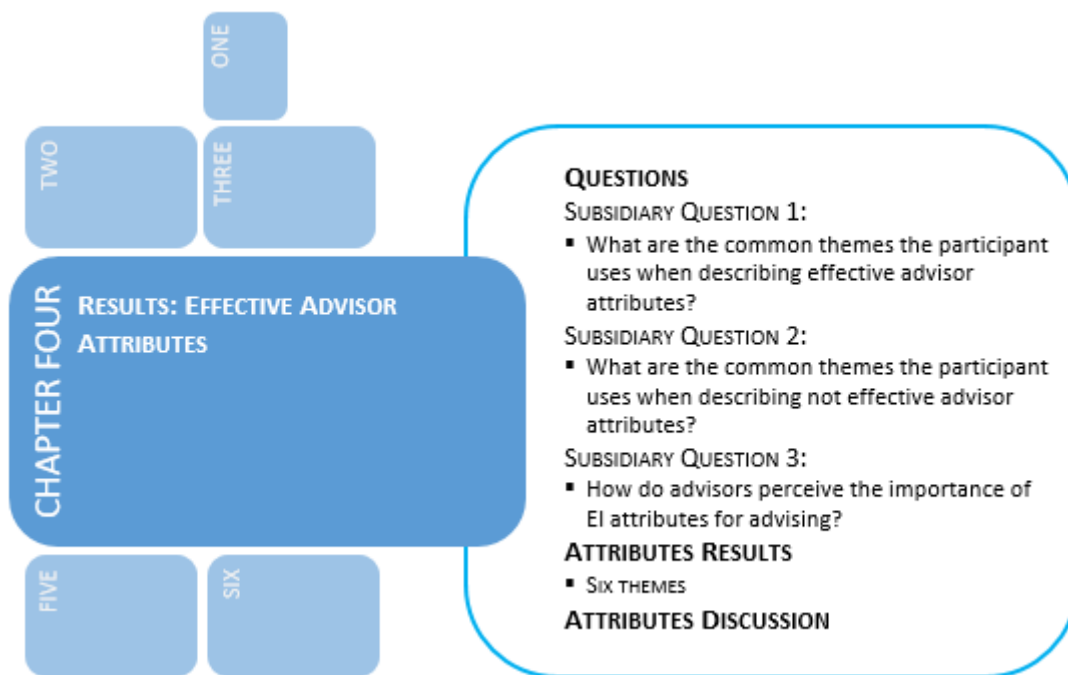


Figure 4—1. Structure of Chapter Four

Each of these chapters will provide a brief methodological summary which includes the purpose, the research questions for the chapter, the population sample and methodology. A more detailed explanation of the methodological approach was provided in Chapter Three. The data will be presented in response to each research question and the overall themes of responses offered. Discussion of results will be incorporated into each chapter to accompany the relevant findings.

Purpose

The purpose of this empirical concurrent mixed-methods study was to discover how military advisers and commanders perceive the importance of emotional intelligence attributes for being effective advisers in Train-Advise-Assist (TAA) roles in military operations.

Methodology

To better understand military advising behaviour, semi-structured interviews were conducted with participants to determine their perceptions of the importance of emotional intelligence attributes for advising success. The questions in Table 4—1 were used to identify the common themes the participant used when describing adviser attributes. These questions were formulated using the results of focus groups and interviews conducted as part of a research pilot study (Study 1). The specific method used for the research analysis of the interview data followed an Interpretative Phenomenological Analysis (IPA) as detailed in Chapter Three, which focusses on personal accounts of advisers and reveals experiential themes from their narrative descriptions.²

Table 4—1. Interview questions used to answer subsidiary questions 1, 2 and 3

Adviser & supervisor questions (Groups 1)

1. Picture a person you consider to be an effective adviser. Tell me about their behaviour.
2. Picture a person you consider was not effective as an adviser. Tell me about their behaviour.

Australian and allied commander questions (Group 2)

1. What personal and professional characteristics are most important in effective advisers?
2. What characteristics are notable in ineffective advisers?

Foreign counterpart questions (Group 3)

1. What are the attributes of effective advisers from your experience working with Australians?
 2. What are the attributes of advisers who are not effective from your experience working with Australians?
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These interview questions were deliberately framed to enable the adviser, supervisor, commander or counterpart to talk of other advisers rather than their own behaviour, as it was

² The reader is referred to Moustakas, *Phenomenological Research Methods*, 1994 for a full discussion of each phenomenological approach. The steps involved are detailed in Igor Pietkiewicz and Jonathan A. Smith, “A Practical Guide to Using Interpretative Phenomenological Analysis in Qualitative Research Psychology,” *Czasopismo Psychologiczne Psychological Journal* 20, no. 1 (2014), 361-369.

expected that this would reduce any social desirability bias³ from self-reporting.⁴ In other words, they were more likely to speak forthrightly about their observations of other advisers than of themselves. Probes and additional questions prompted more in-depth responses from the interviewees. In many cases, participants provided responses to the questions when asked other questions during the interview and these results are captured in this chapter also. For example, when speaking of the desirable attributes for selection of advisers, participants would list those attributes they considered were essential for effectiveness.

Attributes that are effective or not effective

The following section will discuss the results for subsidiary research question 1 and question 2 concurrently. Although these questions were asked sequentially, most participants responded to the first question with both attributes of effective advisers and attributes of advisers who were not effective, often using an example of an adviser with effective behaviour to contrast with an example of ineffective behaviour. As per the IPA methodology the results of this data are presented by theme to respond to both of the research questions of effective or ineffective attributes.

Each participant expressed personal stories relating to their advising experiences during everyday mentoring as well as under challenging and sometimes stressful conditions. The participants described the attributes and behaviours of individuals who they considered to be effective across different contexts. Examples of effectiveness ranged from attributes related to the ability to build a personal relationship with the mentee, to attributes focussed on adviser self-awareness and resilience. Participants also discussed behavioural changes during stressful times and how this impacted on the adviser's relationship with the mentee. Every participant was able to

³ Social desirability bias is when participants want to manage how they appear, which varies depending on their personality, level of honesty and consequences of reporting. This type of question also helps to provide a more accurate response where a participant may be trying to be honest but lacks the introspective ability to self-reflect or see how others see their behaviour.

⁴ Creswell, *Research Design*, 201.

provide several attributes that they considered were indicators of effective advisers and examples of how this impacted on their level of influence with the mentee. None of the participants had difficulty providing examples of negative attributes leading to ineffective mentoring ability. These attributes were invariably equated with poor advising outcomes or, in some instances, personal risk to the adviser or the mentoring team. With the use of NVivo12 software, each transcribed interview was coded for descriptors that were applicable to the effective or ineffective advising attributes. From the interviews with participants, the six themes in Figure 4—2 emerged from the analysis of the two research questions.

Interpretative phenomenological analysis (IPA) was the method by which the data was coded into sub-themes and then overarching themes. Six themes emerged from the data in response to the interview questions, but the reader should be aware that there is overlap between these themes and that they cannot be viewed as discrete and separate themes. Rather, the themes enable the researcher to describe the lived experiences of the advisers in a coherent manner that makes sense of the data. For example, the attribute ‘adaptability’ is categorised as a separate theme although it could have easily fit into the theme, ‘builds and maintains relationships’ which requires the ability to be adaptable in order to manage interactions with individuals. It could also fit into the theme ‘self-regulation’ as the ability to manage emotions and have self-control also requires adaptability. According to the theoretical models of emotional intelligence, in Goleman’s mixed model, adaptability is categorised under Self-Management, whereas Bar On’s model has adaptability in a category of its own (see Table 2—1 in Chapter Two). Adaptability was categorised as a separate theme to demonstrate how advisers explained how adaptability was salient as a discrete attribute for them. Moreover, the same decision-making process was used for the other five themes as each emerged from the data as an important separate theme.

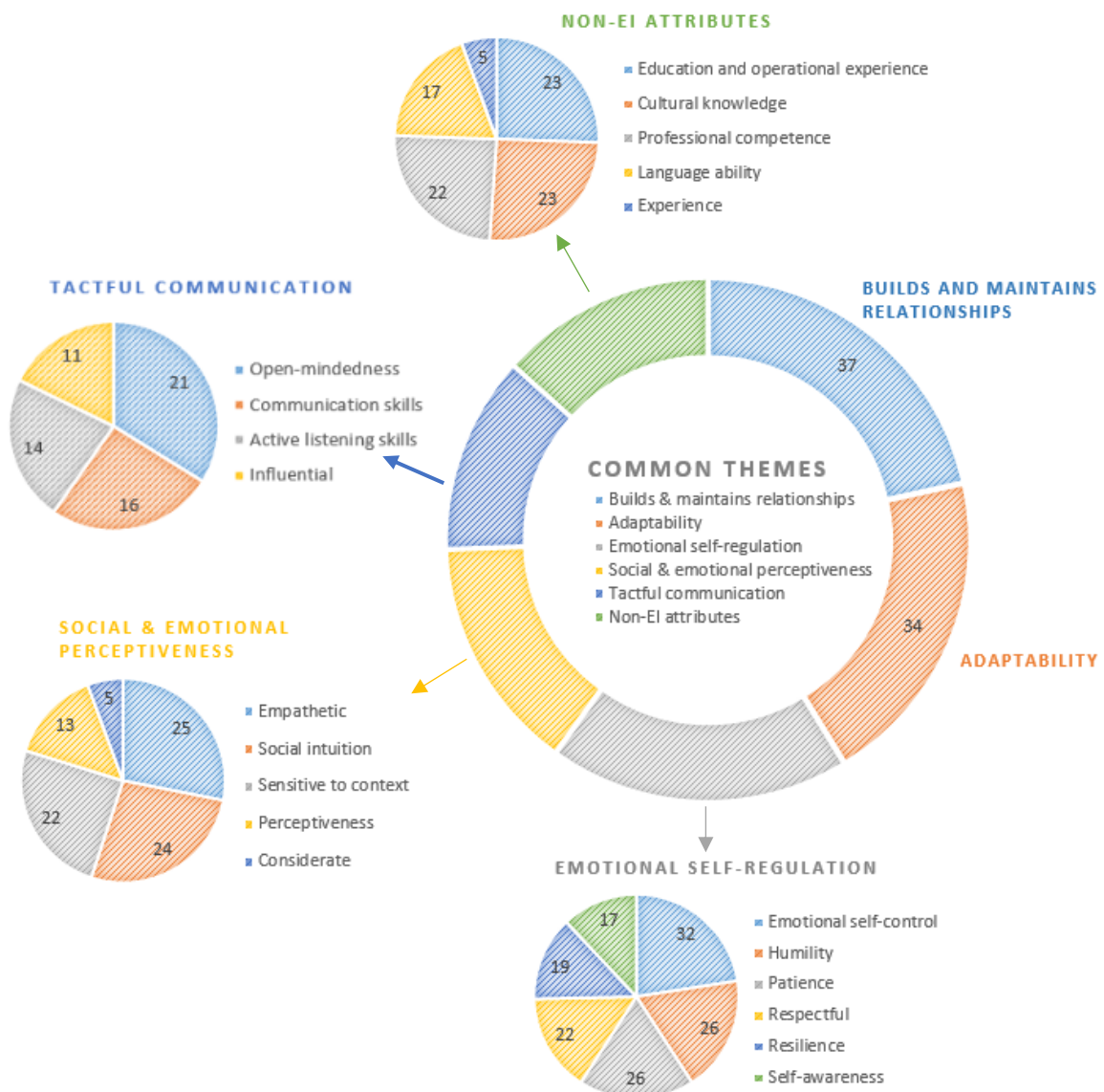


Figure 4—2. The six themes with subthemes emerging from interviews for questions 1, 2 and 3

Total number of participants = 50. Participant numbers reflect the number of participants to identify the attribute as necessary. Participants may have mentioned the attribute numerous times. The count consolidates the multiple references by individual participants to the same attribute whether mentioned as a positive attribute or as the absence of the attribute being detrimental.

It should be noted that theme 1 (Builds and Maintains Relationships) and theme 2 (Adaptability) comprise of participants statements related to a single attribute. In contrast, theme 3 through to theme 6 were a combination of several attributes which have been grouped into common themes because of the similar thematic nature of the attributes. This is as per the methods suggested for IPA analysis when participant statements appear to naturally group together, they

should be subsumed under one all-encompassing theme. The choice of overarching theme was guided by the EI models as discussed in Chapter Two. For example, theme 4, social and emotional perceptiveness was comprised of attributes which participants identified which specifically related to social and emotional characteristics such as empathy, social intuition and perceptiveness.

Discussion of each theme and subtheme is provided in the following discussion.

In the following paragraphs, the participant's perspectives are presented as supporting information for the formation of each theme in response to research questions 1 and 2. This will be followed by an analysis of results for research question 3.

Theme 1: Builds and maintains relationships

The basis of the advising mission is to teach, coach, mentor, train and guide counterparts to better performance and self-reliance.⁵ Participants clearly indicated that in their experience, an attribute that enabled advisers to perform effectively in this role was having the ability to build and maintain a relationship with the counterpart. Thirty-seven of the 50 participants identified the ability to build and maintain relationships as an effective attribute in successful mentors. This attribute was identified more frequently than any of the other attributes by interview participants indicating that more participants tended to consider this attribute as necessary to possess to perform a TAA role. The common subthemes emerging from their narratives are highlighted below to demonstrate what participants perceived was important with respect to this particular skill.

Ability to build deep personal relationships is essential

Thirty-seven out of fifty participants highlighted that the adviser's ability to build a productive working relationship with their mentor was essential to their role. With interpersonal skills they explained that mentors could build relationships successfully and were more likely to

⁵ 'Land Warfare Doctrine 1, The Fundamentals of Land Power', 20–21.

achieve successful mentoring outcomes as a result. Participant 16, for example, stated that this ability was essential across the different cultural groups that Train-Advise-Assist roles required. He stated:

It wouldn't matter if it was Vietnam, Iraq, Afghanistan or the Philippines, you won't be able to build rapport and be able to advise effectively if you haven't firstly established a relationship.⁶

Major General (Ret.) Paul Eaton emphasised that advisers require attributes that assist them to build a deep relationship with trainees.⁷ From his experience training the Iraqi military he commented that the way advisers treated trainees was very important. He stated:

Poor advisers are dismissive and culturally unaware. You have to have a bond and you need to respect your charges and be able to treat them the same way you would the British, Australian or French. The personal and professional competencies of advisers are what I would counsel every father-to-be needs to possess – dignity, respect, understanding, patience, and firmness without violence.

Well-developed interpersonal skills for building rapport

As well as highlighting the importance of being skilled at building relationships, participants spoke in detail about how to be successful in building enduring relationships with their mentees and they mentioned such skills as: establishing credibility, being respectful, nurturing the relationship, being considerate and being culturally aware as important elements of building rapport.

Participant 13, for example, stated that having some prior knowledge of the culture and history

⁶ Participant 16, a major with advising experience

⁷ Major General Paul D Eaton (Retired) was a United States Army officer who is well known for his command of operations to train Iraqi troops during Operation Iraqi Freedom between 2003-4 as Commanding General of the Coalition Military Assistance Training Team. He was subsequently Deputy Chief of Staff for Operations and Training, United States Army Training and Doctrine Command.

enabled him to effectively establish a conversation and shared interest as part of establishing a solid working relationship. He stated:

Where you needed to be exceptional is in people skills. You have to be good at active listening. You have to be able to make small talk in a way that is culturally sensitive. If you hadn't done some deeper reading around the history of Afghanistan, the culture, the religion so you could find common ground have a conversation with them, you'd be in trouble.⁸

Several participants spoke about the necessity of taking time to develop a relationship with their mentee and that this could take several months to achieve. Some noted that they were a new adviser in a succession of advisers for their mentee, and that it took time and patience to develop a relationship until they had built sufficient trust to provide advice and have it accepted. For example, Participant 5 stated:

Taking time to become friends and to trust each other was more important than learning from [the advisers]. I'd say it took more than a month of rapport building to get to a point where they'd trust [the advisers].⁹

Similarly, participant 11 highlighted that effective advisers focus on building a personal relationship at the outset to gain the acceptance of their mentee:

Effective advisers are better at establishing the good working and personal relations to start with. I think that's a critical part because the culture is so vastly different. If you don't have a good personal relationship, they're never going to listen to you because you're a foreigner. You're unproven; they don't know who you are.¹⁰

⁸ Participant 13, a major with advising experience.

⁹ Participant 5, a lieutenant colonel with advising experience.

¹⁰ Participant 11, a major with advising experience.

Participant 9 explained that, from his perspective when an adviser is required to deliver training in Australia, rapport does not need to be developed with the trainees, nor is it necessary to have built a personal relationship. Rather, it is just expected that trainees will listen and be open to education or be compliant because of the rank structure. Hence, training a foreign counterpart requires a conscious decision from the adviser to focus on developing skills in building an interpersonal relationship so that the mentee will accept training from them willingly. He stated:

Our army is getting better with teaching people to think creatively. We need to get away from the instructional techniques we use back home [in Australia]. You need to develop that relationship with those you are advising, especially with Pacific Islanders as they don't come on time, and if you get angry, they turn off straight away. The quicker you build that rapport and they think that you are here to help, and they relate to you, the quicker you gain traction.¹¹

Other participants stated that successful advisers used a range of strategies to build relationships. These included sharing histories, spending time chatting or having tea, using some basic language expressions and not rushing to develop the mentee's level of competency.

Participant 3 highlighted that working with an interpreter who is a foreign national also required skill in developing a relationship. He spoke of how rapport building strategies were necessary to build a functional relationship with the interpreter and gain their trust so that they could directly assist in building a working relationship with the mentee. He suggested that spending time with the interpreter when not required to be with them was very important. Participant 3 stated:

I learnt in Iraq that it is essential to have rapport with the interpreter and be able to trust them. I emphasised that to new advisers. Establish a consistent relationship with that person and spend time with them. Just sit down with them and break

¹¹ Participant 9, a colonel with advising and supervisory experience.

bread. Untrusted or ineffective interpreters needed to be removed as they risked damaging your relationship with the mentee.¹²

Objective of building and maintaining relationships

As part of theme 1, participants identified several objectives of building and maintaining relationships with a mentee. These included achieving trust and demonstrating respect. They noted that successful advisers took time to build a relationship as they were more likely to have influence if their relationship was enduring. The following quote by Participant 10 illustrates the emphasis he placed on rapport and respect:

We found building rapport to be extremely important to the Afghans. The ability to talk about someone's history and remember their family and their children, remember where they've come from and ask them about those sorts of things is key. It is also about being respectful.¹³

Participant 26 highlighted the difficulties advisers faced in finding a balance between building a relationship and acquiring objectives. He noted that whilst interpersonal skills were essential in building relationships, the adviser also had to be adaptable and know when to be agreeable and when to be more assertive to achieve their advising objectives. He stated:

I think it's really important to have someone who is agreeable and to make friends easily, but it's such a balance because there's that line between being agreeable and knowing that you have objectives and trying to get that task done. That's a really hard balance I think.¹⁴

¹² Participant 3, a colonel with advising and supervisory experience.

¹³ Participant 10, a colonel with advising and supervisory experience.

¹⁴ Participant 26, a major with advising experience.

Several participants emphasised that effective advisers developed a relationship with their mentee that enabled them to be truthful, assertive and direct when necessary as the mentee trusted them.

Examples of advisers with relationship building skill

Several participants gave examples of advisers they had worked with which illustrated the effective attributes they considered were important, including garnering respect and building rapport. Participant 20 recounted:

I had a platoon commander who was a fantastic adviser. She was just one of those people everyone was drawn to. Anything that she asked her mentee to do, the mentee would comply. It's like they'd been together for years. They just had a great rapport and she had earned mentee's respect. She had excellent interpersonal skills.¹⁵

Several participants listed attributes that they believed enhanced an adviser's ability to build relationships and to be effective influencers. Participant 22 gave an example of an adviser whose strengths included relationship building, active listening, patience, compassion and adaptability. He stated:

That adviser was able to go places where other people would not. He mostly did that because of his tenacious nature. He was funny, personable, and he had physical presence. He was quite easy-going and could use that to his advantage when things became tense. He was compassionate, but also a logical decision maker. When things went bad, he knew not to push too hard. He was a very effective guy.¹⁶

¹⁵ Participant 20, a sergeant with advising experience.

¹⁶ Participant 22, a major with advising experience.

Many of the participants emphasised that relationship building skills were skills that certain people had, and that others lacked, no matter what their prior experience, rank or age. This is consistent with research by Michelle Ramsden Zbylut and colleagues for the US Army Research Institute which found that building rapport and being considerate were the best predictors of how willing a counterpart was to accept advice from their adviser independent of their age, rank or experience level¹⁷. Participant 9 contrasted the attributes of an inexperienced adviser with another more senior adviser and highlighted that the inexperienced adviser was far more effective. He recalled:

It wasn't rank-dependent on who was successful. It was more on their ability to interact and empathise with those that they were advising. On one hand, I had corporal with probably ten years' experience in the Army who was fantastic and on the other hand, I had a lieutenant colonel with 25 years' experience, and he was totally useless. The ability to get on with people is the key.¹⁸

Those who lack interpersonal skills are not effective

Since teaching, mentoring and training counterparts is a critical factor in successful advising, many participants highlighted that a lack of interpersonal skills and an inability to build relationships was a negative attribute in advisers and likely to lead to unsuccessful outcomes. Participants spoke of poor social skills, poor rapport building, and lack of respect for their counterpart as some of the attributes of ineffective advisers.

Participant 22 used an example of an intelligent and technically proficient adviser whose lack of social skills, negative mindset and abrasive behaviour was damaging to the advising relationship. He recalled:

¹⁷ Zbylut, Metcalf, and Brunner, 'Advising Foreign Security Forces', 16.

¹⁸ Participant 9, a colonel with advising and supervisory experience.

I had one individual who I would say was highly ineffective and possibly damaging to the relationship. He was an engineer, he was very technical, extremely smart but he lacked social skills within the team. He was a bit of an outsider, only slightly at first, but as it went on, he became more of an outsider. He had a bit of a defeatist attitude and was abrasive to everyone.¹⁹

Participant 22 also spoke of the ineffectiveness of advisers when they failed to focus on building genuine relationships with their mentees and placed higher priority on achieving objective results such as the number of training sessions completed. Participant 22 stated:

The advisers who had a genuine interest in the families and the social life of the people they were advising almost always had a better relationship professionally. Advisers who didn't make a constant effort with the relationship were pretty quickly marginalised by the people they were advising.²⁰

Most of the participants emphasised the importance of focussing on personal rapport and the value of a relationship over and above objective mission outcomes. In essence their narratives were about measures of performance of individual advisers when talking about effective attributes rather than measures of effect.²¹ However, in some cases, supervisors related how a combination of poor advising skills on the part of their team meant that the measure of effect for the team were not achieved by the end of the deployment.

¹⁹ Participant 22, a major with advising experience.

²⁰ Participant 22, a major with advising experience.

²¹ Measures of performance (MOPs) are based on task assessment. A task assessment is how well tasks are accomplished. Task assessment measures whether required tasks are performed to the necessary standard set by the organisation. Measures of effectiveness (MOEs) are based on effects assessment. Effects assessment is defined as the process of determining whether an action, program, or campaign is productive and persuasive and achieves desired results. Where MOPs assess what advisers achieve in terms of task performance, including technical performance, MOEs assess the impact of the actions of the adviser on achieving the mission or task objectives. (Center for Army Lessons Learned, Handbook on Assessments and Measure of Effectiveness in Stability Ops, 2010)

Participant 16 stated that ineffective social skills impacted on ability to interact effectively with counterparts and hence ability to achieve to influence. He described an ineffective adviser in the following manner:

I'd say, ineffective advisers have low social acumen. They are arrogant and lack humility. You can have a highly effective professional operator with a low social acumen, and it can have a negative effect in terms of influencing.²²

Participant 19 highlighted the challenges of forming relationships with foreign counterparts and how to effectively build a relationship to achieve objectives while maintaining distance and not appearing patronising or condescending. He stated:

It is a balancing act because you don't want to become their best mate or treat them like they're the subordinate. You will be ineffective if you appear too bossy or too pushy. You need to be accepting of their culture and understand you've got to make an effort to be effective.²³

Poor relationship abilities jeopardise the mission

Many of the participants discussed how building and maintaining relationships with mentees was essential to achieve objectives but it was also important for personal safety and reducing the risk of insider attack against Australian personnel. A solid relationship with the mentee where they trusted their advisers meant that they were not likely to act against their adviser and would also keep them informed of situations that were likely to escalate into a problem. Participant 22 discussed how several advisers on his deployment demonstrated an inability to build rapport with their mentees and that this had the potential to jeopardise the mission.

²² Participant 16, a major with advising and supervisory experience.

²³ Participant 19, a warrant officer with advising experience.

Participant 22 claimed:

We had a couple of advisers who were good officers, but they were ineffective advisers as they had no rapport with their mentees. We had to remove them and put them in staff roles in headquarters.²⁴

Brigadier John Shanahan stated that poor interpersonal skills, impatience and uncompromising attitudes could lead to incidents of friction between advisers and their mentees. He recalled an example of ineffective advising:

One senior adviser had poor interpersonal skills. He was having challenges and getting impatient, getting brusque. That doesn't work with Afghans and it could actually have led to a pistol being drawn sort of incident.²⁵

Participant 10 stated that lack of experience and maturity sometimes had an impact on an individual's ability to build relationships, and in some cases, the adviser's age was a factor which hindered their ability to form relationships. Although their social skills may have been appropriate for interaction with peers, the counterparts were not receptive to advice from young or junior officers. For example, Participant 10 stated:

One adviser was just promoted to a captain. He was a good guy, motivated, trying to achieve lots, but didn't have that maturity to build relationships with difficult people. As a young person in your 20's, sometimes you're less skilled in that area. So, he was less effective because of his age as you have less sway than if you have a grey beard.²⁶

²⁴ Participant 22, a major with advising experience.

²⁵ Brigadier John Shanahan has extensive advising and supervisory experience and was Commander of the Train Advise Assist Command – South in Afghanistan.

²⁶ Participant 10, a colonel with advising and supervisory experience.

Theme 1 summary – builds and maintains relationships

The ability to build deep interpersonal relationships was found to be an important attribute for advisers in theme 1. Thirty-seven out of fifty participants identified interpersonal skills as necessary for any advising role. Participants felt that advisers who had strong interpersonal skills were able to build enduring relationships to achieve effective outcomes. Participants emphasised that advisers who were unable to build rapport and establish strong interpersonal relationships with mentees were less effective or ineffective.

Theme 2: Adaptability

Thirty-four participants out of fifty specified adaptability as an effective attribute in mentors. This was the second most commonly identified attribute by interview participants illustrating the importance participants placed on this skill for advising effectiveness. Participants spoke about adaptability being the ability to prioritise and adapt to situations when unforeseen circumstances arise and being flexible enough to change course as needed, particularly in order to maintain their relationship with their foreign counterpart.

Adapt behaviour to situation

Participants spoke about how individuals needed to adapt to the context they were working in, and that this form of flexibility was an effective attribute. For example, Participant 9 claimed that an adviser needed to assess the situation and adapt their behaviour to suit what was required in that environment in order to be influential and achieve outcomes. He thought some people were skilled in adapting to challenging circumstances. He stated,

Advisers need to be able to work in uncertain environments and in unfamiliar cultures. You need to assess the environment and adapt your behaviour to be

effective. If that means that you need to go and pray with these guys, then you go and pray with them. There is a degree of flexibility that people need to have when they go into these roles and it's not only a flexibility and understanding what outcomes they need to achieve; it's that ability to change to get the outcomes that are required.²⁷

Similarly, Participant 1 who supervised a group of advisers stated that behaviour needed to be tailored to the circumstances and the most effective advisers were those who could detect when the situation required them to be flexible. He remarked:

In the Afghan environment behaviour had to be tailored constantly and adjusted just like tuning a radio. Some days, with the general I mentored, I had to be a chameleon and I was changing hats almost by the minute. Sometimes I was being the guide and mentor, the leader, almost the senior thinker. Other times I was shifting very quickly being the subordinate, the aide, the military assistant, maybe the specialist, maybe the special forces warrior. I think the most successful advisers were the ones who were constantly able to sense that environment both with their mentee, and from a broader strategic perspective.²⁸

Rigidity of thinking and not adapting to what works in different situations was also mentioned. Several advisers spoke of the inability of some advisers to be able to take their own subject matter expertise and train it in a manner that the foreign nation force could readily understand. Rather, they tended to attempt to train in the manner they had been trained in a Western environment and this proved to be less effective than those who adapted their approach. Participant 11 provided the following example:

You don't want anyone who's completely rigid in their own Western military ways. I had a warrant officer who was brilliantly professional and proficient, but he wasn't the best mentor because he could only relate to what the Afghans were doing in

²⁷ Participant 9, a colonel with advising and supervisory experience.

²⁸ Participant 1, a colonel with advising and supervisory experience.

terms of what we'd do in the Australian Army. It really impacted on how effective he was with those guys.²⁹

In a similar account, participant 12 stated:

Important attributes of advisers are the capacity to understand changing circumstances and the ability to be flexible and adaptable. If you have someone who's very set on rules and procedure, that works really well in internal domestic situations. But once you put them in a rapidly changing environment, they lack tolerance of ambiguity and tolerance of uncertainty and are ineffective.³⁰

Participant 15 discussed adaptability in terms of the adviser shaping their behaviour to specifically adapt to the culture. He stated that in order to be effective advisers needed to have the ability to culturally adapt. In many cases he felt that advisers found this to be challenging. He commented:

They require cultural adaptivity and an ability to put aside natural ethnocentricity, and to be able to empathise with their counterpart. That can be difficult particularly when you know that they're doing something that they shouldn't be, or they're pursuing a course of action that you think could be done better.³¹

As well as behavioural adaptability, some participants spoke about mental adaptability or creativity. They elaborated on situations which required creative or novel solutions to be able to achieve effective advising outcomes. For example, Participant 44 stated:

Negative adviser attributes include a reluctance to change, being highly organised, and rigidity. It is important to have an aptitude for complex problem solving, to be

²⁹ Participant 11, a major with advising experience

³⁰ Participant 12, a colonel with advising and supervisory experience

³¹ Participant 15, a colonel with advising and supervisory experience

imaginative, and to figure out solutions that are outside of the box. You need to be creative and come up with creative solutions.³²

Many participants highlighted that this adaptability was also necessary because of resource constraints or the counterpart army not having the capacity to learn lessons to a Western standard. Participant 47 highlighted the necessity for creativity and stated that an adaptable adviser came up with innovative solutions. He commented:

You need to adapt your style as necessary to meet obstacles and challenges. Creativity, innovation, and imagination are important. An adviser requires the ability to solve wicked problems and overcome host nation issues.³³

Participant 48 also felt that an adaptive thinking style was important but discussed how this was relevant to understanding the objectives of your mission and what the adviser was capable of controlling versus what was outside of their control. He stated:

It helps to be aware of what you want to achieve and have the patience to get there. You also need to realise that there are external variables outside your control such as incidents and other external factors. Opportunities arise and you need to be able to recognise them and use them as stepping stones to build credibility. You need to think laterally, be creative and adaptive in your thinking. It is important to have a purpose about what you want to achieve by the end of the tour.³⁴

Adapt but maintain ethical standards

Several advisers spoke about adapting their style to mentor foreign counterparts and raised potential ethical challenges that advisers might encounter. These advisers highlighted that it was

³² Participant 44, a major with advising and supervisory experience. This participant elaborated on negative attributes. He discussed several attributes including 'being highly organised' which could equally be equated with being a positive attribute. However, he was emphasising that advisers who rigidly stuck to their plans and organised tasks and didn't adapt to the frequently shifting situational context were less effective.

³³ Participant 47, a major with advising experience.

³⁴ Participant 48, a colonel with advising and supervisory experience.

important to be able to adapt, while remaining aware of your own ethical standards of behaviour and not compromising those standards. For example, participant 13 stated that advisers need to be adaptable but needed to have clear boundaries and be disciplined in what they would accept and what they would not. He stated:

If they don't have strong moral and ethical standard for themselves, if they don't have good personal discipline, and they don't have a great degree of empathy, then they'll find it very hard to understand the environment. They will have difficulty sustaining their own value set whilst also being aware of, and working through, the differences between theirs and the people that they're advising.³⁵

Similarly, participant 13 also reiterated that a moral compass was important and that advisers should not compromise their standards in order to show their understanding of the perspective of their mentees. He argued that this was challenging for many individuals. He provided the example of some military personnel growing beards and letting their hair grow like their counterparts but stressed this was not a professional disciplined approach. He stated:

You require a moral compass when you're advising or if you are in a supporting role like a guardian angel. It is knowing that understanding and empathizing with someone else is not to replicate what they're doing. It is to know your own values and to be self-assured in your own actions, and not to be arrogant about it.³⁶

Participant 28 also highlighted ethics and cultural adaptability as important attributes of advisers. He believed advisers need to recognise and reflect on the behaviours of their counterparts within a cultural context and to know how to behave ethically with their behaviour in mind.

³⁵ Participant 13, a major with advising experience.

³⁶ Participant 13, a major with advising experience.

Participant 28 observed:

Advisers need to possess strong ethics around what is good, what is right and what is respectful. They have got to have the skills to adapt to whatever the new environment is to behave ethically, to respect the environment in which they are operating and to have some cultural understanding. They recognise there's a cultural perspective to behaviour and if something is important in the mentee's culture then they need to respect that.³⁷

Embodying a positive mental attitude

In many of the participant's accounts, the way the adviser perceived their role and the advising situation was important in how they were able to shape their behaviour. Those with the right mental attitude were likely to be more adaptable. Participant 9 felt in his experience that individuals who realised their role was to support the foreign counterpart rather than their own personal objectives were likely to adapt their behaviour more effectively to the requirements of the situation. He commented:

Effective mentors are able to adapt quickly to the circumstances that they are placed in. When they understand they aren't there for themselves, they are there for the people, to mentor, they achieve objectives.³⁸

Other advisers also provided accounts of how the mental attitude of some advisers impacted on their motivation to advise or to adapt to the situation required. Participant 17, for example, gave the following account of two advisers who were not able to adapt to the situation and their lack of motivation and negative mindset impacted on their effectiveness.

³⁷ Participant 28, a major-general with command experience.

³⁸ Participant 9, a colonel with advising and supervisory experience.

He provided the following account:

Attributes of ineffective advisers were laziness, lack of resilience and poor mental robustness. One of the advisers on my trip could not achieve anything with his mentee. His personality wasn't suited to advising. He just gave up and got very frustrated. He was excited going over there, but by the end he was just over it completely. He saw Afghans as a corrupt lazy race, not worth helping and he couldn't see the value in what we were doing. The other guy had an agreeable personality, but he was just so lazy. He didn't understand what being effective actually was.³⁹

Participant 20 spoke of how adaptability was an important attribute in advisers and provided an example of an adviser who had a poor mental attitude towards the task and didn't recognise that the approach taken needed to be shaped according to the response of the mentee. This resulted in poor outcomes. Participant 20 recounted:

This adviser struggled from the start. She had a tough mentee who was really difficult to work with. While they didn't get on from day one, she didn't try to find a different way to learn to work with her, she just gave up. She wouldn't adapt or shift her approach and was quite negative. She said this is the way she mentors and if no-one likes it, well that's just the way it is.⁴⁰

Many advisers spoke of needing to adapt the mentoring approach to what was required in the cultural context. Supervisors spoke of needing to manage expectations of advisers on their teams of what could be achieved for the duration of the adviser's posting.

Participant 20 explained that realistic standards needed to be set for mentees taking into account their capabilities and limitations. Advisers needed the ability to creatively adapt their

³⁹ Participant 17, a captain with advising experience.

⁴⁰ Participant 20, a sergeant with advising experience.

instructional techniques to a standard likely to be achievable by the mentee. He commented on the types of challenges and how to overcome them:

It's frustrating work but I think the more you are there [in Afghanistan], the more you know what is possible to achieve. A lot of mentors had a pre-conceived plan about outcomes and think in nine months they're going to change everything. But your expectations have to be a little lower. I knew a sergeant who was a trainer at Kapooka. He struggled for the first two months because the mentees wouldn't operate to the standard that was acceptable to him, but he eventually realised that he needed to adapt to their standard.⁴¹

Adaptability is commonly associated with experienced advisers

Participants also highlighted that advisers who had prior advising experience tended to more readily adapt to the challenges that confronted them. For example, participant 22 believed adaptability was essential in advisers and that those with more advising experience were often more adaptable. In his experience working in different cultures and having an aptitude for languages enabled him to adapt effectively to working with foreign counterparts of any nation. He stated:

I think that I'm an effective instructor in a foreign country. I have had three international postings which has certainly had a bearing on my ability to be effective. I think because of my ability to speak languages, I'm able to understand how other cultures operate and I'm able to adapt as a result.⁴²

Some of the participants who were trained in the Special Operations Forces (SOF) or who had witnessed the behaviour of SOF in the field espoused the values of SOF personal and professional attributes. Several participants emphasised that SOF personnel tend to have the ability to readily adapt to advising roles because of the personal and professional attributes they were

⁴¹ Participant 20, a sergeant with advising experience.

⁴² Participant 22, a major with advising experience.

recruited for, and their training and various roles on deployments. They remarked that SOF were often more experienced at adapting their behaviour to work in uncertain environments, and SOF were usually well-trained to be aware of cultural nuances that shaped behaviour. Many commented that SOF tend to have the ability to be sensitive to the mood and behaviour of those they were working with and this made them highly adaptable. For example, participant 37 stated:

It was Special Operations Forces that supposedly did the indigenous capacity building, with specially selected soldiers and officers, with generally more mature life experience, better relationship building, they had language skills, they had diversity of skills that could be put into place for austere small team independent environments.⁴³

Theme 2 summary - adaptability

Thirty-four out of fifty participants believed that adaptability was an important attribute in effective advisers. Participants believed that advisers need to be able to assess the situation and adapt their behaviour and decision-making to suit what is required in that environment in order to be influential and achieve outcomes. The most effective advisers, according to participants, were those who could perceive when the situation required them to be flexible, who thought creatively of solutions, who shaped their behaviour to the cultural setting, and who maintained a positive mindset.

Theme 3: Emotional self-regulation

Whereas theme 1 and theme 2 consisted of a single attribute, theme three – emotional self-regulation – included six sub themes: emotional self-control, humility, patience, respectful, resilience, and self-awareness. Emotional self-control was the most frequently identified attribute in

⁴³ Participant 2, a brigadier with advising and supervisory experience.

theme three with 32 out of 50 participants considering emotional self-control is a necessary attribute in advisers. Moreover, this subtheme was the third most common attribute identified in the interviews after builds relationships (theme 1 with 37 participants) and adaptability (theme 2 with 34 participants). Over half the participants identified humility and patience as important attributes. The other three subthemes were identified by fewer participants (see Figure 4—3). The number of participants identifying emotional intelligence attributes associated with emotional self-regulation illustrates the importance participants placed in these attributes for effective advisers. Moreover, the absence of these attributes was equated by participants with ineffective advisers.

EMOTIONAL SELF-REGULATION

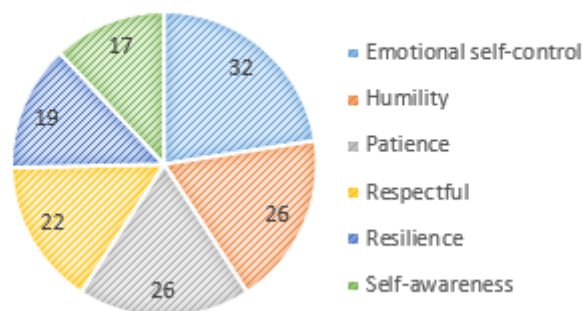


Figure 4—3. Theme 3 – Six subthemes of emotional self-regulation

Total Participants in study 2 = 50. Number of participants represents the number out of the sample who identified this attribute as important in effective advisers, or lack of this attribute was a characteristic of ineffective advisers

Participants spoke about emotional self-regulation as having the ability to maintain self-control and composure during interactions which created an emotional response such as frustration, anger, boredom and annoyance. They also discussed emotional self-regulation during adverse and challenging circumstances. This self-control and regulation of emotion included the awareness of one's own responses to behaviour of others and the ability to moderate reactions.

Displaying humility, patience, emotional self-control and resilience were forms of tempering behaviour to achieve objectives.

Control your emotions and behaviour

Emotional self-control was the largest sub-theme of theme three. Thirty-two participants stated that emotional self-control was a key attribute of effective advisers, and the lack of this attribute was equated with advisers who were not effective. They described emotional self-control as the ability to recognise and manage their emotions and remain effective in difficult or frustrating situations. In particular, there was a common emphasis on keeping the adviser-mentee relationship intact by remaining calm and professional. They also described emotional self-control as the ability to put aside feelings that were not helpful and get on with the job. An example one participant provided of a feeling which was not conducive to achievement of outcomes was exhibiting frustration if the mentee was disengaged from training and did not want to participate.

Participant 43 explained that effective advisers have emotional self-control and treat people with respect and act professionally despite being confronted by difficult or morally challenging mentee behaviour. He stated:

Even if a guy is bad and corrupt and has done bad things you have to treat them with respect. You can't let it affect how you work with the soldiers. You need to be aware of your dislike, but you can't let that show. It is about being the professional soldier.⁴⁴

Similarly, participant 15 described the need to be aware of emotions and regulate those emotions in particular situations. He emphasised:

Being able to form a connection with the counterpart who you're advising is absolutely an essential characteristic trait for a commander. As part of that, self-regulation and the ability to use and employ emotions and adapt them to a

⁴⁴ Participant 43, a warrant officer with advising experience.

particular situation and then being able to recognise, particularly in a different culture, the different emotional engagements you're having is important.⁴⁵

Participant 9 described the need train the advisers he was supervising to avoid showing frustration in front of the team and to contain their emotions. He spoke of the strategies he employed with the advising team to share what was occurring with their mentees to help alleviate any frustration but to also generate problem solving for how to deal with challenges. He commented:

We made it quite clear to people that frustration happens back in the base, it doesn't happen in front of the mentee. You never lose your temper, you never speak strongly, you just don't do it. It's just not worth it. You always back off and you go away and if you've got frustrations that's when you've got the team to talk to.⁴⁶

John Allen, a retired US Marine Corps general who served in Afghanistan as Commander International Security Assistance Force spoke about emotional maturity and described it as an ability to empathise with the counterpart and to understand their perspective but also to be able to control your emotions in certain situations. As a former commander he described how he had to explain this to his advisers to enable them to think about the perspective of those they were advising. He provided an example of being sufficiently aware of cultural and religious practices so that you didn't drink water in front of Muslim troops during their observance of Ramadan. He said:

It is the capacity to be patient. It's also the ability to fully place themselves in the shoes of the people that they are going to be advising, to understand their cultural

⁴⁵ Participant 15, a colonel with advising and supervisory experience.

⁴⁶ Participant 9, a colonel with advising and supervising experience.

origins, to understand their religious biases, to understand their historic colonial connections.⁴⁷

From his extensive military experience, David Petraeus, a retired US Army general who commanded the Multi-National Force in Iraq and the International Security Assistance Force in Afghanistan emphasized the necessity for interpersonal, social and emotional attributes. He remarked:

What you need are people who have a certain aptitude for adviser duties, who have not just the professional expertise but also the interpersonal skills that are required. That includes a degree of patience, a degree of emotional control, and a degree of empathy for others. The adviser is someone who can check his emotions at the door except when needed. That is as opposed to advisers who are impatient and perhaps even possess an inclination to take over a unit if it's not doing as well as the adviser thinks it should be doing.⁴⁸

Advisers inability to control emotions was perceived by mentors to be a barrier to effective learning and performance. When advisers did not display the behaviour expected by mentees, or when they failed to demonstrate professionalism, Papua New Guinea Defence Force participants reported that they experienced negative responses such as disappointment and frustration and expressed that this style of advising has diminished their ability to learn. Hence advisers require emotional self-regulation abilities to be able to maintain the relationship with the mentee and also to enhance their ability to learn.

⁴⁷ General John R Allen, US Marine Corps (Retired) served for 37 years and is well known for extensive experience and his role as Commander, International Security Assistance Force, Afghanistan and Commander United States Forces, Afghanistan.

⁴⁸ General David H Petraeus AO, US Army (Retired) served for 37 years and is well known for his extensive experience and command of the International Security Assistance Force, US Central Command and Multi-National Force-Iraq.

Demonstrate humility

The second subtheme in emotional self-regulation was humility. Twenty-six of the fifty participants stated that humility was an attribute of effective advisers. Humility is categorised as a sub-theme of theme three, as the participants described humility in terms of regulating emotion and moderating their behaviour. They described the behaviours of humility in advisers as: being humble, being able to recognise and demonstrate that you value others no matter what cultural differences you have, ignoring differences in status, and being self-reflective about your own behaviour. Many emphasised that advisers with humility were more effective because they focussed advising on the needs of their mentee rather than focussing on what it meant for them and their own objectives.

Participant 3 emphasised adapting your behaviour as a mentor to exhibit humility in order to achieve objectives. He stated:

In mentoring, there's a lot of eating of humble pie. It's not in my personal disposition to keep coming in and saying sorry. But you have to be humble and have humility. You have to apologise and build them up again, then go away and come back at a later time and test the waters.⁴⁹

Participant 19 stressed that humility was about not being directive or assertive in your attitude towards your mentee. He went on to explain that it was not about elevating your self-worth by stating how Australian troops would conduct an activity if you know the Afghan troops did not have the ability or resources to conduct the operation that way. He stated:

I think you need to be humble. I think you need to not say that this is how we do things, this is what I would've done, or this is what I can do, and all that sort of thing. I think you need to have a bit of humility about you to be an effective adviser.⁵⁰

⁴⁹ Participant 3, a colonel with advising and supervisory experience.

⁵⁰ Participant 19, a warrant officer with advising experience.

Show patience

Patience was the third largest sub-theme of theme three. Twenty-six participants mentioned patience as an attribute of effective advisers. In their experience this meant that the adviser would take time to build the relationship and would remain calm under challenging or frustrating situations. Several participants spoke about the mental robustness required and that if you lost patience with your mentee that you would ultimately damage the relationship. For example, Participant 14 stated:

I think maintaining a positive outlook as an adviser, is bloody hard work after a long time. Patience is probably the first or the second-tier attribute which I'd say advisers require. Once we lose our patience, we get a bit negative and sardonic about it all and are less effective.⁵¹

Several advisers spoke about the necessity to be patient to empower the mentee to learn and develop. They described the importance of suggesting solutions rather than being directive. They emphasised that it was important not to assume control and do something for the partner country but rather do the activity with them.

Establishing mutual respect

The fourth subtheme of emotional self-regulation was being respectful. Twenty-two participants referred to being respectful as an attribute of effective advisers or lack of respect as an attribute of advisers who were not effective. Participants described respect as holding a positive attitude toward the mentee for their achievements and conveying a sense of admiration for good or valuable qualities. They also described it as taking time to get to know the mentee as a human, learning about their experiences, and being considerate of their feelings and opinions.

⁵¹ Participant 14, a major with advising experience.

Participant 8, for example emphasised that respect needed to be mutual for advisers to be effective, as they were unlikely to learn from you if they didn't respect you, and if you didn't demonstrate respectful behaviour toward them. He said:

I'd say there are two keys to advising. The first is about developing respect in that you obviously demonstrate respect for your mentees. The second is that they have to respect your professional competence. If they can't respect you as a professional and see that there is something they can learn from you, you're wasting your time.⁵²

Resilience assists in dealing with the role

The fifth sub-theme of emotional self-regulation was resilience. Nineteen participants stated that resilience was an important attribute in effective advisers, or that lack of resilience was a common attribute in those advisers who were not effective. They emphasised that mentoring required mental fortitude to cope with the difficulties of the job. Several advisers spoke of resilience as being able to demonstrate patience and emotional self-control. Other participants mentioned that resilience came with maturity and experience in advising and that advisers who had mentored in a variety of situations were usually more adept.

Brigadier John Shanahan highlighted that resilience was required to deal with the daily challenges of the role as advising can be frustrating and mentally challenging. He emphasised that resilience was required to maintain a positive mindset:

It goes back to resilience. It is important to comprehend that with mentoring you should not take it personally. Your input can be really significant but if you take the lack of progress, and contextual issues with culture, corruption or whatever

⁵² Participant 8, a lieutenant colonel with advising and supervisory experience.

personally it will be challenging. There'll be as many downs as ups and it's not all exciting.⁵³

Participant 29 reiterated that resilience was an important attribute of effective advisers, particularly with the difficulties of long deployments and repetitive training. He stated:

Resilience is key, particularly if you're doing a 6-month deployment and it's hard to measure if you're making a difference, but it's backing up day after day and doing the same thing requires resilience, otherwise it's hard for the team.⁵⁴

Self-awareness of attitudes, values, behaviour

Self-awareness was the sixth sub-theme of theme three. Seventeen participants identified self-awareness as an attribute of effective advisers. They described advisers who had self-awareness as individuals who had a clear understanding of their own personality. They understood their strengths, weaknesses, values, and attitudes which made it easier for them to understand the personality and behaviour of others. Several advisers described this as an effective attribute as the individual could recognise what was within their locus of control in the advising role, and what was outside their control. Others described advisers who lacked self-awareness as individuals who were unable to notice the impact of their body language, tone of voice or behaviour on others, and hence were not effective in mentoring roles. Self-awareness is categorised as a sub-theme of emotional self-regulation as many of the participants described it as a necessary attribute to be able to regulate emotions and adapt behaviour to maintain rapport with the counterpart.

⁵³ Brigadier John Shanahan has extensive advising and supervisory experience and was Commander of the Train Advise Assist Command – South in Afghanistan.

⁵⁴ Participant 29, a colonel with advising and supervisory experience.

For example, participant 23 stated:

I don't think you have to be the fittest, fastest war fighter to become an adviser. I beg to offer that the soft people skills are more important, and to have someone that is situationally aware, and who is self-aware of their behaviour is essential.⁵⁵

In addition, Participant 26 emphasised that advisers need an awareness of their own values and culture so that they can understand and empathise with cultural nuances in the behaviour of their foreign counterparts. Participant 26 stated:

Self-awareness is really important for the role. I think there needs to be empathy with the situation and knowledge of the culture and history of the people who you are going to advise to understand how they might take to things.⁵⁶

Participant 9 emphasised that social skills were important and that effective advisers were able to focus on the counterpart rather than on themselves. He stated:

It comes down to personality and it is not just one unique attribute but a combination. I think it is just that ability to get on with people, not be the prickly character, not to create tension. There's a degree of selflessness and self-awareness that needs to be there as well, so that your focus is on the person that you're there to help, rather than being on yourself.⁵⁷

Theme 3 summary – emotional self-regulation

Theme three comprised the participant responses to the common theme of emotional self-regulation. The six subthemes which contributed to this theme included emotional self-control, humility, patience, respect, resilience and self-awareness. Participants spoke about emotional

⁵⁵ Participant 23, a warrant officer with advising experience.

⁵⁶ Participant 26, a major with advising experience.

⁵⁷ Participant 9, a colonel with advising and supervisory experience.

self-regulation as having the ability to remain calm and composed during interactions which created an emotional response such as anger. According to participants, these attributes enabled advisers to make sound decisions by managing the impulsive and destructive behaviours stemming from negative emotions into a constructive outcome that would not damage the relationship. Displaying humility, patience, emotional self-control and resilience were forms of tempering behaviour to achieve objectives. Participants gave examples of these attributes in effective advisers and stated that the absence of emotional self-regulation attributes was characteristic of advisers who were not effective or less effective.

Theme 4: Social and emotional perceptiveness

Theme four was comprised of several subthemes which were merged together to form the overarching theme, social and emotional perceptiveness. The subthemes included: sensitive to context, social intuition, perceptiveness, empathetic, and considerate. Individually, almost half the participants rated sensitive to context, social intuition and empathetic as a necessary attribute. Perceptiveness and considerate were less frequently rated (see Figure 4—4). The emphasis that participants placed on the emotional intelligence attributes of social and emotional perceptiveness illustrates the importance participants placed on these skills for advising effectiveness.

SOCIAL & EMOTIONAL PERCEPTIVENESS

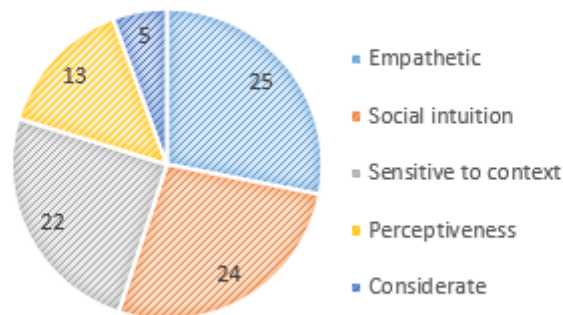


Figure 4—4. Five subthemes of theme 4 - Social and emotional perceptiveness

Total Participants in study 2 = 50. Number of participants represents the number out of the sample who identified this attribute as important in effective advisers, or lack of this attribute was a characteristic of ineffective advisers

Participants spoke about social and emotional perceptiveness as being the ability to be empathetic to others and their needs, to identify verbal and non-verbal cues and the social context influencing their interactions with their counterpart. The following section will provide examples of how participants explained these six subthemes in the advising context.

Empathetic

The first subtheme of theme 4, social and emotional perceptiveness was being empathetic. Twenty-five advisers identified empathy as an effective advising attribute. Participants described empathy as the ability to understand or be sensitive to the feelings of their mentee, and to be able to comprehend their perspective. The participants who made reference to these abilities as effective advising attributes felt that these were important for the maintenance of productive relationships with mentees. For example, Participant 14 emphasised that empathy is a key attribute in being able to understand the mentee as well as emotional intelligence.

Participant 14 commented:

Emotional intelligence and the ability to turn the situation round and look at it from your counterpart's point of view were probably the two most essential qualities in terms of the advising role. Without those two, it's almost pointless to post someone to the role.⁵⁸

Similarly, participant 26 discussed how an understanding of the culture and history helps an adviser to be able to comprehend how the mentee thinks and behaves and to see things from their perspective. For example, he elaborated:

I think there needs to be empathy and knowledge of the culture and history of the people who you are going to advise to be able to comprehend how they might react.⁵⁹

US Army General (Ret.) James Dubik who served as the Commanding General of the Multi National Security Transition Command in Iraq discussed the attributes of advisers employed in key leader engagement. He considered empathy an important attribute and stated that empathy was necessary so that the adviser could determine what the achievable objectives were for the mentee. He commented:

So, it's the corresponding skills and experience, successes also and the ability to have empathy with your partner, not to be pushy, to help the partner find solutions that match the country that you're in and match the institution that you're in.⁶⁰

⁵⁸ Participant 14, a major with advising experience.

⁵⁹ Participant 26, a major with advising experience.

⁶⁰ Lieutenant General (Ret.) James Dubik, US Army, served for 37 years and was Commanding General of the Multi National Security Transition Command – Iraq.

Participant 47 also stated that empathy was an important attribute but warned that as a supervisor, he had witnessed examples of advisers who became less effective because they over-empathised with their mentees. He highlighted:

You require empathy but there is a line where you can be too empathetic. You can recognise it when the adviser starts referring to the host nation as 'we' instead of 'they'. You sometimes need to remind them of their objectives and ground them.⁶¹

Be attuned and socially intuitive

Twenty-four participants referred to social intuition as an effective attribute from their experience with advising. Participants described how advisers needed to be attuned to the verbal and non-verbal cues that were given by their counterparts, to be perceptive enough to pick up changes in the relationship or attitude of the mentee and to be able to understand how the social situation might be shaping the behaviour of their counterpart. Many described how this was an essential aspect of being able to maintain a good interpersonal relationship with their mentee. Not only did the adviser require interpersonal skills, but they needed the ability to read changes or shifts in the behaviour of their mentor that might require them to adapt their own behaviour accordingly. Participants gave examples of advisers being effective if they were aware of how social relationships were influenced by hierarchy, rank, patronage, and experiences.

For example, participant 22 spoke about an adviser who he thought had been successful and mentioned several effective attributes, one of which was his ability to read people's emotions. He felt that this adviser's social awareness enhanced his ability to advise. He recalled:

He was just an outstanding ambassador of the Australian Army and has been very effective as a mentor at getting the best out of those being advised. His continual effectiveness was because he was able to read people, listen to people, bring humour

⁶¹ Participant 47, a major with advising experience.

in at relevant times and he was able to adapt to Malaysians, Indonesians, Iraqis and Afghanis.⁶²

Be sensitive to the context you operate in

Twenty-two out of fifty participants spoke about advisers having an ability to be sensitive to context where the adviser picks up changes in atmosphere and mood and is aware of the correct context of cultural behaviour. Several of the participants highlighted that effective advisers were perceptive enough to determine what emotional approach was required with their mentor in various situations to be able to shape their behaviour. For example, participant 22 stated:

I think most importantly we need an adviser with emotional intelligence and people skills, that ability to read the situation, to understand what's required, and use tactfulness in an approach. Knowing to use assertive language in one situation, as opposed to the soft skills in another. You need to understand your target audience. Understanding whether this guy's going to be receptive with a hard line, or is he more receptive with a soft, patient approach. The individual that possesses those emotional qualities, I think is going to be a better fit.⁶³

In general, participants considered that being attuned to the social situation and perceptive enough to detect small changes was an important attribute of effective advisers.

Perceptiveness

Thirteen advisers talked about perceptiveness as an attribute of effective advisers. The participants reiterated that social perceptiveness was not just about reading the emotions and behaviour of the mentee, but also about being self-aware and knowing how your behaviour would be viewed by your foreign counterpart.

⁶² Participant 22, a major with advising experience.

⁶³ Participant 22, a major with advising experience.

For example, participant 11 stated:

Having non-verbal awareness is particularly important, even when you've got a translator there. You need to be attuned to how your body language and your interactions can be perceived by the mentee.⁶⁴

Similarly, participant 19 explained that perceptiveness of what was required under different contexts was important as sometimes silence might be more effective than talking. He stated that a good adviser is aware of their environment and can identify when to act, or when not to act. He elaborated:

To be effective they might need to stop talking and listen and not be uncomfortable with silence. A lot of the times, they don't even want you to say anything at all. They just want you to walk beside them.⁶⁵

Considerate

Five participants stated that being considerate was an important attribute in effective advisers. They described considerate as paying attention to the feelings of their mentee and behaving respectfully towards them. They also felt that it was behaving with consideration for their cultural behaviours and religious beliefs.

Theme 4 summary – social and emotional perceptiveness

Theme four comprised the attributes participants considered necessary in effective advisers related to social and emotional perceptiveness. Attributes emphasised by participants included being empathetic to others and their needs, as well as being able to identify verbal and non-verbal cues and the social context influencing any interactions with their counterpart. Participants

⁶⁴ Participant 11, a major with advising experience.

⁶⁵ Participant 19, a warrant officer with advising experience.

described how social and emotional perceptiveness augmented the adviser's ability to maintain a good interpersonal relationship (theme 1) with their mentee. Not only did the adviser require interpersonal skills, but they needed the ability to read changes or shifts in the behaviour of their mentee that might require them to adapt their own behaviour accordingly. Advisers who were aware of the mentee's emotions could mitigate unnecessary misunderstandings amongst those they were training or amongst the group.

Theme 5: Interacting and communicating tactfully

Theme 5 – interacting and communicating tactfully – included four sub themes: open-minded, communication skills, active listening, and influential. Out of these four subthemes, open-mindedness was most frequently identified as an attribute of advisers who were effective communicators with 21 out of 50 participants stating this was important. The other three themes were identified by participants less frequently (see Figure 4—5).

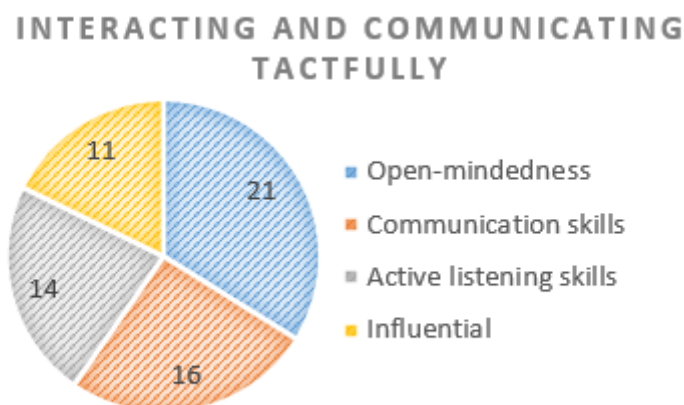


Figure 4—5. Four subthemes of theme 5 - Interacting and communicating tactfully

Total Participants in study 2 = 50. Number of participants represents the number out of the sample who identified this attribute as important in effective advisers, or lack of this attribute was a characteristic of ineffective advisers

Participants spoke about communication being the ability to converse succinctly with the mentee and to be able to identify important verbal and non-verbal communication. They spoke about the necessity for active listening and open-mindedness to the varying behaviour of their mentees. They also spoke about persuasive communication and the ability to be tactful and resolve misconceptions or potential conflict which could arise through a variety of situational contexts. The attributes within this theme were related to theme 1, – ‘Builds and Maintains Relationships’, and theme 4 – ‘Social and Emotional Perceptiveness’ as many of the advisers highlighted the necessity of having skilled communication abilities for building relationships and perceiving cues in their counterparts. However, it warranted attention as a separate theme because many of the advisers highlighted communication skills as a separate effective attribute, or lack thereof as a negative attribute in advisers.

Exemplifying a growth mindset: being open-minded

Twenty-one participants referred to open-mindedness when describing effective attributes of advisers. From their experiences they described this as being willing to listen to new ideas and to consider opinions that differed from their own and to be receptive to others’ beliefs and values.

Participant 1 described the ability to be open as one of many effective attributes in advisers. He included openness to learning and openness to novel experiences as important in being able to better understand the mentee and their context. He recalled the example of one adviser who was effective because of his openness stating:

He was a learning individual. He was very open to different ideas and provided a lot of good suggestions from his prior experience. He wasn’t necessarily fixated on one particular way of doing things. Advisers need to be willing to be open to other ways

of doing things, rather than possessing rigid conformity to a particular path because that's the way it has been taught to you.⁶⁶

Similarly, participant 16 felt that open-mindedness and active listening were important in advisers and were critical in communicating effectively with counterparts. He commented:

A person who is reluctant to listen and is reluctant to give time will not be an effective adviser. We're a little bit different in our society, where we'll be open to listening to what people have to say. I think the adviser that is abrasive, doesn't want to understand a culture, and pushes an agenda that doesn't necessarily meet that of a force or their nation we are trying to advise will come unstuck.⁶⁷

Participant 20 emphasised the care that was required in not imposing your own values on that of your counterpart and expecting their behaviour to be the same as your own society. She also emphasised the care required in communicating with your mentee so that your attitudes were not transparent, in other words, communicating tactfully. She stated:

As an adviser you cannot be judgemental. You've got to identify your own value base and not expect that theirs will be the same. You've got to watch what you say and not to put your views on them.⁶⁸

Participant 27 also regarded open-mindedness, judgement, flexibility and good communication as essential. She stated:

You have to be open-minded, flexible, accepting, and you have to be a good communicator. You've got to be able to talk to anyone and not to make any

⁶⁶ Participant 1, a colonel with advising and supervisory experience.

⁶⁷ Participant 16, a colonel with advising and supervisory experience.

⁶⁸ Participant 20, a sergeant with advising experience.

judgement of them for their lack of knowledge. Every adviser had to be able to sit down and have a chat with anyone and try to communicate a message effectively.⁶⁹

Verbal and non-verbal communication skills provide an advantage

Sixteen participants stated that skill in communication is an attribute of effective advisers. They described in their experience that the manner in which advisers communicated impacted on their relationship with mentees and their ability to build rapport (Theme 1). They described effective communication skills as being able to tailor a message to their audience, to convey information in a concise, unambiguous way, and to use verbal and non-verbal communication to their advantage.

For example, participant 11 noted that verbal and non-verbal communication skills were highly important. He felt that advisers needed to understand the potential detrimental impact on the relationship with the mentee if the adviser is not aware of the cultural nuances of behaviour and communication. He stated:

Interpersonal communication skills, both verbal and non-verbal are important for effectiveness. The non-verbal is particularly important, even when you've got a translator there, about how your body language and your interactions can be perceived. There are some simple things such as not showing the soles of your feet or touching someone on their head, which is not relevant in Australia but could be a deadly insult somewhere else.⁷⁰

Participant 8 spoke about the necessity of adapting communication to the audience and that certain forms of communication will work effectively with different ethnic groups. He discussed the use of story-telling and oral communication as a means to interact effectively with mentees. He stated:

⁶⁹ Participant 20, a sergeant with advising experience.

⁷⁰ Participant 11, a major with advising experience.

If you can't communicate twentieth-century concepts to fifteenth-century tribes' persons, you can't advise competently because if you can't communicate, you can't convey learning. So that requires, once again, cross-cultural sensitivities awareness. Awareness of the people other than yourselves and adopting alternative ways of learning. Communication also comes in motivating those folks to do things on operations. I found, if you could tell a story, it can really motivate people because of their oral history traditions.⁷¹

Participant 5 also emphasised the necessity for excellent communication skills for interpersonal relationships and that as an attribute in advisers this was the most important element. He reiterated:

I think inter-personal skills and communication skills are the highest priority, because you need to be able to rapidly get your point across and understand what they need. Communication is certainly the strongest attribute.⁷²

Other participants mentioned the manner in which people communicated was important as well as the content. In their experiences, they explained that the messages had to be delivered concisely, and with the appropriate style and tone. Several participants described the style of communication that was not considered appropriate, including yelling, demanding, ordering and disrespectful communication.

Major General Michael Jeffery explained the vagaries of dealing with different ethnicities and professionalism:

I think in those instances if you're dealing with Middle Eastern countries, perhaps a quieter demeanour rather than a loud assertive demeanour might be appropriate. Advisers need to be seen as cool, calm, knowledgeable, courteous leaders, who can exercise firmness as required and be seen to be fair in the exercising of discipline. That's different from screaming and yelling and swearing and cursing and all that sort

⁷¹ Participant 8, a colonel with advising and supervisory experience.

⁷² Participant 5, a lieutenant colonel with advising experience.

of thing. It's very important that the professional image is the one that we get across instead of the hard, swearing, cursing type which is unnecessary.⁷³

Active listening skills assist in recognizing the strategic context

Fourteen participants identified active listening skills as an element of how to communicate effectively. Participants described this as concentrating fully on what the mentee was saying and understanding their needs to be able to respond effectively. For example, Participant 19 emphasised the active listening component of communication skills and that by understanding the immediate needs of the mentee an adviser could be more effective. He stated:

The biggest thing that I found, to be a good, effective communicator and adviser, you need to listen more than you talk. Then when you do talk, it's only relevant for here and now.⁷⁴

Similarly, Participant 24 felt that new advisers required some direction in terms of how they approached training and teaching them to listen was one of these elements. He said:

My direction to some of the new captains coming in thinking they would make a big difference, was to emphasise that they had to stop talking and start listening. They needed to be very attuned to the strategic context.⁷⁵

Participant 44 described a range of skills that in his experience were those required to be effective, and communication was important. He stated:

They need to be active listeners and understand the real meaning. Often, we don't understand the context. Often the mentees say one thing but is that what they

⁷³ Major General (Ret.) Michael Jeffery, Australian Army served for 38 years.

⁷⁴ Participant 19, a warrant officer with advising experience.

⁷⁵ Participant 24, a brigadier with advising and supervisory experience.

actually mean? A good adviser needs to also be aware of the body language as they will be far more effective.⁷⁶

Influential communication ability is important

Six participants referred to the ability to communicate with influence as important. These participants described this aspect of communication as the ability to be influential through effective behaviour such as understanding and empathy, and focussed on the relationship with the mentee rather than being forceful or compelling the mentee to comply.

Participant 29, for example, provided his viewpoint that advisory missions were predominantly about influencing the foreign counterpart to learn. He highlighted the need to be an influential communicator. When asked what the effective attributes of advisers were, participant 29 stated:

I'd say they need to be persuasive. The aim in Train-Advise-Assist is to generate influence, and you've got to be able to positively influence people. That often comes back to a form of transactional relationship where you've got to offer something in order to be able to influence.⁷⁷

Participant 38 similarly described a range of EI attributes that were necessary in advisers to be influential with their counterparts, including social perceptiveness (Theme 4) adaptability (Theme 2), and emotional self-regulation (Theme 3). He stated:

You need to be able to empower the commanders. It can mean that you need to be quiet and observe and let them explain what they want. Not interrupting their thought process. You might need also to be firm in guidance and keep an emotional barrier, to not get too close. If I was having someone mentoring me, I would want subtle suggestions, small directions not a loud mouth. You need to be situationally

⁷⁶ Participant 44, a major with advising experience.

⁷⁷ Participant 29, a colonel with advising and supervisory experience.

aware of what is going on and understand body language to be able to work out relationships and read atmospherics.⁷⁸

This form of communication was also highlighted by two advisers as being useful when interacting with interpreters to build rapport and ensure the interpreter was working to support the adviser.

Five advisers emphasised that being able to interact and communicate tactfully required the adviser to be able to persuade the mentee to avoid tension or disagreements. The participants described this as the ability to maintain an effective relationship, reduce friction, find compromises and to adapt to situations which create conflict. This required the adviser to be attuned to the emotions of the mentee (Theme 4) and to be able to adapt their own behaviour and communication style accordingly. Additionally, participants spoke about lack of conflict resolutions skills and lack of communication skills as attributes of ineffective advisers they had worked with. Participant 13 discussed how having good rapport with the mentee helped when situations required a compromise and it was not possible to have a mutually beneficial outcome for both the adviser and mentee. He stated:

If you can find compromised outcomes where each party wins, or wins a little, that's far better than individual wins. I think that's something that could be included in the training where rapport is being hurt where you achieve a short mission outcome that is a win-loss situation.⁷⁹

Theme 5 summary – Interacting and communicating tactfully

The manner in which advisers communicated was found to be important to participants for adviser effectiveness. Participants spoke about communication being the ability to converse succinctly and to be attuned to important verbal and non-verbal communication in their mentee.

⁷⁸ Participant 38, a sergeant with advising experience.

⁷⁹ Participant 13, a major with advising experience.

They spoke about the necessity for open-mindedness to the varying behaviour of their mentees and to be able to adapt communication style to the needs of the audience. Persuasiveness or influence were key attributes to gain the cooperation of mentees and to resolve misconceptions or potential conflict. Advisers who had the ability to perceive what style of communication was necessary for the context were considered to be effective. Adopting a forceful or assertive communication style, yelling or using an inappropriate tone of voice with the mentee were emphasised as ineffective attributes by participants.

Theme 6: Non-emotional intelligence attributes

The attributes described until this point have been emotional intelligence attributes. However, participants also identified attributes not commonly specified as emotional attributes as characteristic of effective advisers in Train-Advise-Assist roles. Theme 6 – Non-emotional intelligence attributes – included five sub themes: education and operational knowledge, cultural knowledge, professional competence, language ability, and advising experience. As illustrated in Figure 4—6, education and operational knowledge, cultural knowledge and professional competence (23 out of 50 participants, or 22 out of 50) were each identified by almost half of the participants as important attributes. Language ability and advising experience were also considered important but to a lesser extent.

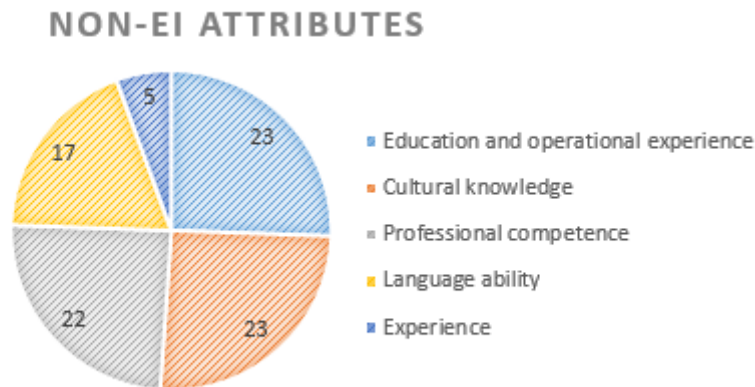


Figure 4—6. Five subthemes of theme six – Non-EI attributes

Total Participants in study 2 = 50. Number of participants represents the number out of the sample who identified this attribute as important in effective advisers, or lack of this attribute was a characteristic of ineffective advisers

Participants spoke about a range of non-EI attributes that similarly to the EI soft skills would enable advisers to perform effectively. In these subthemes they described the knowledge or ability that would help the adviser to behave in a manner that was culturally appropriate armed with the knowledge of how to be able to deal with difficult or challenging situations. These themes capture participant statements about the areas of expertise that were important for advising roles. Participants considered advisers required sufficient subject matter expertise in their own technical specialty in order to be able to train the mentee effectively in that area. Rather than identifying personal attributes of advisers, these themes covered the types of knowledge that would assist advisers to perform effectively. The manner in which participants described how this professional knowledge and education assisted the advisers to be effective highlighted that they were using this term to cover a range of attributes readily associated with emotional intelligence including social awareness and interpersonal skills.

Education and operational knowledge are an asset

Some advisers highlighted that education and operational knowledge was very useful to be effective as an adviser and that those with insufficient operational knowledge had difficulty with credibility as well as determining the correct advice to provide.

Participant 1 stated that education, openness to learning, and advising experience from different operational deployments contributed to success as an adviser. Like other participants, he claimed that there was not a lot of preparation and training for advisers prior to deployment and no time when on the job to train individuals with limited experience in mentoring. Therefore, those with some prior operational knowledge were more effective initially. He recalled an example of an adviser whose openness to learning enhanced his effectiveness:

This adviser had extensive experience on other missions including times spent in sub-Saharan Africa. He had some academic schooling, which had heavily informed his thinking on insurgency. He was active in conversation about the environment he was going into. What is the nature of the people? What does the culture look like? So, he was a learning individual. He was very open to different ideas and this made him effective.⁸⁰

Culture knowledge helps build rapport and shared understanding

Twenty-three advisers spoke of the value of cultural knowledge. Usually this was with respect to the utility it provided in helping to build rapport and share experiences, and to be aware of culturally distinct behaviours distinguishable from the adviser's own cultural habits. Most of the participants felt that learning about the foreign culture and having some working knowledge enabled them to build rapport more easily and to understand their counterpart's values and beliefs. Often this attribute was mentioned as an additional attribute but was not mentioned by participants

⁸⁰ Participant 1, a colonel with advising and supervisory experience.

as an essential attribute to have. It is possible that cross cultural skills underpin the communication skills such as non-verbal communication skills. This result may also represent a distinction in the participants minds between knowledge and skills.

Participant 18 emphasised that advisers who had an understanding and appreciation of their own values and culture were more likely to cope with the challenges of dealing with cultural differences when mentoring. He stated:

It is important to have cultural understanding. To understand your own culture and understand the history of how we got here. You need to try to understand the history of their culture and acknowledge where differences in how you think and how you operate are. Because you are going to make cultural mistakes. You are not an Afghan, you don't have years of cultural awareness. When you're mentoring, it's not about your cultural values but theirs.⁸¹

Similarly, Major General Michael Jeffery emphasised that cultural training was valuable to prepare soldiers with the knowledge to be culturally sensitive in their interactions. He stated,

Cultural understanding is important and generally has to come from the training system. It's not just for advisers, it's for units themselves when they go to operate in an overseas country. Every soldier should be alert to the cultural sensitivities and the laws and so on in that country.⁸²

General John Allen stated that in his experience advisers possessed a range of attributes which made them effective and were well prepared through training. He highly valued professional expertise, maturity and cultural preparation. He commented:

⁸¹ Participant 18, a major with advising experience.

⁸² Major General (Ret.) Michael Jeffery, AC CVO MC Australian Army served for 38 years and served in Malaya and Vietnam, commanded the Special Air Service Regiment and was Deputy Chief of General Staff.

The very best advisers in my experience were those who were recognised experts in their particular fields, so they were grounded fully in the substance of what they were going to advise. Cultural preparation is most important. But the other quality is maturity, either emotional maturity, but also life experience. They need the capacity to be patient and the ability to fully place themselves in the shoes of the people that they are going to be advising, to understand their cultural origins, to understand their religious biases, to understand their historic colonial connections. I've been on the ground in Bosnia, I've been on the ground in Iraq, I've been on the ground in Afghanistan. If you don't inherently understand the culture, the national culture, the colonial traditions, the religious dimension of the people that you're dealing with, you will not be able to instantly understand what it is they're saying to you and how they're saying it and what messages that are conveyed through body language.⁸³

Professional competence generates respect

Participants emphasised that effective advisers needed to have subject matter expertise or technical skills in order to have credibility and to have their advice heeded. They highlighted that operational and tactical competence assisted in being viewed as a competent adviser. An individual who had served on various missions in the middle east, peace-keeping or other similar activities, for example, usually generated more respect from mentees than those with fewer operational deployments. Participants felt that these technical skills and operational competency were highly important, but they usually stressed that rapport building skills and social-emotional perceptiveness were more necessary for effectiveness.

General Petraeus remarked that from his experience advisers require professional competence in the area they are aiming to advise. He stated:

The best advisers for other countries' forces have actually held the positions of the individuals they will advise and performed the tasks of the unit they are advising, as

⁸³ General (Ret.) John R Allen, US Marine Corps served for 37 years and was Commander, International Security Assistance Force, Afghanistan and Commander United States Forces, Afghanistan.

well. In other words, if you're going to have someone advising a battalion or a brigade commander, it sure helps if the individual has actually been a battalion or a brigade commander and has performed the tasks on which he will be advising, ideally in combat. In the absence of that, advisers should at least have held a position in units similar to those they will be advising.⁸⁴

Similarly, General Dubik spoke about key leader advising at senior levels and the combined requirement for experience and social-emotional abilities. He stated:

I think the two most important attributes are the emotional skills and successful experience at the level at which you're advising. At the ministerial level and institutional level advising, not just at the tactical unit level, you need people who are proficient at that level, who have experience. Because you can't walk into a country and expect to advise the minister of defence or the deputy minister of defence for personnel without a corresponding set of experiences, skills and successes. If you think you can do that, you're wrong because they'll just ignore your advice. So, it's experience, successes and the ability to have empathy with your partner, not to be pushy, to help the partner find solutions that match the country that you're in and match the institution that you're in.⁸⁵

Language ability enhances effectiveness

Seventeen participants identified language ability as an effective attribute in advisers. They primarily described this ability as being able to communicate more effectively with the mentee through use of the indigenous language. However, they also indicated that knowledge of the mentee's language helped build rapport. Some language knowledge also assisted with being able to communicate better with the interpreter. Most participants emphasised that language aptitude was

⁸⁴ General (Ret.) David H Petraeus AO, US Army, served for 37 years and in his extensive military experience he is known for his command of the International Security Assistance Force, US Central Command, and Multi-National Force-Iraq.

⁸⁵ Lieutenant General (Ret.) James Dubik, US Army, served for 37 years and is well known for his role as Commanding General of the Multi National Security Transition Command – Iraq.

not a priority over social abilities, but language ability was useful in gaining leverage in the relationship as well as assisting advisers to develop greater cultural awareness.

For example, Participant 9 highlighted the utility of knowing language to improve the adviser's ability to form a relationship. He stated:

I don't think language is essential, because if you make it essential you limit the number of people you have available to do the role. You didn't need language skills to go into Afghanistan, but if you did it was a fantastic attribute, really helpful. I speak some pidgin English and I've found language to be a fantastic 'in' to be able to talk with people in their own language.⁸⁶

Similarly, Participant 15 believed that linguistic aptitude or basic language knowledge assisted in getting along with other cultures. He emphasised:

You need basic language skills. Advisers need to have some kind of linguistic aptitude as a start point and be open to other cultures and other ways of doing things, and who are just able to adapt to the situation and then try and get the best out of it.⁸⁷

Participant 17 provided an example of a US Army adviser who had been trained through the Afghan Hands⁸⁸ programme and commented on his effectiveness through his ability to speak the local language with his mentees. He recalled:

The American guys that we were with from Afghan Hands did really intensive training prior to advising. One of those blokes knew Dari fluently and was very effective. I

⁸⁶ Participant 9, a colonel with advising and supervisory experience.

⁸⁷ Participant 15, a colonel with advising and supervisory experience.

⁸⁸ Afghanistan Pakistan Hands (AFPAK Hands) was a US Department of Defence programme which commenced in 2009 and which recruited individuals to commit to multiple deployments to Afghanistan or Pakistan, with a heavy focus on language and culture studies. Members underwent advanced language and cultural training in either Dari or Pashto prior to deploying to Afghanistan, where they trained and advised Afghan forces.

would argue more effective than I was just purely because he could speak Dari. Everything that's going on he would know and he'd build that mentee relationship.⁸⁹

Major General (Ret.) Craig Orme, who served as Commander Australian Forces in the Middle East stressed that language skills are highly beneficial for advisers but the ADF does not have the capacity to train advisers on the various languages required for Train-Advise-Assist deployments across the range of countries required. He stated:

There was a big debate in America and Australia. It's been around for a long time about our lack of language skills and that we should have more language training, and every officer, everyone should have a second language, and that would seem to be the panacea to all sorts of things. The reality is for an Australian context, we don't know where we're going to go. The cost in investing in a language is incredibly high and we can't teach all the languages in our region and the Middle East.⁹⁰

When speaking of the importance of language aptitude for communication, participants referred to how language could enhance the adviser's ability to build relationships (Theme 1) and thus emphasised that this aptitude is useful in the way it augments EI attributes.

Prior experience aids in initially generating respect

Five participants spoke about prior advising experience as an attribute of effective advisers. For them, experience was not just age related, but related to general life experience. They spoke about how in countries like Afghanistan and Iraq, advisers who were older automatically garnered respect initially, but the adviser would still require strong social skills to maintain that respect and build a relationship. In their opinion, younger advisers who had broad life experience could often garner the respect quickly if they had strong interpersonal skills and could also demonstrate their

⁸⁹ Participant 17, a captain with advising experience.

⁹⁰ Major General (Ret.) Craig Orme Australian Army, served as Commander Joint Task Force 633 in charge of Australian Forces in the Middle East.

professional subject matter knowledge. In other words, they highlighted that inexperienced advisers who had strong EI attributes could also be effective.

Similarly, Participant 11 highlighted how experience contributed to better advising outcomes. He stated:

Some of the more effective ones were guys who had already had operational experience because they had a basis or an understanding of how people would react in conflict and what works well, and what doesn't, and how that might work within different cultures.⁹¹

The following quote from Participant 9 illustrates how participants wove EI attributes into their discussion of non-EI attributes. The participant stated that advising experience was helpful but that the ability to build relationships was critical:

You do need experience in the area that you're going into because you're not there just to be a friend. You've actually got to help teach people how to do the particular role they've got to do. But I think, it's the ability to get on with people that is the key because otherwise you can have all the experience in the world but you're just not going to pass it on.⁹²

General Dubik emphasised the value of a mature personality stating:

I don't think you need to have advised before, but you certainly need to be mature in your own personality but also mature in your professional capacity. You need to have the right personality and emotional characteristics and knowledge of managing staff so you can go and just say, "What are your problems? What are you working on?" and start from there and help the person succeed.⁹³

⁹¹ Participant 11, a major with advising experience.

⁹² Participant 9, a colonel with advising and supervisory experience.

⁹³ Lieutenant General (Ret.) James Dubik, US Army, served for 37 years and was Commanding General of the Multi National Security Transition Command – Iraq.

Participant 13 described the challenges he experienced as a young adviser to an Afghan commander and the time it took him to generate respect. He felt that it was possible for advisers to achieve objectives who were young and of lower rank than lieutenant colonel or major. However, he believed that this could take longer time and be mentally challenging to some advisers used to having their advice or orders followed. He recalled:

The feeling that I got from him, and he wasn't rude enough or direct enough to say it, was that I was too young to advise him in public. So, it was better for me to do most of my advising when he didn't have other people around. And he did value my advice. So, at times I would sit through quite a long meeting and 10 different people would all have their say around a table at the end of it. It probably took about 6-8 weeks before he would deliberately ask me to say something after they had raised their concerns.⁹⁴

Theme 6 summary – non-EI attributes

Theme 6 was composed of attributes that participants emphasised as important in effective advisers that were not commonly equated with emotional intelligence attributes. Participants spoke about advisers possessing professional competence, operational knowledge and subject matter expertise in order to be able to train the mentee effectively in technical areas. They also highlighted that cultural knowledge was important in order to behave in a manner that was culturally appropriate. Participants also emphasised that prior advising experience was helpful as was an ability to speak the language of the mentee. Although these forms of knowledge and experience are not attributes associated with emotional intelligence, the manner in which participants described how experience assisted the advisers to be effective highlighted that they were discussing

⁹⁴ Participant 13, a major with advising experience.

knowledge and behaviours readily associated with high emotional intelligence. In other words, these non-EI attributes could augment EI attributes to assist the performance of advisers.

Importance of emotional intelligence attributes

Advisers perceive emotional intelligence attributes as highly important

The preceding section provided the results for research questions 1 and 2. This section will provide the results for research question 3, ‘How do advisers perceive the importance of emotional intelligence (EI) attributes for advising?’ Participants were not asked direct questions during the interviews for study 2 about how important they believed emotional intelligence was for advising. Rather, they were asked to describe the behaviour of advisers they considered to be effective or not effective. In this way, the participants generated their own descriptions of attributes which they considered important for advising effectiveness. As detailed previously in this chapter, the participant responses were coded into six themes using IPA analysis. These emergent themes comprised of attributes that have been further categorised as either emotional intelligence attributes or non-emotional intelligence attributes based on the emotional intelligence theory and research literature as presented in Chapter Two. Table 4—2 provides a summation of the themes divided into those themes relating to EI attributes and those relating to non-EI attributes.

Table 4—2. Themes related to EI attributes or non-EI attributes

Attributes	Themes of effective advising attributes
Emotional intelligence attributes	Theme 1 - Builds and maintains relationships
	Theme 2 - Adaptability
	Theme 3 - Emotional self-regulation
	Theme 4 - Social and emotional perceptiveness
	Theme 5 - Tactful communication
Non-emotional intelligence attributes	Theme 6 – Non-EI attributes

Key: Total Participants in study 2 = 50. Themes 1-5 included between one and six individual EI attributes. Theme 6 include five non-EI attributes.

Advisers made more references to EI attributes

As Table 4—2 illustrates, five of the six themes were categorised as emotional intelligence attributes and encompassed data that related specifically to attributes advisers felt were necessary. Conversely, only theme six was categorised as covering non-emotional intelligence attributes. This theme included attributes such as professional competence, education, cultural knowledge, language ability and advising experience.

Quantitatively, the data suggests that advisers in this research study perceived emotional intelligence attributes to be more important for advisers to be effective than non-EI attributes. EI attributes were more commonly referred to by participants, and a greater range of EI attributes (themes 1, 2, 3, 4 and 5) were identified than non-EI attributes (theme 6). However, more importantly the qualitative data which provided the in-depth observations and experiences of the participants overwhelmingly emphasised the importance of EI attributes for advisers to be effective.

Advisers emphasized EI attributes in their personal experiences

The narrative accounts of participants emphasised that advisers considered EI attributes to be paramount. At the same time, their accounts included narrative about ineffective advisers exhibiting through their behaviour a lack of EI attributes. Creswell asserts that quantitative results are not necessarily related to, or likely to confirm qualitative results, and vice versa, in a parallel design as per this research study. However, he argues the data generated numerically and in narrative will answer similar research questions to provide a more in-depth analysis of the phenomenon under investigation than a single method approach.⁹⁵ The accounts by advisers in this study were descriptive and communicated their experiences of advising and offered rich accounts

⁹⁵ Creswell, Research Design, 19.

which quantitative data could not produce. As Patton states, 'Qualitative data describe. They capture and communicate someone else's experience of the world in his or her own words. Qualitative data tell a story'.⁹⁶ From the data in response to the subsidiary research questions, it is clear that the story being told by advisers, from junior through to senior ranks, across ages and gender, was that EI attributes were vital.

It is the role of the researcher to ask critical questions about what the participant is really saying and to ascertain whether there is meaning through what the participant is saying that perhaps even they are unaware of.⁹⁷ In many cases, in this research study, when participants described the behaviours and attributes of advisers they considered were effective, they were using descriptions of attributes that are commonly associated with emotional intelligence without being aware of the concept or definition of EI itself, or that they were describing emotionally intelligent behaviour. The following quote from Participant 15 demonstrates the richness of adviser accounts but also the emphasis on the importance of emotionally intelligent behaviour (EI attribute emphasis in italics).

Essential characteristic traits for advising include *self-regulation* and the *ability to use and employ emotions and adapt them to a particular situation*. Advisers need to *recognise, particularly in a different culture, the different emotional engagements that are required and be flexible enough to build rapport* with the counterpart. I think we need to have a centre of excellence to train people to develop these skills before we put them in advising positions. Some people don't have those skills, attributes and abilities.⁹⁸

It is clear from the account of Participant 15, as well as responses by other advisers and supervisors that emotional intelligence attributes are highly important.

⁹⁶ Patton, *Qualitative Research Methods*, 47.

⁹⁷ Jonathan A Smith and Smith and Osborn, 'Interpretative Phenomenological Analysis', 53.

⁹⁸ Participant 15, a colonel with advising and supervisory experience.

Participants identified emotional intelligence as important

It is important to emphasise that while participants provided numerous examples of behaviours and attributes critical in effective advisers which were predominantly EI attributes, fifteen of the 50 participants made explicit reference to the overarching term *emotional intelligence* as necessary in effective advisers rather than making reference to single attributes.

Participant 29, for example, stated that EI and cultural awareness were both important and stated that in the absence of good cultural knowledge, the adviser with emotional intelligence would perform better than those who were less emotionally intelligent. He emphasised:

It is incredibly important to have good emotional intelligence, so you're smart enough to be able to read people's emotions, know when to back off, and know when to engage. Someone with emotional intelligence who is professionally competent will deliver a good TAA effect.⁹⁹

Similarly, Participant 17 reiterated that emotional intelligence was the most important attribute in his experience and that it was required to develop interpersonal relationships cross-culturally. He said:

I would say emotional intelligence is the most important thing. EI is the ability to get on anyone's level and have a conversation, and I think it's as simple as that. Maybe some advisers don't understand how important it is and they're not suited, but it is so critical. Human beings to human beings – you can talk to anyone, as long as you find that common ground and you find some sort of commonality. For different cultures, different races, it may take longer to do than others, but as long as you've got that resilience you can persevere until you can reach that understanding.¹⁰⁰

⁹⁹ Participant 29, a colonel with advising and supervisory experience. EQ or EI are commonly used abbreviations for emotional intelligence.

¹⁰⁰ Participant 17, a captain with advising experience.

Participant 12 highlighted the importance of emotional intelligence as an attribute in advisers if they are to be effective at influencing their counterparts. He reiterated that some advisers were good at building rapport with counterparts, but they were not persuasive or influential in achieving outcomes as the mentee did not follow through on their advice. He stated:

Your role is influence and persuasion – which is fundamentally a human dynamic so if you cannot respond in an emotionally intelligent way to the response and cues that your opposite is giving you, you'll find it very hard to manoeuvre in that space and manipulate that environment to everyone's advantage.¹⁰¹

While many participants stated that emotional intelligence was critical in advisers, several highlighted the lack of emotional intelligence as a negative attribute. In particular, several highlighted that this was potentially damaging to the relationship between the adviser and mentee and could lead to friction and/or lack of influence. For example, Participant 22 stated:

On the opposite side of emotional intelligence is arrogance and ignorance and treating the target audience as a second-rate nation. I think an adviser needs to invest a lot of emotional energy, so that the mentee can see you as someone who cares, someone that is human, someone that is able to listen and someone that's not going to cast aspersions directly without at least hearing both sides of the story.¹⁰²

Allied and Australian commanders perceive EI attributes as highly important

Australian and allied commanders were asked to respond to the interview question 'What personal and professional characteristics are most important in effective advisers and most notable in ineffective advisers?'

Each of the commanders interviewed highlighted the value of emotional intelligence attributes as a necessary component of effective advisers. Several highlighted the value of emotional

¹⁰¹ Participant 13, a major with advising experience.

¹⁰² Participant 22, a major with advising experience.

intelligence specifically, while others articulated associated attributes and abilities commonly associated with EI as provided in themes one to five.

General (Ret.) Stanley McChrystal, who commanded the International Security Assistance Force in Afghanistan emphasised that the required personality traits of advisers were necessarily different to those of personnel employed in tactical operational or combat roles (or 'doers' as he terms it). He felt that social and emotional skills were highly important in advising roles. He stated:

The up-close train and assist person has got to be able to connect in a way where the people feel that there is respect. And that takes time, it takes patience, it takes maturity, it just takes all those things that are difficult sometimes and not typically associated with military doers. I think that all of this begins with selecting people with the right personality traits which are different than people who are doers.¹⁰³

Similarly, General Petraeus explained that advisers need to have an aptitude for advising duties with commensurate skills in the areas of interpersonal skills, patience, emotional control and empathy. He emphasised that experience was also important, particularly in the task that you are advising your counterpart. He discussed a range of EI and non-EI related attributes but emphasised the importance of EI attributes and demeanour in being effective. He explained that those with empathy and emotional control were valued as they were able to empower the partner force rather than assert control.¹⁰⁴

Major General Orme discussed how understanding soft skills and how to apply them made people better leaders and that it was clear that these skills were required in advising roles. He stated:

¹⁰³ General (Ret.) Stanley McChrystal, United States Army, served for 34 years and is known for his extensive experience and command of Joint Special Operations Command and Commander International Security Assistance Force.

¹⁰⁴ General (Ret.) David H Petraeus, United States Army, served for 37 years and is well known for his extensive experience and command of the International Security Assistance Force, US Central Command and Multi-National Force-Iraq.

It goes back emotional intelligence, listening skills, empathy, humility, and willingness to allow others to be the best. Those sorts of attributes don't necessarily sit well with war fighting. In your basic training or even on a specific mission it would be useful to tailor training. If you are going on an advise-assist mission, you'll have a component in your pre-deployment package, which is around soft skills and those sorts of things.¹⁰⁵

Major General Mick Ryan, Commander Australian Defence College emphasised that advisers need to understand the purpose of their mission and invest themselves in being the best trainer they can be for their profession. He emphasised that the character of the individual was important and that a combination of IQ (intelligence quotient), EQ and cultural understanding (CQ) were highly important.

Advisers firstly need to understand the purpose and the context within which they're working. They need to be the masters of their profession so that they know what they're teaching. For the individual traits, there's that balance of character and intellect which I think is really important. You need to have the kind of people that live by our values and understand the values of other, whilst they have the intelligence to understand that larger rationale. I think that IQ, EQ and CQ. Those 3 things are important.¹⁰⁶

Foreign counterparts perceive EI attributes as important

During Study 2, interviews were conducted with eight foreign counterparts who were able to provide a response to the following question 'What are the attributes of effective advisers from your experience working with Australians?' In summary, the overarching perception of foreign participants was that Australian advisers need to be self-motivated to conduct mentoring, and they need to be focussed on building a relationship with the person they are tasked to mentor. These

¹⁰⁵ Major General (Ret.) Craig Orme, Australian Army, who served as Commander Joint Task Force 633 in charge of Australian Forces in the Middle East.

¹⁰⁶ Major General Mick Ryan AM, Commander Australian Defence College.

participants listed a range of emotional intelligence characteristics as the necessary attributes in effective advisers as well as several non-EI attributes.

For example, Participant A2, an Afghan National Army lieutenant colonel, spoke about the value of the relationship with the mentee and that this should be a productive partnership. He also emphasised the individual qualities of advisers including maturity, experience and personality which help forge trusting relationships. For example, he stated:

All Australian advisers should first seek to develop a close relationship with Afghan partners, and then they will be able to use their experience to improve our planning and staff work. Australian advisers should have the qualities of good character, mature behaviour, and talent for advising. To be a good partner and gain each other's trust we must not force our views on each other and build a trusting partnership.¹⁰⁷

Participant A2 was an Afghan National Army colonel who described how Australian advisers need to be professional and experts in their field and the area they are advising to have the best outcomes¹⁰⁸. He also highlighted that the adviser needed to be of strong character, respectful, and focussed on developing a relationship with his Afghan counterpart as a partner.

Similarly, Participant A1 was an Afghan Ministry of Defence general with several years of experience working with Australian advisers. He spoke about advisers needing to be respectful, to be knowledgeable about culture and to have emotional self-regulation abilities. He stated:

All the advisers I have had were very good. They were well-trained and good at training Afghans. Advisers must respect the people, respect the culture, respect the history that people have, and understand how that shapes their behaviour. It is

¹⁰⁷ Participant A2, an Afghanistan Ministry of Defence lieutenant colonel providing his perspective on Australian advisers.

¹⁰⁸ Participant A2, an Afghan National Army colonel who has been advised by Australian military personnel and who provided his perspective.

important for them to control anger and frustration so there is no difficulty with relationships.¹⁰⁹

I interviewed several officers from the Papua New Guinea Defence Force (PNGDF) who had been working with Australians for many years under the Australian Defence Cooperation Programme. They each highlighted the value of EI attributes along with non-EI attributes such as professionalism and experience.

Participant P1, a PNGDF colonel, stated that advisers needed to be self-motivated and be keen to advise in Papua New Guinea. He also emphasised that the most important requirement in advisers was strong interpersonal skills.¹¹⁰ Similarly, a PNGDF lieutenant colonel, Participant P2 listed attributes that he considered were essential in advisers for them to be effective working with the PNGDF. He commented:

They need to be motivated to be in the job and they must want to achieve what the mentee wants, not what they want. They have to be aware of and understand the resource constraints so they can see their mentee's perspective. They need experience. They should have skills to interact well with everyone and a good personality as this helps with rapport. It is important that they are trustworthy.¹¹¹

Participant P4, also a lieutenant colonel said that he felt that the priority was on finding advisers with interpersonal skills as this was crucial in developing rapport and a good partnership. He expressed concern that the high turnover in advisers has a negative impact on the establishment of rapport even though he recognised this was out of the adviser's hands. He said that in the last three years he had four different advisers. He stated that the last three had been good advisers, but the previous adviser had not been motivated to be there, was difficult to talk to, and he believed he did

¹⁰⁹ Participant A1, an Afghanistan general who has had strategic experience interacting with Australian commanders and advisers in his role as Deputy Defence Minister for Training and Personnel.

¹¹⁰ Participant P1, a Papua New Guinea Defence Force colonel who has been advised by Australian military personnel and provided his perspective.

¹¹¹ Participant P2, a Papua New Guinea Defence Force lieutenant colonel who has been advised by Australian military personnel.

not have a good relationship with that adviser. This participant clearly recognised the value of EI attributes but realised that situational variables impacted on the ability of advisers to achieve outcomes.¹¹²

Results indicate EI attributes are essential

It is clear from the data obtained that advisers, commanders and foreign counterparts all emphasised the importance of EI attributes to be most effective as an adviser. In particular, the EI attributes of building relationships, emotional self-regulation, and being respectful were commonly referenced by all groups.

Chapter Four Discussion

The purpose of this qualitative study was to explore the lived experience of participants' perceptions of advising attributes. Through interviews, each participant expressed personal stories relating to their advising experiences during everyday mentoring as well as under stressful conditions. The participants described the attributes and behaviours of individuals and revealed those attributes they considered were important for being effective. They also disclosed a range of attributes they considered to be typical of advisers who were not effective. An analysis of the resulting data suggests that participants considered that emotional intelligence attributes were highly necessary for effective advising. Although non-emotional intelligence attributes were considered desirable, including professionalism, knowledge, and prior experience, the themes participants revealed were overwhelmingly focussed on social and emotional attributes. Five of the six themes emerging from the data were EI attributes. The perspectives of allied commanders and Australian commanders similarly emphasised the value of emotional intelligence attributes for

¹¹² Participant P4, Papua New Guinea Defence Force lieutenant colonel who has been advised by Australian military personnel.

advisers to be effective working with foreign counterparts. Interviews with foreign counterparts further reiterated the value of building relationships and having individuals with the appropriate disposition, likewise emphasising EI attributes.

The following section of this chapter will discuss the results of questions 1 (effective attributes of advisers), 2 (ineffective attributes) and 3 (importance of EI attributes for advising) and will compare and contrast these findings with the literature as presented previously in Chapter Two.

Why these findings are important

This study researched the relevance of emotional intelligence attributes to advising success. Prior research provides strong evidence that emotional intelligence is a key ability used by effective corporate leaders where social and interpersonal skills are required.¹¹³ People with high emotional intelligence are able to more effectively understand and evaluate their own and others' emotions to guide their decision-making and cope with environmental demands.¹¹⁴ This current research explored whether emotional intelligence attributes were considered important in the context of military advising or whether alternative non-emotional intelligence attributes were more relevant. If the military is determined to produce agile, adaptive military operators they need to select the right people, then train and educate them while providing the support structures to enable this process. By identifying the most essential attributes for advisers to be effective, the results of this research can be used to inform that strategic direction. Recommendations for further research and practical implementation of these findings are presented in Chapter Six.

¹¹³ John D. Mayer et al., 'The Growing Significance of Hot Intelligences', *American Psychologist* 67, no. 6 (2012): 502–3; Goleman, *Why EI Matters More Than IQ*; Bar-On, 'Insights from the Emotional Quotient Inventory', 363–88; Daus and Ashkanasy, 'The Ability-Based Model of Emotional Intelligence'.

¹¹⁴ Peter Salovey and John D. Mayer, "Emotional Intelligence," *Imagination, Cognition and Intelligence* 9 (1990): 185–211.

Comparing the findings to the EI models

In Chapter Two of this study, nine categories of emotional intelligence attributes were drawn from the prominent EI models and frameworks in order to identify commonalities that could be compared to participant responses and which would apply to the advising context. In Table 4—3 these categories are presented alongside the themes to emerge from the data.

Table 4—3. Comparing the results to the EI categories

El Categories	Findings
1. Building and maintaining relationships	Theme 1 – Builds and maintains relationships
2. Knowledge of emotions and consequences	
3. Emotional Perception	Theme 4 – Social and emotional perceptiveness
4. Using emotion to facilitate decision-making	
5. Self-awareness	
6. Regulation of emotion	Theme 3 – Emotional self-regulation
7. Empathy and social awareness	Theme 4 – Social and emotional perceptiveness
8. Interacting and communicating tactfully	Theme 5 – Interacting and communicating tactfully
9. Burnout and stress coping	
	Theme 2 – Adaptability
	Theme 6 – Non EI attributes including education, cultural knowledge, competence, language and experience

This table clearly demonstrates that EI attributes are fundamental to what participants consider is effective advising behaviour. Four of the six themes to emerge from the interview responses were directly comparable to the categories presumed to be of most relevance to advising from the EI literature. Theme 2, adaptability, did not directly match one of the categories. However, the content of this theme included elements of self-awareness, perceptiveness and creative decision-making which certainly pertain to the categories of EI. It is possible that an additional category of *adaptability* could be considered. Goleman included adaptability in his model under self-management (emotion regulation) and Bar On has a distinct subtheme of adaptability which

comprised of the following, problem solving, reality testing and flexibility (see Table 2—1 on page 41 in Chapter Two). It is clear that this theme is important for advisers and includes a combination of EI attributes.

It is also notable from Table 4—3 that four categories did not emerge as distinct themes from the data. However, two of these categories did emerge as subthemes within other themes. The category *self-awareness* emerged within the Theme 3 *emotional self-regulation*; and the category, *using emotion to facilitate decision-making* emerged in Theme 4 *social and emotional perceptiveness* as being socially intuitive and perceptive. However, the categories *knowledge of emotion and its consequences*, and *burnout and stress coping* did not explicitly emerge in participant responses. Discussion about possible reasons for this result is provided in the following section elaborating further on the implication of these results.

Findings consistent with the literature

Interpersonal skills are critical

The results of this research clearly indicate that interpersonal skills are critical for advising roles. The essence of advising missions is to teach, coach, mentor, train and guide counterparts to better performance and self-reliance. A critical factor in succeeding effectively in this role is having the ability to build and maintain a relationship with the counterpart. Research by Zbylut and colleagues on advising effectiveness found that ‘building rapport’ and ‘being considerate’ were the best predictors of how willing a counterpart was to accept advice from their adviser.¹¹⁵ The ability to build and maintain social relationships is a key aspect of each of the emotional intelligence models and distinguishes those individuals with higher emotional intelligence in their success with interpersonal interactions. This ability therefore was identified as the first category from the EI theory. Mayer and Salovey argue that the ability to successfully build trust and rapport is enhanced

¹¹⁵ Zbylut, Metcalf, and Brunner, ‘Advising Foreign Security Forces’, 15.

if an individual uses their emotional intelligence abilities, including self-awareness, reading emotions in others and regulating their own emotions.¹¹⁶ Participants indicated that these attributes were highly relevant in military advising. Psychologist Marc Brackett and colleagues found that emotionally intelligent people have exceptional interpersonal skills and have fewer problems with their peers than do their less emotionally intelligent peers.¹¹⁷ Several of the advisers emphasised the value of emotional intelligence with respect to building relationships with counterparts.

The relationship between an adviser and their foreign national counterpart differs from the usual military leader-subordinate relationship in that no formal hierarchy defines the relationship, and in many instances the rank of the adviser is subordinate to the counterpart (e.g. an Australian major advising an Afghan colonel). Wisecarver and colleagues argued that because of the nature of this mentoring relationship, advisers need to rely upon a broad range of interpersonal skills to successfully influence counterparts to adopt a desirable course of action, goal, way of thinking, or training approach.¹¹⁸ Research has suggested that establishing credibility, being respectful, nurturing the relationship, being considerate and being supportive are important elements of building rapport.¹¹⁹ Research undertaken by Payne and Osburg on security force assistance advisers identified that the complex skills of relationship building were highly necessary for effective advising and yet training was often inadequate in this domain.¹²⁰

The results of this study are consistent with existing research in that interpersonal skills emerged as the most commonly stated attribute, of all attributes identified by participants (74% of participants rated interpersonal skills as a necessary attribute). Participants clearly indicated a critical factor in succeeding effectively in an advising role was having the ability to build and maintain

¹¹⁶ Caruso and Salovey, *Emotionally Intelligent Manager*, xv.

¹¹⁷ Brackett, Rivers, and Salovey, 'Emotional Intelligence'.

¹¹⁸ Wisecarver et al., 'Knowledge Skills and Abilities for Influence', 26.

¹¹⁹ Zbylut, Metcalf, and Brunner, 'Advising Foreign Security Forces', 79; Wisecarver et al., 'Knowledge Skills and Abilities for Influence', 26; Kaplan et al., 'Emotions at Work: Leader Knowledge, Skills and Abilities to Enhance Soldier Performance', 11.

¹²⁰ Payne and Osburg, 'Leveraging Observations of SFA', 15–17.

a relationship with their foreign counterpart. Moreover, this theme incorporated why interpersonal skills were necessary for effective advising as well as why an absence of interpersonal skills jeopardised the adviser's ability to be effective. Anecdotally, participants provided various accounts of how excellent interpersonal skills enhanced adviser's abilities to succeed whereas a lack of interpersonal skills hindered success and had the potential to create tension or negative responses.

The results from this study are consistent with research by Phelps who explored the effectiveness of interpersonal skills of US military and police transition teams in Iraq from the perspective of their Iraqi counterparts.¹²¹ Phelps found that higher ratings of interpersonal skills were predictive of greater advisee satisfaction with advisers and performance effectiveness as rated by their counterpart. The author found that the quality of interpersonal skills impacted on the ability to build rapport.¹²² In agreement with Phelps' research, participants in the present research also highlighted the importance of building rapport. Specifically, participants emphasised being skilled at establishing relationships, but also emphasised that building enduring relationships with their mentees required such skills as: establishing credibility, being respectful, nurturing the relationship, and being considerate. They emphasised that advisers who lacked skills in building and maintaining relationships were less effective. For example, one participant¹²³ discussed how two advisers on his deployment demonstrated an inability to build rapport with their mentees and had the potential to jeopardise the mission, so were removed and placed in non-advisory roles.

The research results in this thesis build on the results of research commissioned by the US Army Asymmetric Warfare group in 2013 which examined the challenges that stem from the operational environment that are unique to Security Force Assistance (SFA).¹²⁴ That prior research

¹²¹ Phelps, 'Selecting and Training US Advisors'.

¹²² Phelps, 11.

¹²³ Participant 17, a captain with advising experience.

¹²⁴ Payne and Osburg, "Leveraging Observations of Security Force Assistance in Afghanistan for Global Operations" RAND researchers were commissioned and interviewed 67 advisers at the tactical and operational levels over a four-month period.

found that adviser personality and behaviour impacted on mission outcomes.¹²⁵ The participants listed professional and interpersonal characteristics they believed were most appropriate for advise and assist missions and provided responses which are replicated in this current study including such attributes as flexibility, professionalism patience, respect, ability to build and maintain relationships, maturity, empathy, resilience, competence, and being a good communicator. However, greater insight is provided by these new research results into why these attributes are important for effectiveness and under what situations. For example, participants highlighted that effective advisers focus on building a personal relationship at the outset to gain the acceptance of their mentee and the mentee's willingness to be involved in the training provided. Participants also emphasised that different strategies might be required to build a relationship with different mentees and that flexibility of approach was required. Moreover, the present results provide greater clarity for which combination of attributes are more relevant for adviser effectiveness.

The emphasis on interpersonal skills as a key attribute in advisers is also consistent with the emotional intelligence literature and models. The importance of interpersonal skills is highlighted in each of the EI frameworks. Subthemes from category 1 *building and maintaining relationships* of the EI theory include such terms as: relationship management, interpersonal relationships, interacting and communicating in an interpersonally tactful manner, building bonds, and managing interactions and relationships.¹²⁶ Therefore, recommendations for how to increase the understanding of the importance of interpersonal abilities for military personnel are presented in Chapter Six.

Individuals with EI attributes are considered more effective

In 2011, Psychologist Michelle Wisecarver and colleagues reviewed academic and military literature and developed a comprehensive list of knowledge, skills, abilities and other characteristics (KSAOs) that result in military leader influence.¹²⁷ Out of the sixty-four KSAOs identified, many of the

¹²⁵ This was lesson five out of eight lessons presented.

¹²⁶ See on page 41 which compares the EI models and lists the subthemes.

¹²⁷ Wisecarver et al., 'Knowledge Skills and Abilities for Influence', 32.

abilities identified were related to emotional intelligence abilities including: self-regulation skills, emotional control, social perceptiveness, and impression management.¹²⁸ Consistent with Wisecarver's findings, this research found that participants referred to EI attributes far more frequently than non-EI attributes when they talked about effective performance and ability to influence foreign counterparts. Non-emotional intelligence attributes were noted to be important by participants but EI attributes outweighed these attributes in number.

According to Vietnam veteran Bob Hall, important attributes for effectiveness from his experience with the Australian training team were interpersonal skills, maturity, and experience.¹²⁹ Similarly, veteran and historian, Ian McNeill stated that, to be effective, advisers needed to be empathetic to their partners and take time to nurture the relationship sufficiently to win confidence of their counterpart and achieve results. McNeill argued that not all soldiers had the ability to advise effectively.¹³⁰

In 2009, the US Army Field Manual (FM) for Security Force Assistance FM 3-07.1 listed the suggested personality traits of soldiers well suited to performing advisory functions.¹³¹ This list of 16 attributes arguably included attributes that were all emotional intelligence attributes such as empathy, warmth in human relations, perceptiveness, motivation of self & others, open-mindedness and communicativeness. Most recently in 2018, Troy White conducted a review of US doctrine and academic literature and found that traits for effective advisers included most frequently were: patience, empathy, maturity, humility, open-mindedness, flexibility and tolerance of uncertainty.¹³² Once again, the attributes he highlighted are related to emotional intelligence. The current research findings replicate this research and add further data to strongly support the argument that EI

¹²⁸ Wisecarver et al., 26–54.

¹²⁹ Author's interview with Bob Hall dated 21 January 2015. The average age of the officers and warrant officers who served with the AATTV was about 36 years old and nearly all had seen previous operational service. Bob Hall, "Vietnam: Insights Gained, Lessons Lost," in *The Long Road: Australia's Train, Advise and Assist Missions*, ed. Tom Frame (Sydney: UNSW Press, 2017), 24–38.

¹³⁰ McNeill, *The Team*, 32–33.

¹³¹ 'Security Force Assistance', 2009, 3-5 Chapter 7.

¹³² White, 'Growing SOLO-Expanding the Spectrum of Special Operations Forces Advisory Capabilities', 26.

attributes are key attributes for effective military advisers. Moreover, the emphasis on maturity from several participants is consistent with empirical studies indicating that social and emotional intelligence increases with age.¹³³ This finding is interesting in that participants felt that advisers with maturity tended to be more effective. This may be because their EI competencies have developed more than their younger peers and suggests that EI training would potentially benefit younger personnel to enhance their potential.

The research finding that EI skills are associated with more effective performance is also consistent with the EI literature, as individuals with EI attributes have been found to have greater performance outcomes than those who rely on non-EI attributes.¹³⁴ Research on EI has found that emotions play an important role in individual behaviour and that people vary in their ability to perceive, use, understand and manage these emotions.¹³⁵ Caruso and Salovey have found that those who are able to influence others to think, feel and do what they want are persuasive and this often involves an ability to identify the emotional content in the interaction.¹³⁶ Participants in the present research study frequently referred to the necessity for social intuition, sensitivity to the context and empathy as advisers who were able to identify the emotional content of the interaction with their counterpart could adapt their approach to maintain the relationship. Participants commented that individuals who were not attentive to social and emotional cues were likely to be less effective advisers.

Importance of emotional self-regulation

This research study highlighted the significance of being able to control emotions in challenging situations and to be self-aware of one's own emotional behaviour (theme 3). Theme 3

¹³³ Heidi Wechtler, Alexei Koveshnikov, and Cecile Dejoux, 'Just like a Fine Wine? Age, Emotional Intelligence, and Cross-Cultural Adjustment', *International Business Review* 24, no. 3 (2015): 415.

¹³⁴ Goleman, *Working with Emotional Intelligence*, 455–70.

¹³⁵ Jennifer M George, "Emotions and Leadership: The Role of Emotional Intelligence," *Human Relations* 53, no. 8 (2000): 1027–55; Ronald H. Humphrey, Jeffrey M. Pollack, and Thomas Hawver, "Leading with Emotional Labor," ed. Céleste M. Brotheridge, *Journal of Managerial Psychology* 23, no. 2 (2008): 151–68.

¹³⁶ Caruso and Salovey, *Emotionally Intelligent Manager*, 260.

captured participant observations about the EI attributes – emotional self-control, humility, patience, being respectful, resilience and self-awareness. This theme is consistent with the research literature on emotional intelligence and emotional management in that these behaviours entail both generating emotion and helping individuals handle emotions.¹³⁷ Category 6 from the EI literature was *emotion regulation* and is a common attribute in each of the EI models, incorporating self-control, self-insight, and emotion management. Goleman, for example, argues that people who have self-insight and can control their feelings and impulses are able to create an atmosphere of fairness and trust, making them more effective as leaders and more successful interpersonally across a range of situations.¹³⁸

Theme 3 provided data that emphasised the importance of emotional self-regulation in advising roles, over and above what is provided in the literature. The existing literature emphasises the importance of emotional self-regulation for effective leadership behaviour and employee interactions. However, this new research provides insight into emotional self-regulation in military settings where the consequences of losing emotional control such as losing one's temper or being disrespectful can be catastrophic. Almost all of the participants interviewed provided examples of situations they had experienced where they had observed poor emotional control in other advisers which either led to an incident or escalated to the point where action needed to be taken to remove the adviser from the situation. These results strongly suggest that emotional self-regulation is a critical attribute in advisers as a lack of this ability could jeopardise mission outcomes and risk the life of the individual or the team. This is an important finding for the ADF to consider, as there needs to be consideration given to whether personnel are optimal for a role if they lack an ability to manage their own emotions in advising settings. Suggestions for how this is achieved are presented in Chapter Six.

¹³⁷ Humphrey, 'Emotional Labor', 740–41.

¹³⁸ Goleman, *Working with Emotional Intelligence*, 147–48.

Consistent results across age, rank and nationality

Participant responses to the attributes of effective advisers were consistent across the sample. The narrative accounts of junior ranked advisers describing behaviour they observed were similar to those offered by senior commanders and supervisors. Similarly, responses were consistent between Australian military personnel and those from allied nations. From both the literature on military advising and from the interviews and focus groups conducted for Study 1, this was similarly a consistent pattern. Furthermore, the results were consistent between the advisers and advisees, as foreign counterpart participants emphasised the same attributes as advisers. Study 2 findings are hence building on the body of literature illustrating that across age, rank, gender and nationality, the effective and non-effective attributes of advisers are comparable.

It is a combination of EI attributes that are important

Previous military research has found that it is a combination of knowledge, skills and attributes in individuals that makes them effective in advising roles.¹³⁹ The participants in this research study commonly emphasised more than one attribute they considered essential in advising roles – such as interpersonal skills and adaptability – and several attributes they considered desirable – such as language skills and knowledge of the culture. This finding is consistent with the EI models and frameworks which encompass multiple social and emotional attributes, knowledge, skills and behaviours. For example, as discussed in detail in Chapter Two, Mayer, Salovey and Caruso's emotional intelligence theoretical model focuses on the mental abilities involved in the processing of emotional information.¹⁴⁰ Rather than defining emotional intelligence in terms of single abilities, such as emotional understanding, researchers such as Mayer, Salovey and Caruso define emotional intelligence as encompassing multiple emotional abilities.¹⁴¹ Similarly, the model constructed by

¹³⁹ White, 'Growing SOLO-Expanding the Spectrum of Special Operations Forces Advisory Capabilities', 26; Kaplan et al., 'Emotions at Work: Leader Knowledge, Skills and Abilities to Enhance Soldier Performance', 8–25.

¹⁴⁰ John D. Mayer, Richard D. Roberts, and Sigal G. Barsade, "Human Abilities: Emotional Intelligence," *Annual Review of Psychology* 59, no. 1 (2008): 507–36.

¹⁴¹ Caruso and Salovey, *Emotionally Intelligent Manager*, x–xi.

psychologist Seth Kaplan and colleagues¹⁴² for application with US Army as outlined in Chapter Two conceives of emotion management as eight specific categories of leader behaviour and these behaviours are the competencies exhibited if an individual possesses the knowledge, skills and personality. In Chapter Two nine categories of EI attributes were identified as likely to be relevant for advising behaviour drawn from the EI models. These categories should not be considered as discrete categories separate from each other as they all form part of the attributes the EI models hypothesize are important in effective behaviour. It was therefore expected that advisers would list multiple attributes as important and that certain attributes, such as emotional self-regulation, would be emphasized more in certain circumstances such as high pressure or challenging situations.

Why is it likely that multiple attributes are necessary? Human behaviour is complex and being able to influence an individual to listen, learn, and take advice requires multiple skills. It also may require different knowledge and skills for different situational contexts. Hence, advisers who exhibit a range of EI attributes and non-EI attributes are more likely to be able to adapt their behaviour to the situation than those who exhibit a limited range of attributes. For example, an individual who is mature and an experienced soldier may be ineffective as an adviser in the absence of additional attributes such as interpersonal skills, adaptability, tactful communication, and emotional regulation; i.e. in the absence of EI attributes.

While it is likely to be important to have a combination of attributes, it is also possible that the degree of attributes present in an adviser may influence their effectiveness. For example, one participant warned that advisers could become less effective if they were too empathetic with their mentees. He considered empathy to be an important attribute but that too much empathy was problematic.

There is also a relationship between attributes, and they are not necessarily discrete. For example, the adviser's ability to communicate (Theme 5) and their ability to regulate their emotions

¹⁴² Kaplan et al., 'Employee Emotion Management', 565.

(Theme 3) impacts on their ability to build relationships (Theme 1). Similarly, the ability to communicate effectively (Theme 5) requires social perceptiveness and the ability to understand the mentee and what is likely to be the style or approach that works for the mentee (Theme 4). As the models of emotional intelligence indicate from the nine categories, it is a combination of these attributes that when present in an individual is likely to make them most effective.

Advisers need to be highly adaptable

Theme 2 of this study illustrated the importance participants placed on advisers requiring the attribute of adaptability. They emphasised that, to be effective, advisers needed the ability to prioritise and adapt to situations when unforeseen circumstances arise. Advisers need to be flexible enough to change course as needed, particularly when required to maintain their relationship with their foreign counterpart. Many participants spoke of advisers who lacked adaptability as being rigid, set in their ways and resistant to shaping their behaviour to achieve effective outcomes. Several participants raised that being adaptable was not just in terms of behavioural adaptability, but also mental agility to deal with creative solutions to difficult problems. These results are consistent with the emotional intelligence literature which emphasises adaptability as a subscale of EI. For example, in the EQ-i mixed model of emotional intelligence, the adaptability subscale encompasses flexibility, problem solving and reality testing.¹⁴³ Wisecarver and colleagues identified behavioural flexibility as a key attribute that security force assistance advisers should possess in order to be effective at influencing.¹⁴⁴ She argued that advisers need the ability to adjust their behaviour to the demands of the situation and found that ineffective advisers continued to use the same strategies when mentoring despite evidence that the approach was unsuccessful.

The results of the present research study are also consistent with the findings from other researchers on the attributes of advisers. For example, in Payne and Osburg's research, flexibility

¹⁴³ Bar-On, 'The Bar-On Model', 15–17.

¹⁴⁴ Wisecarver et al., 'Knowledge Skills and Abilities for Influence', 84.

was rated as the most important attribute out of 16 recorded.¹⁴⁵ In both the Commanders Handbook for Security Force Assistance and the Field Manual 3-07.1, flexibility is also emphasised as a personality attribute of advisers.¹⁴⁶

Social and emotional perception is highly relevant

The results of this research clearly illustrate that participants considered social and emotional perception as key attributes of effective advisers. Participants spoke about social and emotional perceptiveness as being the ability to be empathetic to others and their needs. They emphasised the need for advisers to be able to identify verbal and non-verbal cues and the social context that could be influencing their interactions with their counterpart. Many participants considered that being attuned to the cues and context was particularly critical when working with foreign counterparts as the linguistic barriers of working through an interpreter and cultural differences in behaviour could make understanding the mood or thoughts of the mentee more difficult.

These results are consistent with the EI literature in that effective leaders are those individuals who are attuned to the social and emotional cues in their environment and interpersonal interactions. Drawn from the EI models this finding is consistent with Category 3 – *emotional perception* and Category 7 – *empathy and social awareness*. The subthemes include attributes similar to those described by participants in this study including; identifying and expressing emotion in physical states, feelings and thoughts, identifying and expressing emotions in other people, language, and the environment, emotion recognition, perspective taking and empathy. Emotional intelligence researchers argue that proficiency in recognizing others' emotions represents a fundamental interpersonal competency that underlies effective social interaction and is critical for

¹⁴⁵ Payne and Osburg, 'Leveraging Observations of SFA', 21.

¹⁴⁶ Joint Centre for International Security Force Assistance, 'Commander's Handbook for Security Force Assistance', Handbook (Fort Leavenworth: Joint Chiefs of Staff, 2008), 10; 'Security Force Assistance', 2009, 7–3.

enabling a person to influence others.¹⁴⁷ Participants in this research study spoke of how advisers who could accurately recognize the emotional reactions of their counterpart were more adept at altering their behaviour in response. These results suggest that advisers who are particularly adept in identifying emotional shifts in others are likely to be attuned to potential threats from rising tension in the relationship prior to an insider attack.

The data from this study on social and emotional perceptiveness builds on the military literature on adviser attributes.¹⁴⁸ While several of the research studies found that attributes such as empathy, perceptiveness and ability to spot emerging issues were important in advisers, they did not go into the depth that participants provided in this study. Participants were provided in-depth accounts of how ability to pick up emotions from verbal and non-verbal behaviour in their mentee was essential to be able to shape their own behaviour to their advantage. They highlighted the need to be attuned to the mood, needs and situation of those they were attempting to mentor. They also described how empathy enabled advisers to be able to understand the perspective of their advisee and similarly shape their behaviour. Hence, participants not only listed the attributes as indicators of effective advisers, but also provided clarity around how to utilise these attributes to the advantage of the mentoring relationship.

Not all advisers were considered to be empathic or socially perceptive and many of participant examples of poor advising behaviour included elements of poor social awareness. This is of concern to military leaders who require their personnel to be attuned to how their behaviour is perceived by others, and how intuitive they can be in the context they are operating. Skills in perceptiveness are rarely taught and most individuals draw on life experience and their EI abilities to

¹⁴⁷ Salovey and Mayer, 'Emotional Development and EI', 10–12.

¹⁴⁸ For example, Zbylut, Metcalf, and Brunner, 'Advising Foreign Security Forces', 5–7; Payne and Osburg, 'Leveraging Observations of SFA', 19; Helmus, 'Advising the Command', 13–14; Metrisko, 'The American Military Advisor', 51.

form judgements about other people. Recommendations for how the ADF can enhance the social perceptiveness of personnel are provided in Chapter Six.

Tactful communication facilitates good relationships

Effective communication skills were seen as important by participants in this research. The fourth theme to emerge from the data – interacting and communicating tactfully – included four sub themes: open-minded, communication skills, active listening, and influential and matched Category 8 – *interacting and communicating tactfully* from the EI models. Participants spoke about communication being the ability to converse succinctly and to be able to identify important verbal and non-verbal communication. They spoke about the necessity for active listening and open-mindedness to the varying behaviour of their mentees. They also spoke about persuasive communication and the ability to be tactful and resolve misconceptions or potential conflict. Similar to the preceding themes of relationship building and social perceptiveness, many participants highlighted the necessity of having skilled communication abilities for building relationships and perceiving cues in their counterparts.

Goleman and Kaplan and colleagues' models of emotional intelligence identify communication skills as subthemes of emotional intelligence and emotional management. One important component in being able to interact effectively with others is the capacity to be flexible in your delivery of messages. Through open communication, advisers can shape their advisee's emotional reactions to events or experiences by supplying clear and timely information, and not overpromising. Effective communication may be hampered by the linguistic challenges of interacting through an interpreter, but if achieved successfully it can serve to build the relationship between the adviser and their counterpart and improve perceptions of trust.

The data from this present research highlights the value of skilled communicators which was consistent with the military literature and recommended attributes for advisers such as the RAND

study by Payne and Osburg.¹⁴⁹ Similarly, researcher Jeffrey Bordin found that a key source of friction between US Army personnel and their Afghan counterparts was the counter-productive communication style when emotions were not controlled.¹⁵⁰ Bordin provided examples his participants recounted including yelling, disrespectful behaviour and poor communication about deliverables. Participants in this present study provided similar accounts of poor communication where advisers lacked self-awareness of how their communication style was detrimental to maintaining a productive relationship with their trainee. This is another example of where the results of this research demonstrated the inter-related nature of EI attributes. From participant accounts the responses demonstrated that advisers with high emotional self-awareness were able to work with trainees who were being challenging and keep their own emotions in control while communicating tactfully.

The current research also built on existing literature by providing further insight into how communication skills impact on advising relationships and the ability of mentees to learn. Several participants highlighted that effective advisers shaped their educational methods, the manner in which they communicated the training to achieve outcomes. In many cases, this required the adviser to accept that what was achievable by a foreign counterpart was often different than a standard that would be acceptable in other militaries. Tailoring the training to make the outcomes achievable, and communicating in an appropriate manner optimises the motivation of the mentee to learn and demonstrates agility in the attributes of the adviser.

Non EI attributes are desirable but not rated as highly as EI attributes

This theme included five sub themes: professionalism/subject matter expertise, education and operational knowledge, cultural knowledge, language ability and prior advising experience. The research emphasised that knowledge and experience of advising was desirable but without

¹⁴⁹ Payne and Osburg, 'Leveraging Observations of SFA', 19–20.

¹⁵⁰ Bordin, 'A Crisis of Trust and Compatibility', 14–16.

interpersonal skills that knowledge did not guarantee success. Participants spoke about prior experience providing advisers with the knowledge to behave in a manner that was culturally appropriate and the knowledge of how to be able to deal with difficult or challenging situations. Many spoke about having a good level of subject matter expertise in order to be able to train the mentee effectively in that area. Although prior experience is not an attribute associated with emotional intelligence, the manner in which participants described how experience assisted the advisers to be effective highlighted that they were using this term to cover a range of attributes readily associated with emotional intelligence, including social awareness and interpersonal skills.

In the military literature, experience is seen as valuable in advising roles from the perspective that the individual has already built up a repertoire of techniques to use when interacting with foreign counterparts. The US establishment of security force assistance training teams is based on the premise that training can be provided to a group of individuals who will then advise in various locations and will build local area knowledge and experience. Similarly, the literature emphasises the importance of subject matter expertise and professionalism in advisers being able to train mentees.

Although language skill was considered desirable, it was not knowledge of the language that was emphasised as the most important element by participants. Rather, it was the ability to communicate tactfully by having the ability to perceive the cultural norms of communication, and to be intuitive to what was required in that context that was important. This is an important finding as the ADF will almost certainly perform advising roles in different cultural contexts. Advisers who possess the ability to perceive what is required in various contexts are likely to be more effective.

Cultural knowledge and cultural awareness were viewed as desirable by participants. Participants described cultural knowledge as understanding of how cultures are similar or different, and how that leads to an understanding of differences in behaviour or thinking style. In contrast they described cultural awareness as the ability to reflect on knowledge of the culture so as to

understand the consequences of their actions interculturally. There is a wealth of literature that substantiates the need for cultural intelligence¹⁵¹ in military advisers including developing an understanding of the beliefs, values and attitudes of people from other cultures.¹⁵² Theoretical models of cultural intelligence include four capabilities including CQ Drive (diplomatic mindset), CQ Knowledge (cultural learning), CQ Strategy (metacognition) and CQ Action (behaviour)¹⁵³ and are likely to provide an additional lens with which to view advising effectiveness. For example, Dr Emily Spencer has provided strategies to enhance cultural intelligence through her work with Canadian Special Forces.¹⁵⁴ Spencer argues that understanding culture helps personnel to understand the meaning people attribute to actions. She states that there are multiple perspectives to any given situation and that if an individual can see the world through the eyes of others they can then more adequately determine if what they are teaching is being received in the manner they expect.¹⁵⁵ This will result in them being more effective. Moreover, Louise Rasmussen, a human factors psychologist has developed a model for Adaptive Readiness for Culture (ARC) to measure cross-cultural competency in military situations. Although cultural competencies were not rated as highly as other attributes in this data, it is possible that advisor's lack of exposure to this research and models meant they were not aware of the knowledge, skills and abilities associated with these, and hence did not consider them as important.

¹⁵¹ Cultural intelligence (CQ) is the capability to relate and work effectively in culturally diverse situations. It has been variously defined but is commonly assumed to be the capability to function effectively across national, ethnic and organisational cultures.

¹⁵² For example, this literature includes Allison Abbe, 'Building Cultural Capability for Full-Spectrum Operations' (U.S. Army Research Institute for the Behavioral and Social Sciences, 2008); Bordin, 'A Crisis of Trust and Compatibility'; Metrinko, 'The American Military Advisor'; David Livermore, Linn Van Dyne, and Keyla Waslawski, 'Cultural Intelligence (CQ) Assessment After-Action Report', Culture Ready, 30 August 2016, <http://www.cultureready.org/news-research/research/cultural-intelligence-cq-assessment-after-action-report>; Louise J Rasmussen, Winston Siek, and Jasmine Duran, 'A Model of Culture. General Competence for Education and Training: Validation Across Services and Key Specialties', Research Report (Ohio: Defence Language and National Security Education Office, 2016).

¹⁵³ Rasmussen, Siek, and Duran, 'A Model of Culture. General Competence for Education and Training: Validation Across Services and Key Specialties'.

¹⁵⁴ Emily Spencer, 'Enabling Local Solutions to Global Problems: The Role of Cultural Intelligence in Building Global SOF Networks', *Journal of Strategic Security* 7, no. 2 (2014): 5.

¹⁵⁵ Spencer, 30.

This current research study built on existing literature by ascertaining the areas in which non-EI attributes were viewed as desirable. This data provides insight for future training initiatives which will be elaborated upon in Chapter Six with specific recommendations.

Findings inconsistent with the literature

Emotional knowledge did not emerge as a theme of importance

The emotional intelligence literature emphasises that an important emotional intelligence attribute is the ability of individuals to understand emotions and to reason with emotional knowledge.¹⁵⁶ This formed Category 2 – *knowledge of emotion and consequences* drawn from the EI models and literature. Research indicates that individuals who have high EI possess the ability to discriminate among different emotions and to understand that particular emotions occur in different situations, and that they can progress through stages. For example, mild annoyance may progress to rage if the trigger for that emotion continues. This is relevant for advisers if, for example, an adviser perceives an advisee is experiencing frustration, they could work with the advisee to develop a solution or alter their own behaviour. Kaplan and colleagues emphasised the importance of emotional knowledge as one of the subthemes in their emotion management framework. This includes; knowledge of emotions and their consequences, knowledge of the importance of emotion-evoking events, knowledge of the importance of emotions and emotion management and finally, knowledge of organisational norms regarding emotional displays. This knowledge is clearly of utility to advisers in understanding and reacting to behaviour in their mentees. However, participants in the present study did not provide accounts that discussed knowledge of emotions or how this shaped their decision-making. This is possibly due to the accounts providing their perspectives on observable behaviour. The interview question participants were asked was as

¹⁵⁶ Caruso and Salovey, *Emotionally Intelligent Manager*, 41–52.

follows: picture a person you consider to be an effective adviser. Tell me about their behaviour.

Hence participants were probably more likely to focus their responses on attributes and behaviours rather than making assumptions about the thought processes or existing knowledge of advisers. In general, the responses of participants that included knowledge were related to language aptitude, cultural knowledge or technical knowledge where their observable performance demonstrated that they possessed this knowledge.

Although the explicit responses of participants did not reveal that emotional knowledge was essential their descriptions of adviser behaviour illustrate that emotional knowledge was important in adviser behaviour. For example, many participants when describing a situation where an adviser was ineffective discussed the lack of recognition by the adviser of the impact of their emotion (such as frustration or annoyance) on the mentee. Further research could explore the value of emotional knowledge and other areas of knowledge to clarify whether participants consider this aspect of EI as important. This concept will be presented further in Chapter Six in the recommendations for future research.

Limited data on stress

It was expected when commencing this research that participants would reveal many accounts of the challenges of dealing with the pressures of advising foreign counterparts and the mental fortitude that was required to avoid burnout. From the EI literature Category 9 – *burnout and stress coping* did not match any of the themes to emerge from the data. While many participants did raise issues of pressure and emphasised the difficult nature of advising, personal and environmental challenges of the role were not highlighted as frequently as other themes. This may have occurred because the questions in the interview were focussed on advising behaviour and what participants observed. Many may not have felt confident speaking about the emotional state of their peers. Alternatively, it is possible that participants saw the deployment on the whole as a stressful period

and hence their focus was on the attributes that were effective under those circumstances but did not state this explicitly.

Another possibility for the limited discussion of stress was that participants captured their perceptions of adviser behaviour when under pressure through their descriptions of adaptability (theme 2) and emotional regulation (theme 3). Several participants spoke about the need for resilience to endure challenging situations and that those who adapted their behaviour and mindset were more effective. Brigadier John Shanahan, for example, emphasised that during his command he observed that some advisers were not as well-prepared to deal with pressure – physically or mentally – as other advisers and that resilience was a necessary attribute of advisers (theme 3).¹⁵⁷

A considerable amount of research explores the relationship between emotional intelligence and with stress, coping, and burnout. Bar On's model of EI includes an EI competency – stress tolerance – which is defined as the ability to effectively and constructively manage emotions.¹⁵⁸ He states that stress tolerance is the ability to withstand and deal with adverse events and stressful situations without getting overwhelmed by actively and positively coping with stress. At the psychological level, those with higher emotional intelligence are likely to cope better with work stressors as higher EI is associated with greater well-being and higher self-esteem,¹⁵⁹ as well as a lower risk of developing psychological disorders¹⁶⁰ or burn-out.¹⁶¹ Participants provided examples of advisers who had not coped well with the advising role and had demonstrated poor emotional self-control including angry outbursts, reactive behaviour, and giving up. Several participants spoke of advisers who had been removed from advising for not performing well under pressure. Interestingly, when speaking of effective advisers, participants strongly highlighted that attributes of effective advisers included self-regulation of emotion, resilience and self-awareness. These advisers

¹⁵⁷ Brigadier John Shanahan has extensive advising and supervisory experience and was Commander of the Train Advise Assist Command – South in Afghanistan.

¹⁵⁸ Bar-On, 'EI Conceptualized'.

¹⁵⁹ Schutte et al., 'EI and Interpersonal Relations', 534.

¹⁶⁰ Gross and Muñoz, 'Emotion Regulation and Mental Health', 159–61.

¹⁶¹ Mikolajczak et al., 'A Nationally Representative Study of Emotional Competence and Health.', 665–66.

almost certainly had high emotional intelligence. Research demonstrates that employees with higher levels of EI manage relationships with people better and readily deal with conflict within the team.¹⁶²

This research found limited specific data on stress and burnout in the advising context as participants did not talk explicitly about burnout. However, their responses indicating behaviours that are conducive to dealing with stress (adaptability, emotional self-regulation) were large themes. This is consistent with the literature emphasizing the value of being resilient, being self-aware of one's emotional state and possessing emotional self-control.

It is likely that a high percentage of the participants interviewed in this research had high levels of emotional intelligence and hence the low response rate on stress and burnout was because these individuals were able to cope with the challenges of TAA missions. Further research on assessing EI in advisers may shed light on which individuals in ADF operations are more resilient. This will be elaborated upon further in Chapter Six.

Personal experience shapes the findings

The findings from this research are shaped by the personal experiences of adviser participants. Social constructionism recognises that the ways of behaving are socially constructed and this enables the researcher to examine or deconstruct the responses of participants. The data captures how the past and present context of the participant influences their perspectives. Participants in this study may not have experienced stress and burnout as contributing factors to adviser behaviour even though the literature suggests this could be possible. Another sample who have had different personal experiences may have placed more emphasis on behaviour under pressure, resilience, mental robustness and the like.

¹⁶² Brackett, Rivers, and Salovey, 'Emotional Intelligence', 94–98.

New or unexpected Findings

Ineffective adviser accounts were common

This study explored both the attributes of effective advisers and those who were ineffective. In doing so, many participants highlighted behaviour of individuals they knew who were effective and those who were ineffective. In most of the examples provided of relationship breakdown or friction between the adviser and the counterpart they were mentoring, participants spoke about poor interpersonal skills or inability to regulate their emotions. This is of note because it indicates that a personal relationship with the adviser, who can remain calm in challenging situations and respectful of the relationship, is more important to the counterparts than the training being delivered.

The attribute of interpersonal skills was identified by the highest number of participants as a key attribute in effective advisers. Participants highlighted the necessity for an adviser to have strong interpersonal skills to be effective. They felt that the military expected individuals to have acquired these skills through normal training at military training establishments such as Duntroon. It was clear, however, from the responses of participants that many advisers lacked adequate skills in their ability to build rapport with their mentees. Indeed, no participants in the study stated that they had never observed poor advising behaviour. All were able to give examples of poor behaviour and several described incidents which had the potential to result in an incident or harm to the adviser or others. This present research provides an important insight for military commanders who are aiming to produce the best mission outcomes with personnel. Not only do the ADF need to be effective at achieving the TAA mission aims but they require their personnel to achieve this in an optimal manner while mitigating against risk to safety.

It is not a new result that advisers who lack interpersonal skills and ability to form relationships are ineffective. This is consistent with previous literature on leadership and emotional intelligence as well as literature on military advising as emphasised in Chapter Two. However, the

numerous participant accounts witnessing ineffective adviser behaviour through a lack of emotional intelligence attributes validates expectations that EI facilitates effective advising outcomes. This finding could be because ineffective behaviour is more memorable than effective behaviour, particularly when observing the extreme examples, such as yelling or arguing with mentees versus exceptionally good interpersonal skills. Alternatively, it could be because the behaviour is very common, which is of great concern.

Questionable perception that Australians are more effective

There was a general perception among Australian participants that Australians were more proficient at developing interpersonal relationships with mentees than their International Security Assistance Force partners, such as the US, UK and European countries.¹⁶³ In many situations, this may have been the case. However, although this research did not compare Australian advising skills to those of partners, there were sufficient accounts by participants of poor interpersonal behaviour of Australians and complementary accounts of partners that cast this perception of 'being better' in doubt.

This present study clearly indicates that the ADF needs to consider the interpersonal attributes of advisers when aiming to select personnel. It is not sustainable to continue to consider that Australians naturally have better skills in this area and have gained them through their professional military education. This manner of thinking will see ineffective advisers continuing to be deployed. Furthermore, these candidates need to be sufficiently trained for deployments in order to increase their interpersonal effectiveness but also to reduce the risk of them creating an adverse response as a direct consequence of their behaviour. Further evidence for selection and training will be addressed in Chapter Five with recommendations provided in Chapter Six.

¹⁶³ The International Security Assistance Force was a NATO led security mission in Afghanistan established by the United Nations Security Council in 2001. The main purpose was to train the Afghan National Security Forces.

Summary

In summary, this chapter has provided the results of research question 1, 2 and 3 answering what participants perceived were the most important attributes of effective advisers. Emotional intelligence attributes were referred to more frequently than non-emotional intelligence attributes. The EI themes to emerge from participant responses matched the EI Categories drawn from the models and overlapped between attributes. Advisers, commanders and foreign counterparts all emphasised the importance of EI attributes for Train-Advise-Assist roles. In particular, the EI attributes of building relationships, emotional self-regulation, and being respectful were commonly referenced by all groups. Chapter Six will provide recommendations based on the results of findings in this chapter as well as suggestions for possible future research.

CHAPTER FIVE

SELECTION AND TRAINING

I think we have to screen people if we want the right outcome. It's not a technical skill, it's a human skill, and you need the right people. Good train-advise-assist people will achieve good outcomes. ~ MAJGEN Mick Ryan, Commandant Australian Defence College

This chapter is the second of two chapters presenting the results of the primary study (Study 2) exploring the experiences of fifty military advisers and their perceptions of the attributes necessary for advising foreign national security forces. Chapter Four previously presented the results and discussion of research questions 1, 2 and 3. The focus of the preceding chapter was on attributes of effective advisers. This chapter will present the results of two additional research questions.

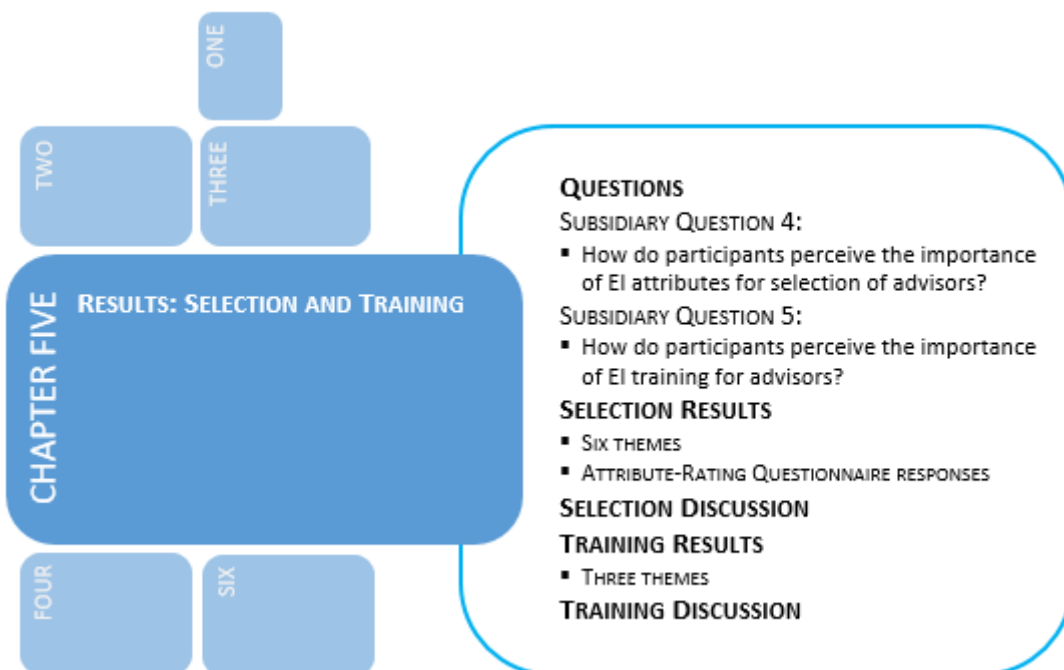


Figure 5—1. Structure of Chapter Five

Many of the attributes identified in Chapter Four as important for effectiveness were also cited by respondents as desirable when selecting advisers. Therefore, the focus in this chapter is on the insights of participants in addition to those already discussed in depth in the previous chapter. Where there are new insights and additional depth to the attribute descriptions these are included to avoid the reader perceiving that this chapter repeats several of the quotes and comments already discussed in Chapter Four.

To follow is a brief methodological summary which includes the purpose, the research questions for this chapter, the participant groups and methodology. A more detailed explanation of the methodological approach was provided in Chapter Three. The data will be presented in response to each research question and the overall themes of responses offered. Discussion of results will be incorporated at the conclusion of this chapter to accompany the relevant findings.

Purpose

The purpose of this empirical concurrent mixed-methods study was to discover how military advisers, their supervisors, and other informed observers perceive the importance of emotional intelligence attributes for being effective advisers in Train-Advise-Assist (TAA) roles in military operations.

Methodology

To better understand military advising behaviour, semi-structured interviews were conducted with participants to determine their perceptions of the importance of emotional intelligence attributes for advising success. In this mixed-methods study, qualitative and quantitative responses were obtained to ascertain the importance of EI attributes. This data collection included the use of semi-structured interviews in addition to a written response to an Attribute-rating

Questionnaire. The Attribute-rating Questionnaire was developed from interview responses and focus group data from Study 1 and aimed to obtain further data on participant ratings of attributes they considered essential for the selection of effective advisers. This mixed-methods approach was adopted in order to provide greater insight into attributes considered important for selection of advisers, an area previously not explored in the research literature.

Semi structured interview data

Data was collected from the semi-structured interviews with the 50 participants. The questions in Table 5—1 were used to identify the common themes the participants used when describing which attributes they would consider important for selection, and what specific education and skills they would incorporate in adviser training. The questions for allied and Australian commanders were nuanced slightly to take into account variations in their levels and breadth of experience. For the full interview schedule, see Appendix E and Appendix F. The foreign counterpart participants were not asked questions about selection and training as they were not expected to have knowledge of ADF processes. Although foreign counterparts probably had opinions over what they considered should be included in selection and training, their opinions would be based on their own training procedures which are likely to be distinctly different to Australian processes. Hence only groups 1, 2 and 3 were included.

Table 5—1. Interview questions from the full interview schedule used to answer subsidiary research questions 3 and 4

Advisers & supervisors (Groups 1 and 2)

1. If you were selecting advisers what would you focus on with respect to their attributes?
2. If you had the autonomy to change how advisers are trained, what would you teach and how would be the best way?

Allied and Australian commanders (Group 3)

1. How should Western militaries identify those most suitable for assignment as advisers to developing foreign national security forces?
 2. What have you found most effective in terms of preparing prospective advisers for their mission advising foreign national forces? What would you consider are the best examples of adviser training programs?
-

The interview data was then analysed in the same manner as the research questions as discussed in Chapter Four by following an Interpretative Phenomenological Analysis (IPA). IPA focusses on the personal accounts of advisers and reveals experiential themes from their narrative descriptions.¹ Patterns of attributes, behaviour and training initiatives were grouped into common themes to form clusters, some of which emerged as superordinate concepts. The focus was on the emotional intelligence content of the phenomena under study but emerging themes not related to emotional intelligence were also grouped to form clusters. Where the participant responses captured descriptions of attributes most important to selection or training that were highly relevant, direct quotes were coded and used to highlight emergent similarities. The responses from all participants – advisers, supervisors, allied commanders and foreign counterparts – which were pertinent to selection and training were analysed and coded in this manner. The master list of themes for selection and training are provided in the following results section of this chapter separately under selection themes (Table 5—2) and training themes (Table 5—9).

The remainder of this chapter is divided separately into the results for subsidiary question 4 on the selection of advisers including the results of quantitative data from the Attribute-rating Questionnaire, followed by the results of question 5 on training for advisers. After each section of results is presented, the findings will be discussed relating to how advisers perceive the importance of EI attributes for selection and training of advisers for Train-Advise-Assist roles.

¹ The reader is referred to Moustakas, *Phenomenological Research Methods* for various phenomenological approaches. Steps taken are described in Pietkiewicz and Smith, 'IPA Analysis in Qualitative Psychology', 362–68.

RESULTS: Selection

Everywhere you go in an advising role, the common theme is that you are advising another human. The environment physically, culturally, politically, militarily, will always change. So don't worry about those. Just select the right people that are good with other people and you're ninety per cent there. ~ Participant 13.²

Interview responses – Selection of advisers

From interviews with 50 participants, six themes emerged regarding the perceptions of participants on what they considered the necessary attributes were to selecting advisers for a TAA role. The emergent themes are presented in Table 5—2. Each was a discrete theme except theme 1 ‘Need for a selection process’ which comprised four subthemes. Numbers of participants who provided a response per theme are included.

Table 5—2. Themes emerging in response to interview questions on selection

Theme	Subtheme	Number of participants
1. Need for a selection process	Current method is inadequate Screening Right people are not released About the team	15
2. Interpersonal skills		13
3. Prior Advising Experience		8
4. Emotional Intelligence		7
5. Motivated to be an adviser		5
6. Language		3

Key: Total participants in study 2 = 50, however each participant may have made reference to several of these subthemes.

² Participant 13, a major with advising experience.

Selection of advisers would enhance mission outcomes

Overall, participants perceived that the current manner for selecting advisers for Train-Advise-Assist roles is inadequate and does not focus on the criteria and attributes that participants felt were necessary to perform advising effectively. Advisers and supervisors were interviewed across a breadth of operational deployments and this opinion was consistent across participants. Several participants who had been supervisors were scathing about the selection process as it had resulted in them having advisers of poor advising ability in their teams for which they had experienced negative ramifications. One supervisor, for example, revealed a situation where an adviser had to be removed from direct contact with mentees because his abrasive personal style was creating tension with the foreign counterparts and placing the remainder of the team in a higher risk environment for retaliatory behaviour. None of the Australian Defence Force (ADF) participants responded that they felt the selection process was suitable in its current format.

Several participants highlighted that the ADF is geared towards deploying personnel in a variety of operational deployments and that often the focus is on fulfilling the number quotas or posting individuals who were able to be released from their current position rather than determining the optimum personal attributes for the role. However, many participants felt that with certain improvements, advisers could be selected using a list of criteria that would enhance advising outcomes. While several of these participants specifically mentioned emotional intelligence as a criterion for selection, others highlighted a list of attributes which were predominantly EI attributes over and above non-EI attributes as they believed that “people skills” were more pertinent to advising type roles than technical or professional skills.

The following section will provide examples of participant responses capturing the essence of each of the aforementioned themes.

Theme 1: Need for a professional selection process

Fifteen participants identified the need for a professional selection process for Train-Advise-Assist missions. There were four subthemes in this overarching theme including; that the current selection process is inadequate, that the right people are not being selected, that screening be included, and that selection should consider the attributes required by the team, not just the individual.

Overall, the participants felt that the current process of selection for advisory roles was inadequate. All participants responded that the process required improvements and varied in their opinions as to the extent to which this needed to be addressed, or how it could be addressed by the ADF.

The current selection process is inadequate

Many of the participants in Study 2 gave examples of how individuals were placed in advising roles who were neither qualified appropriately nor motivated to be there. They referred to the manner of selection of personnel as problematic and gave multiple reasons as to why the current selection process was not successful. This included; lack of testing for interpersonal skills, lack of consideration for prior experience, identifying individuals who were releasable for the job rather than those who were suitably qualified, and lack of selection of motivated advisers.

Participant 1 discussed at length the process he undertook selecting personnel as the deploying commanding officer of an advising team. He felt that the process in general was left to chance as to where the people were recruited from, and in some instances, this ad hoc approach was successful and in others it was not. He claimed he had some exceptional advisers and others that remained ineffective nine months after deploying to Afghanistan in an advisory capacity. This participant felt the process of selection of team members was flawed, and reliant on the capacity of the deploying senior officer to identify and choose suitable personnel. He explained that when

selecting individuals, he did not have suitable criteria against which to measure potential candidates apart from his own experience and the discussion he had with their supervisor.

There was no rhyme or reason to the selection of the team other than filling ranks and positions. It was fairly simplistic. Once my regimental sergeant major and I were assigned, we did our best to try and start shaping who we selected. We had the full spectrum in our team. Some effective, some very ineffective.³

Participant 9 believed that individuals require specific competencies for various roles in the military and that advising was no different. He felt that recruitment did not currently take into account the skills required in the teams deploying or what was likely to be valuable in the unit they were to be advising. He felt that various skills were required across the team to make them effective, such as some with different areas of technical, language or interpersonal abilities, and that a well selected team could achieve the mission more efficiently. He stated:

From my point of view, we need to professionalise the way we look at advising. We need to understand that it's a skill-set, not just a part-time job that you pull somebody out of their current role to fulfil because they fit a particular slot in the posting cycle.⁴

Participant 23 also argued that the process of selection was inadequate and suggested a selection panel:

So, to be professional about selecting people, we'd complete a selection process through a panel. We could call this a Deployment Advisory Committee, where you would have a group of a dozen people and they would be provided a list with the

³ Participant 1, a colonel with advising and supervisory experience.

⁴ Participant 9, a colonel with advising and supervising experience.

dossiers including the personal traits of individuals to effectively identify who is right for that deployment.⁵

Consider using a screening test

Participants believed that there was often a lack of awareness that the skills involved in advising were not necessarily the same as leadership or professionalism. Participant 40 suggested that screening in the form of psychological testing and performance evaluation of their interpersonal skills is warranted. He stated:

We should have psychological testing to select officers and non-commissioned officers who have emotional intelligence and interpersonal skills. In a team, you would look for a variety of attributes across the different people. They would all need to be good at relationship building and be able to engage with anyone.⁶

Several other participants similarly suggested that there should be a screening process with psychological testing, interviews and applied scenarios in which an individual's interpersonal abilities and response to pressure could be suitably assessed. They suggested that often an individual appeared to have the requisite attributes on their performance report, but their skills were unsuitable in challenging social situations when they required practical application of their abilities. Participant 27, for example, commented:

I would go through an interviewing and testing process. We weren't interviewed at all. A list of names came out, and they were those who were released by their unit. Advising is a representation position and you are often interacting with four other nations. The person needs the right skillset including the ability to deal with conflict and to deal with the stubborn person in the workplace.⁷

⁵ Participant 23, a warrant officer with advising experience.

⁶ Participant 40, a major with advising experience.

⁷ Participant 27, a lieutenant with advising experience.

Major General Orme suggested that screening of individuals might result in more streamlined preparation and training as the team would then be able to focus training towards optimising the skills of those individuals rather than trying to bring the personnel with weaker skills up to a level of ability required. He stated:

If you had a psychometric instrument or screening instrument that could identify strengths and weaknesses and preferences of behaviour, you might actually screen some people out, and you might then also have a much more targeted training and preparation program around the sorts of qualities that people should have.⁸

Participants recommended that practical screening activities should be included into any adviser recruitment process to remove those who are likely to be incompetent from being able to deploy. Participant 10, for example, stated:

If I could run my own selection process, I would design a test for teamwork and remove those who couldn't get along with others. They would need the attributes of being able to build rapport, and influence. They would need to be able to work in an environment of uncertainty.⁹

The right people don't get released

Participants stated that, on many occasions individuals who were well-suited to advising roles were not selected as they were unable to obtain permission for release from their current position. Rather, they emphasised that often those who were released did not have the suitable attributes or were poor performers in the current workplace. Hence, rather than selecting people with exceptional skills, people were being deployed who were not exhibiting the requisite skills in the current place of work nor had the suitable attributes for advising.

⁸ Major General (Ret.) Craig Orme, Australian Army, served as Commander Joint Task Force 633 in command of Australian Forces in the Middle East.

⁹ Participant 10, a colonel with advising and supervisory experience.

For example, participant 5 stated:

Even though a particular skillset for a mentor is required, and you target that skillset, often they don't get released by their commanding officer. Instead you get a person who can easily obtain release and is not in a critical position in anyone's eyes and they end up being a bit of a liability. Some of the people who were deployed with us weren't suitable, but they were all that was being offered.¹⁰

Several of the supervisors interviewed perceived that as advising operations became longer in duration, the appetite for sending the most capable and effective officers declined and that selection shifted from picking the right people for the role to whomever was available. One adviser stated that this highly problematic for two reasons; firstly, the advisers were likely to be less effective, and secondly, because of the environmental context sometimes becoming more demanding rather than less demanding. He stated that on his deployment to Afghanistan when the allied forces were drawing down in troop numbers, this had a detrimental impact on the ability to maintain effective relationships with counterparts. The Afghans had a feeling of being abandoned after many years of commitment to the task. In his opinion, this made the task of advising more challenging for his personnel. Advisers, therefore, required a skillset that was suitable to dealing with this new challenge in much the same manner as those in early rotations required expertise in developing trusting relationships. Major General Craig Orme commented:

In the early stages of the cycle, you have only the best advisers and commanders going. In the later stage of the cycle, we often put the second and third best teams in place, which is not effective.¹¹

¹⁰ Participant 5, a colonel with advising experience.

¹¹ Major General (Ret.) Craig Orme, Australian Army, who served as Commander Joint Task Force 633 in charge of Australian Forces in the Middle East.

One participant suggested that a way to identify those people who are suitable and motivated would be to include a section on the annual performance evaluation of individuals to rate individuals. This could include such information as prior experience, desire to take part in an advising role, and aptitudes such as interpersonal skills, language aptitude and cultural training.

Consider the team knowledge skills and attributes required

Several participants emphasised that, although the research was being conducting on the essential attributes for selection of advisers, it was important to emphasise that in their experience the composition of the team was also important. So, when selecting advisers for particular positions, they recommended that there needed to be a combination of personal, professional and technical skillsets and levels of experience. They highlighted that excellent interpersonal attributes were required in particular roles, but this may vary across the team where technical proficiency might be necessary in some individuals. For example, participant 1 stated:

As much as we look at the makeup of the individual, we should be looking at the makeup of the advisory team. There is a definite need for a blend of personalities as long as they share a range of common attributes that orient them toward advising, including rapport building skills.¹²

Similarly, participant 15 reflected that team composition was important to achieve effective outcomes. He felt that the selection process needed to consider the individual attributes of each candidate, to select them for their specific competencies and then consider avenues to enhance team performance. He indicated:

We could be more effective in building an advisory team based on selecting individuals for their competence, professional abilities, personal skills and ability to

¹² Participant 1 a colonel with advising and supervisory experience.

understand their role. Then we need to empower them, if need be, with temporary rank to undertake their role.¹³

Theme 2: Interpersonal skills are essential advising attributes

Thirteen participants highlighted interpersonal skills as a key attribute to consider when selecting advisers. Participants spoke of interpersonal skills which included: rapport-building, soft skills, teamwork, and getting on with people. Similar to the participants who identified interpersonal skills as an attribute of effective advisers, these participants felt that interpersonal abilities were the foundation of being able to advise effectively. Several emphasised that it was worthwhile considering the past performance of personnel being selected and how they were rated previously by peers and supervisors on these abilities. Participant 13 strongly believed that interpersonal skills were more relevant to selection than technical expertise. He stated:

Building rapport and a personal relationship is really important. I think more often than not I've seen officers selected because of their professional competence in Australia. They also require attributes that allow you to build rapport. Picking people purely because they are technically very competent or work very efficiently in a 'Western system' is not necessarily the qualities we need in advisers.¹⁴

Participant 13 spoke at length about how he thought selection should be more tailored to identify specific personal attributes. He commented that he would search for individuals who were high-performing professionally competent soldiers in Australia, and who had also rated well on previous reporting for having good interpersonal skills. He ranked interpersonal skills as the highest criteria, followed by cultural competence. He commented:

I would select soldiers who I have rated well for being empathetic and for being team builders. Find them and you have a good balance of those who are smart, competent

¹³ Participant 15, a colonel with advising and supervisory experience.

¹⁴ Participant 13, a major with advising experience.

and capable of managing the demands that the military objectives with the human dynamics of operating inside of another culture, and another military system.¹⁵

Theme 3: Prior advising experience is beneficial

Eight participants referred to experience as an important attribute in the selection of advisers. Participants believed that it was possible to conduct an advising role with no prior experience but felt that personnel who had experience in advising, or experience of a similar nature such as working internationally in Defence Cooperation Program roles or working in North-West Mobile Force (NORFORCE)¹⁶, would be better suited when comparing personnel from which to make a selection. Similar to participants' responses in Chapter Four, participants' responses about selection reflected that those with experience were able to adapt to working with new cultures more quickly and were accomplished at building relationships efficiently as well as working with interpreters. This meant that they were able to proceed with advising outcomes more efficiently than those with no prior experience. For example, participant 14 stated:

The pre-requisite knowledge is the most important thing in selecting the right person to do the job. The best people would be those who've got prior experience in the foreign country. Then the priority would be on an adviser's inter-personal skills and ability to work in a team.¹⁷

However, for several advisers, experience meant a combination of factors which tend to be more common in those who have prior experience or a level of maturity. For example, Participant 2

¹⁵ Participant 13, a major with advising experience.

¹⁶ North West Mobile Force or NORFORCE is an infantry regiment of the Australian Army Reserve established in 1981 employed for reconnaissance and surveillance of remote northern Australia. The regiment comprises around 65 soldiers, around 60 per cent of which are indigenous soldiers from the remote Aboriginal communities in the regions patrolled.

¹⁷ Participant 14, a major with advising experience.

stated that maturity, emotional self-regulation, professionalism and autonomy were important attributes in selecting advisers:

Any prior experience is worthwhile (when selecting advisers) as you can always apply it in some way to the new situation. I would want to select someone who had that maturity, someone who was a stable individual with a calm demeanour. I would also want someone who I had trust in because of all their personal and professional qualities, and the ability to perform under minimal supervision.¹⁸

Theme 4: Emotional intelligence is a key set of attributes

Theme 4 emerged as a separate category whereby participants named emotional intelligence as a characteristic that advisers should possess if selected for advising roles. Although participants discussed EI attributes in other themes (theme 2 interpersonal attributes, and theme 5 self-motivation) this theme consisted of responses by participants emphasising EI as a characteristic. Seven participants stated that Emotional Intelligence (EI or EQ) is necessary when selecting advisers. They spoke about EI in various ways depending on their experience with the concept. Mostly they emphasised that emotional intelligence encompassed social and emotional skills that enabled the individual to interact effectively with their counterparts and maintain emotional control in challenging situations which is consistent with the literature. Although fifteen advisers referred to emotional intelligence as an important attribute in effective advisers (see Chapter Four), only seven advisers referred to the use of emotional intelligence measures in the selection of advisers. It is possible that these advisers also considered EI useful for selection, but it was not raised by them as a response to the selection question as they had reflected on the traits previously when responding to the question on attributes of effective advisers.

¹⁸ Participant 2, a brigadier with advising and supervisory experience.

Those advisers who discussed measuring EI for selection felt that it was a good indicator of adviser's abilities to build relationships effectively and would therefore be appropriate for deselecting individuals with poor interpersonal skills. Participant 17 stated that emotional intelligence was a priority for him when considering how to optimise selection. He commented:

I would say emotional intelligence is the most important thing. Emotional intelligence is the ability to get on anyone's level and have a conversation, and I think it's as simple as that.¹⁹

Similarly, Participant 8 believed that emotional intelligence was worth assessing and using it as a measure of interpersonal proficiency along with other measures of performance of military professional standards. He commented:

So, what would I do to produce better advisers? I would assess people's EQs and IQs. I would obtain access to their performance records and areas of expertise and would verify their level of professional competency. You need high performing individuals. I had some people in my team who were not high performing individuals. We don't want to select people who are self-interested, selfish, and professionally incompetent.²⁰

Theme 5: Personnel need to be self-motivated to be advisers

Five participants spoke about the need to identify personnel who were motivated to take part in an adviser position as better candidates during selection than those who preferred an alternative role, or who were being ordered to deploy in that role. Although only five participants identified this as an attribute to consider for selection, there was broader discussion from other participants about lack of motivation and the impact on advising effectiveness more generally. In particular, several supervisors suggested that those personnel who deployed in advising roles 'just

¹⁹ Participant 17, a captain with advising experience.

²⁰ Participant 8, a colonel with advising and supervisory experience.

for the money’ or ‘to qualify for the medal’ were usually ineffective and lacked the desire to build relationships with counterparts or to contribute to achieving relevant mission outcomes.

Participant 22 highlighted how the choice of personnel for advising required careful consideration of the competencies required in much the same manner as leadership roles are determined. He commented:

We’ve got to be very selective about the people we send in. We are selective in choosing company commanders and battalion commanders and any kind of command role. We need to do the same with our mentoring. If the individual is an outstanding commander, they may still lack the skills to be an adviser. We need to focus on soft people skills and motivation to be an adviser. Someone who’s not motivated should absolutely not go.²¹

Participant 8 gave the example of the difficulty he encountered with one individual who lacked motivation, and this reflected on his performance with his mentee. He stated:

I was quite clear with him and told him that he had to achieve a tangible goal otherwise he would be wasting eight months, and his report would reflect that. I had to personally motivate him by giving him a specific task to achieve for the mission. That then compelled him to properly motivate, mentor and advise his Afghan partners.²²

Theme 6: Language skills are desirable

The final theme which arose from the interview responses for selection was language ability. Three participants spoke about language aptitude as an important attribute to be considered when selecting advisers. Not unlike the broader discussion on attributes of effective advisers, these participants considered that language ability was desirable, but not essential. They did suggest,

²¹ Participant 22, a major with advising experience.

²² Participant 8, a lieutenant colonel with advising and supervisory experience.

however, that those individuals with knowledge of other languages were probably likely to be better choices for advisers than those who did not have an interest in languages. They assumed this was because people who are interested in languages often have an interest and openness to other cultures which usually enhances their ability to operate in foreign environments.

For example, participant 11 felt that an aptitude for languages provided an advantage for advisers in that they could be attuned to the intonation and general topic of conversation which he felt was not essential but very useful. He commented:

I'd want them to do some basic language skills, and it doesn't even have to be in the target language. I'm a qualified linguist. I pick up languages fairly well and that gives you a greater advantage. After a while I can even pick up context, words and meaning without the translator.²³

Summary

The preceding section of this chapter has provided the results of the interview responses to subsidiary question 4 focussing on attributes important for selection of advisers (six themes). Consistent with the participant responses in Chapter Four to the question regarding attributes of effective advisers, the responses to adviser selection focused on improving current processes to identify individuals with suitable attributes. The attributes were predominantly EI attributes including interpersonal skills, self-motivation and emotional self-regulation. Theme 3 was comprised of responses where participants highlighted a set of EI attributes as essential when selecting advisers.

Discussion of this data and findings will be provided after the presentation of the results of the Attribute-rating Questionnaire in the following section.

²³ Participant 11, a major with advising experience.

Attribute-rating questionnaire results

Attribute-rating questionnaire purpose

The Attribute-rating questionnaire (ARQ) at Appendix C was developed to obtain clarity about how advisers rate the desirability of personal attributes for selecting personnel to be an adviser. The aim of including this questionnaire was to add further dimension to the importance advisers placed on certain attributes. There are multiple knowledge, skills and attributes that advisers perceive as important for effective advising. Using the mixed-methods design, the qualitative component of the primary study aimed to provide depth and breadth to the existing knowledge of which attributes are critical, but the inclusion of the quantitative ARQ was to add a categorization of each of the most relevant attributes to ascertain how advisers rate their importance. The aim was not to provide an exhaustive list but to clarify the weighting of those considered highly relevant as one adviser's rating of an attribute as essential in selection may differ from another adviser's rating.

As previously detailed in Chapter Three, the design of the ARQ was informed by literature focused on emotional intelligence, leadership effectiveness and social influence. Common emotional intelligence attributes were the primary items included in the questionnaire. Data from Study 1 interviews and focus groups further shaped the design as participants stated which attributes were most important for selection of advisers from their experience.

The attribute-rating questionnaire design

The ARQ contains a list of attributes which advisers were asked to rate in levels of importance for selecting an adviser. The following instructions were provided:

Below is a list of attributes that you may consider important for selecting a person to perform a Train Advise Assist (or similar) role. Please group these attributes into the following:

Score of 4 - Those that are *essential* to possess;

Score of 3 - Those that are *important* to possess;

Score of 2 - Those that are *desirable* characteristics but not as important as groups 3 or 4

Score of 1 - Those characteristics that may *not be deemed as valuable* when selecting an adviser.

Figure 5—2. Attribute-rating questionnaire instructions

Participants were also asked the following two open-ended questions in order to identify other possible attributes considered important:

Question 1 – Are there any additional attributes you consider essential or important for selection of advisers other than those listed?

Question 2 – Do you have any additional comments that would assist in determining attributes for selection of advisers?

The rating questionnaire was divided into one non-emotional intelligence section and four subscales determined from the literature on emotional intelligence. The following table (Table 5—3) represents the breakdown of each of the sections into EI subscales and a non-EI section.

Table 5—3. Attribute-rating questionnaire EI subscales and non-EI section

Type of attribute	Subscales/section	Associated items
EI attributes	<i>Self-awareness</i>	self-awareness, self-confidence, self-reflective, humility, perceptiveness, self-motivation
	<i>Social awareness</i>	Social intuition, empathic, sensitive to context, active listening, respectful, tactful communication
	<i>Self-regulation</i>	positivity, adaptability, self-control, resilient, patient, open-minded
	<i>Social regulation</i>	good interpersonal skills, sympathetic, agreeable, persuasive, considerate, conflict resolution skills,
Non EI attributes	<i>Professional</i>	professional, skilled in languages, skilled in advising, intelligence, ethical decision making, accountability

Limitations

It is important for the reader to note that this questionnaire was constructed to provide greater depth to the analysis of which attributes participants rated as important for selection of advisers as this was highlighted in Study 1 as an important concern for Train-Advise-Assist roles. The questionnaire drew on those attributes highlighted in Study 1 by participants, the emotional intelligence literature, and the advising literature and the subscales grouped items according to the EI literature including EI assessment measures.

The questionnaire was designed to provide supplementary information to support the qualitative results on selection, as well as a measure that could be validated as a selection tool through future research. As such, information is provided on correlations and reliability measures in the following results section for researchers looking to use a similar measure in future research.

Method of analysis

The data analysis for the Attribute-rating Questionnaire was conducted using the computer software Statistical Package for the Social Sciences (SPSS). The ARQ was analysed in three ways;

1. analysis of frequency of ratings of individual attributes by participants and calculation of the median scores,
2. correlational and reliability analysis of the groups of items pertaining to emotional intelligence attribute scales, and
3. analysis of open-ended responses (using qualitative analysis).

The reader is referred to Chapter Three for further detail on methods applied.

Results of ARQ analysis

Results of individual attribute analysis

The rating questionnaire was completed by 43 participants. Each participant was asked to rate items on level of importance to selection. This questionnaire was usually completed after the

interview of participants so as not to prime the participant with types of attributes before being asked their own experiences of the behaviour of effective advisers.²⁴

The frequency data of ratings by participants is provided in Table 5—4 along with median ratings for each item with colour coding according to median ratings. The EI and non-EI attributes are segregated as are the separate sections to allow for greater clarity for reference in the following discussion of results.

Anecdotally, participants responded positively to the ARQ. Many were keen to discuss the attributes they considered essential in the selection of advisers and completing the form enabled them to elaborate on their verbal comments made during the separate interviews. This data was captured in the open question responses. Several participants suggested that the survey was useful because it would assist the personnel selecting advisers to be aware of the salient attributes.

Overall, ten attributes on the questionnaire had a median score of 4 indicating that the majority of participants tended to rate each of these attributes as **essential** to possess to perform a TAA role. Professionalism was the only non-EI attribute with a median score of 4 (30 participants out of 43 rated professionalism as essential).

Eighteen attributes had median scores of important (score of 3) and two items were had median scores of desirable (score of 2). No items had median scores of not deemed valuable (score of 1).

²⁴ Four questionnaires were completed by participants prior to interview due to time constraints on the researcher. These participants were working in Papua New Guinea and the researcher had a limit of several hours to obtain questionnaires and interview responses while on location in country. This is unlikely to have compromised the overall data but may have shaped the interviews with those participants to be more aware of EI attributes in their responses.

Table 5—4. Frequencies of ARQ participant ratings and median scores

EI ATTRIBUTES		Essential [4]	Important [3]	Desirable [2]	Not deemed valuable [1]	Median
Self-Awareness	Self-awareness	24	15	4	0	4
	Self-confidence	13	22	8	0	3
	Self-reflective	15	24	3	1	3
	Humility	20	20	3	0	3
	Perceptiveness	16	24	3	0	3
	Self-motivated	22	18	3	0	4
Social Awareness	Social intuition	22	20	1	0	4
	Empathetic	24	17	2	0	4
	Sensitive to context	27	16	0	0	4
	Active listening	18	20	4	1	3
	Respectful	28	13	2	0	4
	Tactful communication	16	22	5	0	3
Self-Regulation	Positivity	16	20	7	0	3
	Adaptability	27	16	0	0	4
	Self-control	20	22	1	0	3
	Resilient	15	24	4	0	3
	Patient	23	16	4	0	4
	Open-minded	14	23	6	0	3
Social Regulation	Good interpersonal skills	24	18	1	0	4
	Sympathetic	5	24	12	2	3
	Agreeable	12	16	15	0	3
	Persuasive	17	21	5	0	3
	Considerate	5	23	15	0	3
	Conflict resolution skills	11	21	9	2	3
Non EI Attributes	Professional	30	11	2	0	4
	Language skills	3	8	26	6	2
	Advising experience	6	10	19	8	2
	Intelligence	7	21	14	1	3
	Ethical decision making	18	20	4	1	3
	Accountability	17	19	6	1	3

All participants (100%) rated sensitive to context and adaptability as either essential (rating of 4) or important (rating of 3). Self-control, interpersonal skills and professionalism were also similarly highly rated as each of these had only between 1 or 2 participant ratings of desirable (rating of 2). These results indicate that 10 attributes out of the 30 on the questionnaire were regarded as essential for selection of advisers.

The attributes rated as essential by participants were predominantly EI attributes as presented in

. These are presented in descending order of frequency of ‘essential’ ratings.

Table 5—5. The only questionnaire attributes
with a median of 4 (essential)

Professional
Respectful
Sensitive to context
Adaptability
Interpersonal skills
Self-awareness
Empathic
Patient
Self-motivation
Social intuition

Nine attributes had one or more individual ratings by participants of not deemed valuable (score of 1). Language skills and advising experience were least important to participants. Each had a median score of 2 (desirable) indicating that the majority of participants tended to rate these attributes as desirable (rather than important or essential). Overall, respondents tended to think

advising experience was desirable (only eight participants deemed it not valuable). Similarly, language skills were also considered less important than other attributes but 60% of participants believed that they were desirable if advisers possessed these abilities. In other words, participants felt that these attributes were least important for selecting advisers but believed they would be useful if the adviser did have them. Language skills were considered more important to possess than advising experience.

Results of analysis of groups of EI attributes

Subsequent to the analysis of individual attributes on the ARQ, further statistical analysis was conducted to explore the four constructs of the ARQ, each of which comprised of six individual attributes. This analysis is additional the primary focus of the research questions but is provided in Appendix H for the reader who is interested in the analysis of the sub-components of the rating scale.

Results of ARQ open questions results

Results of open question 1

Thirty participants provided additional suggestions in response to the first open question on the ARQ which was; 'Are there any additional attributes you consider essential or important for selection of advisers other than those listed?'

The attributes provided by participants are listed in the following two tables, Table 5—6 contains attributes similar to items on the ARQ, and the subsequent Table 5—7 contains attributes that are new or different items. Column one of Table 5—6 reflects the additional suggested attributes. Column two refers to attributes from the ARQ which closely correspond to or are identical to the newly suggested items. For example, the participant suggestion; 'high tolerance for boredom, frustration and stupidity' corresponds with the existing attributes on the ARQ of patient,

self-control and resilience. Similarly, the suggestion 'be human' most likely corresponds with the attributes; humility, self-awareness and respectful.

Table 5—6. Comparison of attributes suggested by participants to questionnaire items

Additional attributes suggested by participants	Attributes which are equivalent to the participant response already included on the ARQ
Broad perspective – must be able to see the ‘bigger picture’ to not over-focus on local micro issues.	open-minded, sensitive to context, adaptability
Emotional stability – must be able to separate the mission and the people to avoid over identifying with the local issues that could cloud judgement and result in long term personal damage	self-control, resilience, self-awareness
Physical courage – lead by example in dire circumstances.	self-confidence, self-motivated
Be human	humility, self-awareness, respectful
Be culturally aware	sensitive to context, respectful, social intuition, empathetic
Understand own biases, and an understanding of how these will influence their perception of others	self-reflective, self-awareness, perceptiveness
Ability to understand perspective	perceptiveness, empathic, ethical decision-making
High tolerance for boredom, frustration and stupidity	resilience, self-control, patient
Effective written communication	tactful communication
Teamwork – understanding the part they play within the organisation and a willingness to assist other advisers to achieve goals.	interpersonal skills, self-motivated
Drive, determination to improve the advised organisation/individual	self-motivated
Physical fitness	professional
Professional demeanour, appearance – need to be fit, well presented or will not gain respect	professional
Reliable – maintains the role; follows through with advice	accountability
Emotional Intelligence	Equivalent to a composite of the first 24 attributes listed on the ARQ
Cultural awareness, cultural empathy	social intuition, sensitivity to context, empathic
Sense of humour	agreeableness
Ability to shift between tasks easily	adaptability
Honesty – in your own personal appraisal and identify strengths but more importantly weaknesses.	self-awareness, self-reflective
Meta-cognition – the ability to think about how one thinks is important.	self-reflective, ethical decision-making
Cultural respect	respectful, social intuition, sensitive to context, empathetic
Ability to work through an interpreter	interpersonal skills
Complex problem solving	Intelligence, ethical decision-making
To be a ‘learning’ individual who is naturally curious and inquisitive	open-minded, self-reflective, perceptiveness

Several participants made the additional suggestion of emotional intelligence (analogous to the seven participants in Theme 4 of interview responses). Emotional intelligence is composed of numerous attributes and from the literature, the first twenty-four of the attributes on the ARQ are characteristics of emotional intelligence. One participant in particular highlighted that the attributes necessary for an adviser will differ depending on the situation and context they are advising in. He argued they might need to be more personable in one context, yet more directive in a different training role. Much like the discussion of adaptability as a key attribute in effective advisers in the preceding chapter, this demonstrates the need for an adviser to possess the attribute of flexibility in order to shift their behaviour and demeanour accordingly as required by the context.

Analysis of these results demonstrates that attributes suggested in addition to those items already stated on the ARQ were predominantly already captured by attributes on the questionnaire. Some had slight qualitative differences and therefore provide further suggestions that could benefit future researchers investigating salient EI attributes. Overwhelmingly, the attributes stated were EI related rather than non-EI related, demonstrating again the importance participants placed in the value of EI attributes for selection. Those that were non-EI attributes, such as professionalism, cultural awareness and ethical decision-making were similarly identified as important by the ratings on the ARQ or through interviews.

Since there are likely to be some qualitative differences in some of the attributes suggested to those items on the questionnaire, the following table provides the reader with a list of possible additional attributes (see Table 5—7). For example, several participants suggested that cultural awareness is an important attribute (other suggestions were cultural respect, and cultural empathy). This is consistent with participant interviews (see Chapter Four, Theme 6) but there was not strong evidence from the participant interviews for cultural awareness to be included as essential for selection.

Table 5—7. Additional possible attributes for future research

Cultural awareness	Complex problem solving
Physical courage	Physical fitness
Teamwork	Big picture thinking
Meta-cognition	

Participants also suggested cognitive abilities as additional attributes to consider for selection including, complex problem solving, big picture thinking, and meta-cognition. Only 3 participants suggested intelligence during interview responses and very few spoke of decision-making capacity with respect to being effective. Open-minded on the ARQ received a median rating of important for selection (score of 3) illustrating that most participants tended to see it as less important than other attributes with a median rating of essential. It is possible that the research question focus on 'behaviours' of effective advisers shaped interview participants to respond with examples of observable behaviour. However, with these responses on the questionnaire suggesting cognitive ability, it is possibly an attribute worthy of further investigation for the purposes of selecting optimally.

Physical fitness was identified by four participants through interview but did not emerge from the data as an attribute that participants felt was essential for effectiveness. Those who did identify this attribute stated that fitness was important to gain credibility. Participant 21 felt that those who were unfit were an operational hindrance and were not able to cope as well with daily tasking. Participant 22 also stated that physical fitness gave credibility. However, he was able to provide an example of an adviser who has poor fitness but who was a successful adviser because of the respect he gained from trainees for his maturity and interpersonal style. Hence it is important as an attribute but probably less so than EI attributes.

Teamwork was recognised by participants in the pilot research but it did not emerge from the interviews as an attribute that was essential. This may have been because participants were focussed on individual rather than group characteristics. However, it is likely that an individual who

has strong attributes in the areas of self-awareness, interpersonal skills, social intuition and emotion regulation are adept at functioning effectively in a team.

Results of open question 2

Open question two on the ARQ was: do you have any additional comments that would assist in determining attributes for selection of advisers? Participants strongly agreed with the attributes provided on the ARQ with the majority of participants commenting that all of the listed attributes should be considered. Many used the additional space provide to emphasise salient aspects of a particular attribute and why they considered this aspect to be essential. For example, one participant felt that empathy alone did not cover the cultural aspect of knowledge required for advising. He stated:

Advisers must be able to be culturally empathetic and this is beyond individual empathy, but rather understand the historic nature of cultural context of how a host nation acts or how they interact.²⁵

Other participants noted that it was often the combination of these attributes in the ARQ that were important in an effective adviser. Participant 1 for example stated that advisers required multiple attributes:

It's hard not to see all the attributes in this survey as essential. I recognise that it is likely impossible to find many advisers with all of them, in sufficient amounts, and in the right combination. That said, a good 'lattice' of those attributes means the others can be developed.²⁶

²⁵ Participant 18, a major with advising experience.

²⁶ Participant 1, a colonel with advising and supervisory experience.

Correspondingly, Participant 3 focussed on interpersonal skills with a combination of other attributes:

There are those who by their personal attributes are more suitable for advising roles and we need to select them. Typically, this includes those who provide an exemplary role model through their professional skills and equally possess strong inter-personal skills, notably of humility, patience and respect for others. There is no room for the self-absorbed or weak characters who are either too focused on their own performance rather than those being advised; or cannot deliver the required guidance in the face of opposition or even hostility that an adviser must provide.²⁷

Cultural knowledge and cultural awareness were emphasised by participants as additional attributes. This was viewed as important in helping to build rapport with the counterpart as well as being sensitive to context. One experienced commander believed that the optimum attributes for advisers include a combination of social, cultural and cognitive intelligences. He stated:

When selecting advisers, I think that EQ is very important. My own formula for Train-Advise-Assist roles is IQ + EQ + CQ. This includes their intellect and professional competence, their social acumen which is key, and their cultural awareness and sensitivity.²⁸

Participant 40 clarified that often language proficiency was equated with a deep cultural understanding by some people and he reiterated that this was not the case in his experience. He commented:

Language skills are sometimes used as a proxy for cultural understanding, but this is a mistake. Language proficiency does not automatically equate to cultural

²⁷ Participant 3, a colonel with advising and supervisory experience.

²⁸ Participant 29, a colonel with advising and supervisory experience. CQ is the term used for cultural intelligence as IQ is used for cognitive intelligence and EQ (or EI) for emotional intelligence.

understanding or mentoring skill. These must come first, and *then* language training.²⁹

Three participants emphasised that experience for advisers was important and that there were several ways to select individuals for their experience. This could be as a result of previous deployments in advising or similar roles, or it may even include selecting for the rank of the adviser. For example, Participant 10 stated:

I believe that most warrant officers and majors and above within the enlisted and officer cadres of the ADF have the necessary skillsets to be effective advisers. These more senior personnel have greater professional knowledge but also have a wider range of experience in dealing with people and difficult situations. Other ranks would require more vetting. I found that personnel who were considered 'old' for their rank in Australian were readily accepted as advisers by their Afghan counterparts, likely associated with a cultural deference towards older people and being of similar ages to their counterparts.³⁰

Participant 40 emphasised that strategic thinking was important and suggested that 'meta-cognition' was similar to 'self-awareness' but could be added to the rating scale as he considered that it was slightly different. He stated:

Meta-cognition is the ability to think about how one thinks, and this is important. This supports self-control and the ability to regulate emotions and affect. Effective mentors need to master the ability to regulate (i.e. choose) their emotional response to any given stimulus.³¹

²⁹ Participant 40, a major with advising experience.

³⁰ Participant 10, a colonel with advising and supervisory experience.

³¹ Participant 40, a major with advising experience.

As demonstrated by responses to open question 1 in Table 5—6 and in responses to open question two, many of the participants suggested attributes which they considered were additional to the questionnaire which could readily be incorporated into the existing items. Many of these additional suggestions were emotional intelligence attributes, including; emotional intelligence, emotional stability, ability to understand perspectives, and understanding own biases. Several were non-EI items with an emphasis on professionalism, experience, intellect and cultural awareness.

Summary

The preceding section provided the results of the Attribute-rating Questionnaire and open questions including analysis of individual items and subscales. The following section will provide four findings and discussion of these findings from the analysis of interview and ARQ results.

DISCUSSION: Selection

How do participants perceive the importance of EI attributes for selection of advisers?

The preceding section of Chapter 5 explained in detail the results of this study according to interview responses from participants to research question 4, and their evaluations on the Attribute-rating Questionnaire. Drawing on these results, the following section will discuss the results of participant responses to provide four implications for **selection** of TAA advisers. These were;

1. EI attributes are more important than non-EI attributes.
2. Effective advisers possess a combination of attributes.
3. Experience is desirable but not as important as EI attributes.
4. There is a clear need for a suitable selection process.

These findings are now discussed in more detail before the results are presented in response to the interview questions on training.

Finding 1: EI attributes are more important than non EI attributes

The most significant finding from results to research question 4 was the implication that EI attributes are essential when selecting advisers. This was consistent across both the qualitative interviews and quantitative Attribute-rating Questionnaire results. Furthermore, the results reinforce the in-depth interview results from Chapter Four which emphasised EI attributes as the predominant attributes contributing to effective adviser behaviour. Participants from the advisers and supervisors group as well as participants from the Australian and allied commanders group overwhelmingly reiterated the importance of socio-emotional skills including building rapport, social intuition, and self-control over and above non-emotional intelligence skills.

Three of the four interview themes in response to the question about selection were focussed on participant descriptions of EI attributes and why they considered them to be important. These included: theme 2 – interpersonal skills are essential, theme 4 – emotional intelligence is a key attribute, and theme 5 – personnel need to be self-motivated. Given that interpersonal skills were identified by the most participants as a necessary attribute in effective advisers, it is not unexpected that participants highlighted these skills as important for selection. The qualitative data on selection did not provide as strong evidence for the predominance of EI attributes as the ARQ data. The themes had fewer participant responses than for the preceding research questions, possibly due to the participants feeling they had already covered the content previously. However, the ARQ results indicated how strongly participants rated EI attributes. Similar to the qualitative results the ARQ revealed participants' agreement that EI components are essential when selecting advisers.

Participants grouped attributes from each of the four subscales of emotional intelligence constructs with median scores of 3 (important) or 4 (essential) clearly demonstrating that these attributes need to be considered when selecting personnel. Overall, ten attributes were rated by the majority of participants as **essential** to possess to perform a TAA role with sensitive to context and adaptability being rated most highly. Out of the top 10 attributes identified as essential (out of the 30 on the questionnaire) only one attribute was a non-EI attribute: professional.

The results of the comparison of EI subscales from the ARQ similarly indicated an emphasis on the EI attributes of *social awareness* (social intuition, empathetic, sensitive to context, active listening, respect, tactful communication) and *self-regulation* (self-control, adaptability, positivity, resilient, patient, open-minded). These comparisons were made in order to identify whether there were any groups of attributes that participants strongly emphasised as important for selection. While these subscales provided useful information, the lack of reliability of one of the subscales (*self-regulation*) made cross subscale comparison unfeasible. However, what was clearly indicated was the closeness of ratings of all the EI attributes across the ARQ and the emphasis that all were

either important or essential (by medians). In contrast, the non-EI attributes on this scale were rated lower with two of the items (language skills and advising experience) rated lowest (with a median of desirable). Not only does this illustrate participant emphasis on EI attributes, but it suggests strongly that it is a combination of attributes that should be considered for selection of a suitable candidate. This combination of attributes will be discussed further in Finding 2 below.

The open questions on the ARQ gave participants the opportunity to suggest alternative attributes that should be considered. These responses similarly highlighted the value of emotional intelligence attributes for selection with several participants adding emotional intelligence to the list. Most of the additional suggestions were similar in nature to the ARQ items but participants provided some items which could warrant further research, such as cognitive abilities. From this research there was insufficient evidence from interviews to suggest that intelligence or cognitive abilities were more important than emotional intelligence abilities. On the ARQ, only seven participants rated intelligence as essential which also reflects its lesser importance.

The finding that participants consider EI attributes to be essential for selecting advisers is consistent with the findings in Study 1. Moreover, these results are consistent with results by researchers Payne and Osburg, who interviewed security force assistance advisers to identify the professional and interpersonal characteristics they believed were most appropriate for advising missions. Most respondents listed similar attributes to this present research study and identified such attributes as flexibility, professionalism, patience, respect, relationship building, maturity, empathy, resilience, competence, and being a good communicator.³²

Consistent with the literature on advising effectiveness, this present research study finding that EI attributes are essential echoes the suggestions of Vietnam veterans Bob Hall and Ian McNeill who both emphasised that selection of the right personnel for the job was remiss if it did not take into account the temperament of the individual and their ability to build social relationships.³³ Hall

³² Payne and Osburg, 'Leveraging Observations of SFA', 21.

³³ Hall, 'Vietnam: Insights Gained, Lessons Lost', 24–38.

stated that interpersonal skills were essential in advisers. McNeill argued that not all soldiers had the ability to advise effectively, and that advisers need to be empathetic to their partners to sufficiently win their counterpart's confidence and achieve results.³⁴

This finding also replicates the attributes recommended in the 2008 Joint Centre for International Security Force Assistance (JCISFA) Commanders Handbook for Security Force Assistance. This handbook recommended such qualities as maturity, professionalism, patience, flexibility, respect, and motivation for selection of advisers. The handbook also alluded to additional attributes of flexibility and communication skills in the statement; senior commanders must identify and select leaders who have an affinity for austere environments, are quick to learn, communicate well up and down the chain and are flexible and adaptive.³⁵

However, this research extends the body of work on identifying attributes important for selection of advisers by distinguishing which attributes participants consider most important. This was achieved through combining the qualitative responses of participants with the ratings collected on the ARQ to ascertain which attributes advisers rated as essential or important for selection, and which attributes were least important. It clearly demonstrates the importance advisers place on the value of EI attributes compared to non-EI attributes.

Finding 2: Effective advisers require selection from a combination of attributes

The second finding from the analysis of selection of adviser's data was the implication that effective advisers possess a combination of attributes. This was consistent across both the qualitative interviews and quantitative Attribute-rating Questionnaire results and is consistent with the findings from participant interview responses highlighting multiple attributes for advisers to be effective as discussed in Chapter Four.

³⁴ McNeill, *The Team*, 32–33.

³⁵ 'Commanders Handbook for Security Force Assistance', 11–15.

Interview participants emphasised that when selecting advisers, it was important to take into account choosing individuals for personal qualities and not just technical expertise or knowledge. They stated that advisers with a combination of interpersonal skills, experience and who were motivated to be in the role were more likely to be effective than those who had subject matter expertise alone. Theme 4, for example, comprised of participant suggestions that a set of emotional intelligence attributes were important to include with other attributes as a foundation of relationship building.

On the Attribute-rating Questionnaire, participants' ratings and open statements both suggested that it was a combination of attributes that are necessary when choosing the right person for the role. Ten attributes on the questionnaire had a median rating of **essential** to possess and eighteen attributes were rated important. Only two attributes were rated as desirable. There was minimal differentiation between the separate subscales and participant responses frequently exhibited little variation between item ratings. One adviser claimed that all attributes were essential to possess when completing his questionnaire as he said they needed to be adaptable and sufficiently equipped with multiple attributes so they could perform effectively in various contexts.

Participants stated that advisers required a combination of salient attributes and highlighted that there may be some difficulty in finding and selecting personnel with all of the attributes they rated as essential or important but felt that selecting individuals who had many of the attributes was better than having non-specific selection criteria.

Responses to the open questions on the ARQ also emphasised the variety of attributes considered necessary for selection. Although the additional responses provided were mostly equivalent to items already presented on the questionnaire (see table 5.7) the range of different attributes suggested by participants demonstrates how complex it is to refine a short list of attributes. Selecting for a combination of these attributes would likely maximise the chances of attaining advisers with attributes likely to enhance their effectiveness.

The following table (Table 5—8) encompasses the attributes participants identified as essential for selection of advisers compiled from interview responses and the ARQ ratings.

Table 5—8. Compilation of attributes from qualitative and quantitative data

Type of Attributes	Subgroups	Individual Attributes
Emotional Intelligence Constructs	Self-Awareness	Self-awareness Self-motivated
	Social-awareness	Social Intuition Empathetic Sensitive to Context Respectful
	Self-regulation	Adaptability Patient
	Social Regulation	Good interpersonal skills
Non- Emotional Intelligence Attributes	Non EI	Professional Experienced

Table 5—8 highlights the attributes the majority of participants identified as essential when selecting an individual to be an adviser. As can be seen from the table, the EI attributes that were more commonly rated were those which assist the adviser to be aware in social situations (social-awareness). However, it is pertinent to note that these attributes work in combination with each other to optimise building relationships. For example, an adviser may have excellent social awareness and be attuned to the mood of his/her counterpart, but if their self-awareness of their own behaviour is poor and/or their ability to self-regulate is negligible, they are not likely to be as effective as an adviser who possesses a combination of these attributes.

All the emotional intelligence attributes identified by participants in their interviews, or those rated on the questionnaire were demonstrated to be important for advising. So, what does this mean for selection? These results suggest that, where possible, when selecting individuals, the focus should be on the attributes in Table 5—8 as the essential attributes but should include as many of the additional important attributes as listed on the ARQ as possible. An adviser who

possesses these additional attributes would also be expected to also perform effectively. That is not to imply that an absence of EI attributes in an individual means he will be an ineffective adviser, but in situations where relationship building or key leader engagement is paramount, an adviser would likely perform better with a high proportion of EI attributes.

The finding that a combination of attributes is required for effectiveness is consistent with the literature on EI models. Each of the EI models is comprised of a combination attributes, traits, competencies or abilities which individuals possess at different levels. For example, Mayer and Salovey's ability model is based on a four-branch approach to emotional intelligence and includes the four basic abilities of emotion perception; emotion facilitation; emotion understanding; and emotion regulation.³⁶ These abilities equate with the attributes participants suggested. Similarly, Reuven Bar On's model of emotional intelligence includes a cross section of interrelated emotional and social competences, skills and facilitators that determine how effectively individuals understand and express themselves, understand others and relate with them.³⁷ Like the Mayer and Salovey model, the Bar On model comprises multiple inter-related attributes. Data collected from the participants via the interviews and rating questionnaire demonstrated that they believe that various social and emotional competencies are essential when selecting advisers. Therefore, it stands to reason that they would select a cross section of these attributes that in their experience they have equated with effectiveness.

This research finding is also consistent with extant military literature on advising. Most of the research, doctrine and handbooks on preferred attributes of military advisers list a range of attributes. For example, the 2018 Centre for Strategic and International Studies review of US doctrine and academic literature for the Joint Special Operations University listed patience,

³⁶ The abilities are described further in Mayer, Salovey, and Caruso, 'Further Consideration of the Issues', 249–55.

³⁷ These are described in Bar-On, *The Bar-On Model* 13–25.

empathy, maturity, humility, open-mindedness, flexibility and tolerance of uncertainty as the personal attributes most commonly identified in effective advisers.³⁸

What this research provides to extend the existing literature is clarity around which attributes are more important when selecting advisers, particularly those presented in Table 5.8. The Attribute-rating Questionnaire results provided 43 participant's perspectives on which attributes are essential versus which are desirable, and which were rated as salient for choosing the most effective candidate. In addition, the interview and open question responses also emphasise EI attributes. It is clear that these attributes in combination are the basis for selecting an effective adviser candidate.

Finding 2 has clearly demonstrated that the selection of effective advisers should not rely on an ad hoc approach of choosing personnel without due consideration being given to their personal attributes. Emotional intelligence attributes should be the defining attributes with a selection of other non-EI attributes, particularly if the role requires specialist knowledge. Chapter Six will provide recommendations for future selection.

Finding 3: Experience is not as important as the right attributes

The third finding from this study was that advising experience was considered by participants to be desirable, but it was not considered as critical to selection of advisers as other interpersonal attributes. This suggests that participants felt that advisers could be deployed to TAA roles without prior advising experience but would most likely be successful if they had been selected for their interpersonal skills, and other emotional intelligence attributes.

Eight interview participants felt that advising experience was beneficial (theme 3) and that personnel with prior advising experience were able to adapt to working with new cultures more quickly and were accomplished at building relationships efficiently as well as working effectively with interpreters. They stated that this experience meant that those advisers were able to proceed with

³⁸ White, 'Growing SOLO-Expanding the Spectrum of Special Operations Forces Advisory Capabilities', 24–28.

advising outcomes more efficiently than those without experience. This experience did not need to be in the same role, but in a similar role where building relationships was paramount. They also felt experience encompassed maturity and life experience and that both these were beneficial to advising roles as individuals who had experienced more challenges in life were often adept at shaping their behaviour to new situations.

Experience was rated by participants on the Attribute-rating Questionnaire as desirable with a median rating of 2. Only 37% of participants rated it as important or essential as they prioritised EI attributes for the higher ratings of 3 and 4. However, experience was still considered desirable by 44% of participants.

These findings are broadly in line with the emotional intelligence literature which states that emotional abilities tend to improve with maturity. Psychologist Howard Gardner, for example, equated interpersonal intelligence with the construct of emotional intelligence and argues that individuals develop each intelligence in the normal course of events and throughout their life.³⁹ In other words, our interpersonal abilities usually improve with life experience.

This finding that experience is desirable is also compatible with the military advising literature where particular attributes have been highlighted as suitable in advisers. For example, the US Armed Forces Joint Publication 3-07 recommends the personal traits of maturity, experience and patience. Likewise, Troy White's 2018 review of both US doctrine and academic literature found that the traits for effective advisers most often included; patience, empathy, maturity, humility, open-mindedness, flexibility and tolerance of uncertainty.⁴⁰

This research clearly demonstrates that careful consideration of attributes of advisers for selection is required and builds upon existing lists of preferred attributes. It is not sufficient to choose an individual based on their prior advising role experience. Whilst this may make them more proficient at achieving outcomes quickly and give them an edge for building relationships at the

³⁹ Gardner, *Frames of Mind*, 278.

⁴⁰ White, 'Growing SOLO-Expanding the Spectrum of Special Operations Forces Advisory Capabilities', 26.

outset, participants clearly indicated that experience was not the determining factor for effectiveness. In their opinion, it was personal attributes such as interpersonal skills, sensitivity to context, adaptability, social intuition and self-control that were more important. Hence, while experience is desirable as a selection criterion, participants clearly emphasised that EI attributes are more critical in selection of advisers.

Finding 4: Need for a suitable selection process

Although research question 4 for this research was focussed on identifying the attributes advisers perceived as important for selection, many participants raised concerns about the current selection process for TAA roles. Hence the fourth finding from this study discusses the participant observations that a suitable selection process is required and provides strong arguments of why this is essential.

Participants were unanimous in their views that selection of advisers was necessary as they argued the current process was not oriented toward choosing the most suitable candidates for the role. Almost all participants provided examples of individuals who had been selected as advisers and who were highly ineffective. The consequences of selecting ineffective advisers ranged from poor motivation and ineffectual relationship building to damaged relationships and potential for insider attack against the individual or team. Many participants spoke of situations where individuals had to be removed from their position because of their ineffectual advising behaviour. Participants recounted that usually this was a result of unsuitable personal attributes and demeanour and inability to build trust or rapport with their foreign counterparts. Several participants argued that ineffectiveness was not always the fault of the adviser, but often an organisational issue as they were not suitably selected to be capable of fulfilling a training or mentoring role.

Allied commanders provided examples of how the UK and US prioritise selection and training of advisers and gave examples of how that was currently being delivered. They each felt that investment in selection and training had paid dividends with respect to the skill levels of advisers.

Similarly, Australian commanders emphasised that there was a lot that could be learnt from allied advising selection and training processes, and that the present research could provide data to substantiate the necessity for review of current methods.

In theme 1 of this chapter – need for a suitable selection process – interview participants raised concern about adviser selection. They reiterated that the process was not suitable in determining the right candidates with commensurate experience and attributes for the roles. While input from commanding officers was included, participants felt that adequate consideration was not given to interpersonal, social and emotional abilities. They considered that personnel who were competent as leaders or trainers in Australia did not always possess the preferred advising attributes.

This finding closely mirrors the perceptions of ADF personnel quoted in Chapter 2 from military advising literature, stating that few criteria have been applied to selection of advisers in previous and current operations, and that commanders had limited scope to choose their team personnel.⁴¹

Similar perspectives were also provided from allied officers. British Army officer Brigadier Richard Iron argued that adviser selection was important to ensure that personnel are not selected who are temperamentally unsuited for advising or who have no ability for interacting effectively with people from different cultures.⁴² Additionally, New Zealand Defence Force Lieutenant Colonel Richard Taylor argued that selection and preparation of people involved in delivering training is too important to be left to chance as inappropriate behaviour damages long-term relationships. He also noted that personal attributes for TAA work were patience, cultural awareness and communication skills well ahead of technical skills.⁴³

⁴¹ Maher, 'An Australian Doctrinal Concept for Special Warfare', 37; Roberts, 'In the Moment', 158–59; O'Neill, 'Advise Harder', 177; Chaloner and O'Neill, 'Post Script', 360.

⁴² Iron, 'TAA: A British Perspective', 106–7.

⁴³ Taylor, 'A New Zealand Perspective', 118.

Strategic commanders with experience and oversight of advising operations also provided arguments for appropriate selection in this current research. For example, General (Ret.) Stanley McChrystal emphasised the necessity for an appropriate manner of selecting individuals for advising roles. McChrystal believed the personality attributes of the adviser are different from those required for advisers involved in close combat operations. He stated:

The up-close train and assist person has got to be able to connect in a way where the people feel that there's a respect. And that takes time; it takes patience; it takes maturity; it just takes all those things that are difficult sometimes and not typically associated with military doers. I think that all of this begins with selecting people with the right personality traits which are different than people who are doers.⁴⁴

When the ADF are maintaining an advising role over the long term, maintenance of an effective relationship is critical. Determining the attributes that are perceived as necessary for advising foreign national security forces is therefore necessary to inform future selection of advisers and possibly feed into a screening process to identify those who are suited, and those who require additional training prior to deployment.

Major General Mick Ryan considers that TAA is a mission that is going to be enduring and therefore warrants investment in selection and training of individuals. He commented:

We screen people for so many other elements, for command, for technical courses, for security clearances. So, there are processes in place and a mindset about screening people to get the right person for an outcome. Why would TAA be any different? The missions are not going away. It depends on how much we want to invest in it.⁴⁵

⁴⁴ General (Ret.) Stanley McChrystal, United States Army, served for 34 years and is known for his command of Joint Special Operations Command and was the Commander of International Security Assistance Force.

⁴⁵ Major General Mick Ryan AM, Commander Australian Defence College.

It is possible that a suitable selection process has not been adopted previously because the ADF has not recognised security force assistance missions as requiring different personnel than other operational tasks. Furthermore, there is limited evidence in the military literature to suggest that selection of candidates could enhance performance and achievement of objectives.

Participants in this current research study provided a wealth of suggestions on how selection processes could be improved in the ADF and therefore added to the existing literature. They suggested such changes as; selecting candidates with suitable attributes, using a selection panel, incorporating psychometric and emotional intelligence testing, removing advisers with unsuitable interpersonal skills, incorporating practical training scenarios, selecting candidates who are self-motivated for the role, releasing the personnel with commensurate personal attributes, and considering the attributes necessary for the team.

The results of this research provide further insight into which attributes are considered essential for selection of effective advisers filling a clear gap in the existing literature. Although the *Commanders Handbook for Security Force Assistance* lists attributes such as maturity, professionalism, patience, and flexibility, it does not identify which attributes or combinations of attributes are most important.⁴⁶ In 2013, the Defence Science and Technology Group (DSTG) examined the interpersonal, linguistic, cultural and advisory activities performed by advisers in order to gain a better understanding of the mandatory knowledge skills and attributes required.⁴⁷ That research did not identify attributes for selection but did recommend that a framework or metric for the selection of personnel to identify traits and skills be adopted. This study does not provide a selection framework but does provide evidence for the attributes which are considered important

⁴⁶ 'Commanders Handbook for Security Force Assistance', 9.

⁴⁷ Kendy Hau et al., "Honour, Respect, Trust & Friendship: A Longitudinal Study of the Relationship between Afghan and Australian Forces in Uruzgan. Phase III Report" (Defence Science and Technology Organisation, 2013).

and essential for effectiveness which could readily form the basis for the development of an assessment measure.

Summary

This discussion has provided four findings in response to the research question focussed on how participants perceive the importance of EI attributes for selection of advisers. The following section of Chapter 5 will explore and discuss the results of research question 5.

RESULTS: Training

This section will provide the results from Study 2 in response to subsidiary question five; ‘How do participants perceive the importance of EI attributes for training of advisers?’ This includes results from semi-structured interviews with 50 participants. The interview responses and themes emerging from the data are firstly presented followed by a discussion of the findings.

Interview responses - training

Of the data from this study from interviews with 50 participants, three themes emerged regarding the perceptions of participants on what they considered the necessary attributes were to train a candidate for a TAA role. The emergent themes are presented in Table 5—9.

Themes 1 and 2 were comprised of five and eight subthemes whereas theme 3 was a discrete theme. Numbers of participants who provided a response per theme are included.

Table 5—9. Themes emerging in response to interview questions on training

Theme	Subtheme	Number of participants
Theme 1 - Relationship skills	Interpersonal skills training is relevant Learning to influence Selecting the right people to train Training rapport building Adviser training and career pathway	26
Theme 2 - Improved preparation	Practical, applied training Use knowledge of experienced advisers Increase scope of postings Language proficiency Technical proficiency Draw on allied models Improved lessons learned Doctrinal improvements	26
Theme 3 - Cultural awareness		9

Key: Total Participants in study 2 = 50. Number of participants indicates the number who identified this theme. Each participant may have made reference to several of the subthemes.

The following section will provide examples of participant responses capturing the essence of each of these themes.

Theme 1: Focus on skills for relationship building

Twenty-six out of fifty participants made reference to the need to focus on relationship building skills in adviser training. These participants recognised that the ability to form a genuine, trust-based rapport with their foreign counterpart was an essential attribute of advisers and that all personnel could benefit from additional training for improving interpersonal skills. Participants felt training in relationship building skills was a priority for the development of effective advisers.

Interpersonal skills training is highly relevant

Most of the participants stated that specific skills in building rapport were highly important. Participant 1, a colonel who was an adviser and a commanding officer, spoke about the skills of his personnel and related that many of them were proficient in building relationships, particularly if they had attained experience in advising roles previously. However, he claimed that even these more experienced individuals could benefit from additional training in the area of interpersonal skills, as often the mentees they were advising were challenging individuals to motivate and their receptivity to mentoring varied. He stated that being provided training in how to contain frustration and how to be patient and resilient when working in close relationships would be highly beneficial. He further added that many of his advisers did not have the attributes for advising that he felt were essential, particularly those with poor interpersonal skills. He felt that if training had been provided to develop interpersonal expertise, these individuals would have been more aware of how to interact effectively with their counterparts. That would enable him as their supervisor to assist their development and obtain the mission objectives he required, and ultimately, they would have been more successful. He emphasised that there was insufficient time or capacity to train personnel while on deployment. He described circumstances where he needed to remove several ineffective

personnel from advising roles to alternative roles in an effort to avoid friction or potential negative consequences as a result of their behaviour. Participant 1 felt that adviser specific training was required, and that interpersonal skills training was a critical element of that training:

We need to train the individual in relationship skills, how to build rapport effectively and how to detect those emotional shifts. It's just assumed that we're intuitive and intuition is something that we've got to rely on to make the advising role work. I think we need to build these skills in training as much as in training them in weapons systems or other technical skills.⁴⁸

Participant 5 felt that his experience in training had been adequate but suggested that instructional role plays (whereby actors played the character of a foreign counterpart in scenarios) were most effective and could be leveraged to enhance training. During those scenarios he felt that advisers were able to develop some skills in rapport building but emphasised that the duration of this training was insufficient. He felt that improved training in being able to detect changes in the emotional tone of the relationship in order to practice de-escalation techniques and strategies would have assisted him to be a more effective adviser.

Learning to influence

Participant 6 felt that his preparation training was inadequate for improving his relationship building and negotiation skills to deal with counterparts and coalition partners. He emphasised that this would have assisted him greatly in the first few weeks of his deployment. In particular, he underscored the value he placed on training in skills to influence the counterpart which he believed were not covered sufficiently in training, particularly when faced with situational time pressures, competing demands and difficult mentees. During that time he emphasised that he also faced organisational and institutional challenges to spending time rapport building with his counterpart such as heightened force protection measures and a focus on performance indicators not aligned to

⁴⁸ Participant 1, a colonel with advising and supervisory experience.

building relationships. He felt that managing relationships with advising partners equally required optimal skills for influencing.

Select the right people to train

Other participants spoke about selection and training together and felt that if the ADF selected the right people for the role, then the training could be tailored to hone their skills in rapport building rather than attempting to train and develop personnel who did not have suitable attributes. Participant 10, for example, suggested that individuals be selected on the basis of their interpersonal attributes and then a training package delivered to enhance those skills. He stated,

If they could design an interpersonal package that assesses someone for the role, and that also gives them strategies as to what works best with the group of people they are advising, that would be really useful. For example, you need to be more open and consultative rather than directive with this particular ethnic group.⁴⁹

When speaking about interpersonal relationships, one of the advisers thought rapport building was critical to the success of advising outcomes. While he felt that the ADF training continuum had room for improvement he also believed that the onus was also on the individual to being the best adviser they could be by taking the initiative to engage in their own learning prior to deployment. He emphasised that advisers could be more effective if they were open to learning how to improve their rapport building abilities. He stated:

I don't believe it is about how much you know; it is more about learning sufficiently to be effective. There's a real personal responsibility that people like to abdicate when it comes to building a personal relationship and understanding the context of what they're going into. Rather than thinking that the army should have trained them better they should be thinking about doing some research themselves.⁵⁰

⁴⁹ Participant 10, a colonel with advising and supervisory experience.

⁵⁰ Participant 13, a major with advising experience.

His statements echoed those of other participants who emphasised that effective advisers were usually very open to learning and adaptable to the context (also emotional intelligence attributes).

Training rapport building will develop life skills

Several of the participants believed that training in interpersonal skills, negotiation skills and influence was a key to producing effective advisers.⁵¹ David Petraeus, a retired US Army general who commanded the Multi-National Force in Iraq and the International Security Assistance Force in Afghanistan stated:

Learning to control your emotions and deal with frustration is important. These are not just skills for them to develop soldiers in somebody else's army or their own – these are life skills which will follow you for the rest of your life.⁵²

Need for an adviser training school or career pathway

Participants were keen to discuss their thoughts of how advisers could be selected effectively and then developed professionally through an established form of training. Some believed that the establishment of a specific group to select and train advisers was warranted. Others felt that this was not required. Arguments for the training establishment included that it was comprised of individuals with experience in being advisers and could select and train those who would be most suitable for the job using practical applied knowledge. Arguments against forming a training establishment were that the ADF does not have sufficient resources to staff an establishment, but these participants still felt that improvements to current selection processes

⁵¹ The participants additionally believed that these skills were useful for leadership and career development in other roles and would benefit the ADF in professional development training more broadly in addition to advising roles.

⁵² General (Ret.) David H Petraeus AO, US Army, served for 37 years and is known for his command of the International Security Assistance Force, US Central Command and Multi-National Force-Iraq.

were still in need of review. Participant 13 emphasised that a training environment would be an investment in the future of advising. He stated:

There is simply a different balance of skills required for advising. It is hard to find these using Army's extant structures as commanders selected to be good military commanders in an Australian context aren't necessarily equipped to be good advisers. Army should consider the skills required for partnership building in defining pathways for people. The challenge of partnered operations globally is unlikely to reduce and hence this may make a structured approach valuable through dedicated train, advise, assist units.⁵³

Theme 2: Improved, applied and practical training is required

Twenty-six participants made suggestions on how training could be improved to produce more effective advisers for Train Advise and Assist roles. The suggestions for improvement were coded into eight sub-themes which were;

1. Practical, applied training,
2. Use knowledge of experienced advisers,
3. Increase scope of postings,
4. Language proficiency,
5. Technical proficiency,
6. Draw on allied models,
7. Improved lessons learned required, and
8. Doctrinal improvements necessary.

Forty-two references were made by participants relating to these suggested improvements. Many of these participants suggested interpersonal skills and cultural awareness training as already discussed in theme 1 and to follow in theme 3. However, the following section discusses other strategies participants believed were required to optimise training for advising roles.

⁵³ Participant 13, a major with advising experience.

Practical and applied training

Participant 8 emphasised that as much focus was required on how to achieve the objectives of the advising role in a different environment as is currently placed on force protection training and other technical task training. While he believed that this content was important, he suggested the addition of strategies for the adviser were warranted. He recommended strategies could be adopted by the adviser to successfully interact with counterparts and influence them to undertake the training afforded to them. He proposed immersive training and practical scenarios delivered by individuals who had recently been on deployment in an advising role, and who knew the nuances of the behaviour of the counterparts involved. Participant 8 stated:

I would take the selected advisers on an immersive training experience in an environment where it replicates a different country – where it's not Australia and you have to deliver an outcome, against a line of training needs.⁵⁴

Participant 18 believed that applied training was more critical to ultimate success in advising than selecting the right individual. In his opinion, the ADF don't have the capacity to always select the right people. Therefore, he stated that the training delivered needed to be able to bring those less skilled individuals up to a minimum standard and improve the skills of those who already had optimal advising abilities. He stated:

I'd like to say we could have a selection process, but unfortunately the way we rotate and are required in multiple roles this is not likely to be possible. I think more of the emphasis should be on training people, so taking those guys who are good mentors, getting them to lead mentorship, and definitely giving the weaker personnel training in that field.⁵⁵

⁵⁴ Participant 8, a colonel with advising and supervisory experience.

⁵⁵ Participant 18, a major with advising experience.

Other participants raised the need for better preparation of advisers. They stated that individuals were arriving in country with only force preparation training and this was not singularly sufficient to prepare them for the variety of situations they would encounter. They considered that the training was very basic and somewhat prepared people for situations to avoid, such as a cultural faux pas. However, it didn't adequately prepare advisers for the strategies to adopt in order to influence and achieve objectives efficiently.

Brigadier John Shanahan, who had extensive experience advising and supervising argued that this lack of applied training in strategies to influence placed stress on personnel as the training did not adequately prepare them mentally or physically for the demands of the mentoring role. He spoke about the impact of having personnel killed by insider attacks during his rotation and how some personnel were able to continue to advise effectively, and others had substantial difficulty carrying on. Much of this difficulty dealing with challenges he put down to the inadequate selection, preparation and training of those personnel. He commented:

Some people were very unsuited to the job. I remember asking what the selection criteria was for them and was told the criteria was they were available and releasable. I know a number of my people had psychological issues from the pressure of insider threat when they finished the tour, because they weren't prepared for it physically or mentally. I had number of personnel who were clearly not suited to the role, and probably required more appropriate training before arriving in country.⁵⁶

Several other participants also commented about advisers who were ineffective because of poor mental fortitude and lack of resilience. Rather than continuing to persevere when they encountered difficulty with their mentee, they tended to give up or adopt ineffective strategies. While the training provided to advisers could incorporate relationship building and influence training, additional training to improve mental attitudes of advisers, to develop coping strategies

⁵⁶ Brigadier John Shanahan, has extensive advising and supervisory experience and was Commander of the Train Advise Assist Command – South in Afghanistan.

and alternative solutions was also suggested. Ideally, participants suggested that individuals with lower resilience would be screened out, but if selected, some resilience type training might assist them to be effective.

Use knowledge of experienced advisers

Participants provided many examples of ineffective training that they had received prior to deployment that was outdated and not relevant to the role they were deploying to perform. Participants who had received training prior to deployment from instructors who were experienced advisers, or instructors who had recently returned from operational deployments suggested that hearing their perspectives had assisted them greatly. Several participants spoke positively of how the inclusion of accounts from recently returned mentors helped them to understand the challenges they were likely to encounter and how they could adapt their behaviour accordingly. Some of the more experienced participants spoke of the likely benefits of including experienced advisers in the training environment to assist with developing the skills of those on their first deployments. Numerous participants stated that ideally the ADF would be able to establish a cadre of experienced advisers including non-commissioned officers and officers who could be utilised to train advisers deploying on any TAA mission with the relevant skills. They suggested this could be shaped to focus on the environment the personnel were deploying into, and what personal skills and aptitudes would be most suited for that environment. Participant 15, for example, was one of many participants who recognised value in creating a training centre focussed on imparting skills for advising. He stated:

I firmly believe the Army could create a centre of excellence where we train selected individuals across Army for advisory training missions and combat advisory missions, and then send them back to their units to become a cadre for that kind of role. We could upskill people as basic operators and as supervisors in a 4 to 8-week course in Train-Advise-Assist methodologies the way we do with other capabilities. This would

improve Army capability for those roles and would give us personnel with the right mindset and the skills and competencies that I think we've lacked previously.⁵⁷

Participant 16 argued that advising training would benefit from incorporating a range of additional specialists in addition to experienced advisers. He stated:

If we were developing a schoolhouse, where you could teach advising you require the right people for the task. You need to have a mix of people that will provide inputs to grow the advisers, and they don't all need to be military. Trainers could include scientists, academics, and historians. The experienced advising personnel will run it effectively. Then those people that you send there are selected on merit and have key individual attributes.⁵⁸

There was a common emphasis from participants that future advising needed to draw on lessons learned from experienced advisers across a range of operations and environments as well as bringing in expertise to deliver the training rather than necessarily military staff alone. This was particularly emphasised in regard to skills in relationship building, negotiation, influence and enhancing resilience.

Increase scope of postings

Participants provided many suggestions of how to improve the training of advisers by giving them a broad range of advising experience, including those which including working in ethnically diverse or linguistically diverse areas. Participants considered that experience working internationally improved the effectiveness of advisers by exposing them to cultures different to their own. Several believed that postings to NORFORCE would be an excellent means of supporting adviser training experience. Others suggested that Defence cooperation program⁵⁹ roles such as

⁵⁷ Participant 15, a colonel with advising and supervisory experience.

⁵⁸ Participant 16, a colonel with advising and supervisory experience.

⁵⁹ The Defence Cooperation Program promotes the capacity of Australia's international partners. It originated in the 1960s and is currently operating in Papua New Guinea, Timor-Leste, the South-West Pacific and south East Asia.

those in Papua New Guinea were excellent areas to train personnel in skills required prior to deploying them to an operational advising role such as Afghanistan.

Language proficiency

Four advisers spoke about language proficiency or some basic language skills being beneficial for training. They realised that there was not always sufficient time to learn a language prior to becoming an adviser. However, they suggested this would be a worthwhile endeavour in the ADF as a professional development activity which could furthermore aid in choosing personnel suitable for advising roles. They all believed that learning a language provided individuals with an appreciation of the values, customs and social structures of other nationalities. This assisted them to adapt more readily to new cultures they were required to work within. Each of the advisers also felt that having some language knowledge assisted in initial rapport building with counterparts even if the adviser only knew a few basic greetings and phrases.

One participant highlighted the added benefit of language skills for advisers was being able to detect whether the interpreter was translating the content of instruction for the mentee correctly. He gave an example of being able to pick up the context, some words and meaning which enabled him to identify one translator who was not doing as he asked. This resulted in the interpreter being replaced.

Able to train technical or operational skills

Another area the participants suggested warranted improvement in training was in demonstrating how to effectively deliver training, particularly complicated or technical knowledge to the mentee. Participants stated that it was an asset if advisers were skilled in training technical or operational skills. They felt that some advisers were less able to translate their own knowledge of subject matter into a format that was able to be learned by the mentee. Many stated that this was an avenue that could be addressed in training, for example providing instruction on how to deliver lessons and technical training to a counterpart audience that were not accustomed to technical

methods or approaches. This would help advisers who had no experience delivering training, which creates challenges.

Draw on allied models of training

Most participants had worked alongside allied nations when in their Train Advise and Assist roles and witnessed the skills employed by those allies in mentoring. In most cases they spoke positively about the advisory skills of other nations and felt that the ADF could benefit from leveraging training being conducted internationally. For example, participant 29 suggested:

The reality is very rarely will we be unilaterally training, advising, assisting which we generally would do under a coalition umbrella, so I think the commonality of doctrine, is a good idea and to a degree the commonality of training. I think the UK has quality training and it would be useful learning what partner nation forces are doing. The US's Security Force Assistance brigades are doing a suite of new training and they are selecting people to advise. Leveraging this training and doctrine is worthwhile.⁶⁰

Participant 5 provided suggestions drawing on his experience working with US Foreign Area Officers (FAOs).⁶¹ He believed that FAOs had far better training in skills required to build instrumental relationships with foreign counterparts. He talked about how the ADF could draw some valuable insights from the FAO training curriculum which included language training, a graduate degree in a related field of study, and in-region training under the supervision of an experienced officer for an extended period prior to training completion. Participant 5 discussed how the ADF develops some officers by posting them overseas – such as to staff colleges or reciprocal training

⁶⁰ Participant 29, a colonel with advising and supervisory experience.

⁶¹ Foreign Area Officers (FAOs) are commissioned officers deliberately accessed, trained, educated, and developed to meet worldwide Army requirements for officers possessing a unique combination of strategic focus, regional expertise, foreign language proficiency, and professional military skills and experience. Army Foreign Area Officers are regionally-focused experts in political-military operations with advanced language skills, cultural understanding, and the ability to advise senior military and civilian strategic decision-makers in an era of persistent conflict. FAOs are often described as the Army's "Soldier-Statesmen".

positions – but he emphasised that the army does not tend to capitalise on their career development in advisory positions when they return or use their acquired linguistic and cultural knowledge to further the training of others. He suggested this could be valuable adjunct to current training.

Improved lessons learned required

Several participants, particularly the supervisors, commented that it didn't appear that the lessons being learned from advising roles were being captured adequately and promulgated in such a manner to be useful for subsequent deployments. Participant 9 felt that while advising in any location had similar aspects, including the need to understand the context and the need to understand the individual being mentored, a package could be developed to prepare personnel for new environments. He suggested:

I'd have a lessons learned repository that takes all the experiences that we've learnt in Iraq and Afghanistan and all the engagement we're doing in places like Papua New Guinea and Indonesia. Bring it all together so that we can do some analysis about how we apply principles that can be adapted to whatever environment we send people into.⁶²

Doctrinal improvements necessary

Participants also emphasized that training in advisory roles would benefit by being supported by doctrine. They felt that this would involve the professionalization of the role of mentoring as personnel would be able to understand the parameters, they should be operating in. Moreover, it would enable skills to be taught to advisers according to best practice. Participant 15 stated that Train Advise and Assist roles were most likely to be enduring and hence an enduring training capability with underpinning doctrine was required.

⁶² Participant 9, a colonel with advising and supervising experience.

Participant 15 stated:

You need doctrine. It needs to be treated as capability and having a school that leads this, with the right resources that can stay informed by the current best practice. The school builds lessons learnt, develops doctrine, TTPs⁶³ and then also teaches this best practice. I think that's absolutely essential.⁶⁴

Theme 3: Cultural awareness is recommended

The third theme that emerged from the data in response to research question 5 was that cultural awareness was recommended to be incorporated in training. Nine advisers referred to a form of cultural awareness as being important for training advisers to be effective. This included learning about aspects of the nation they were going to advise including historical, social, economic and political aspects. Participants believed that cultural awareness was not necessarily essential but it was considered highly desirable. In particular, they noted that practical training that included role plays with individuals with the same ethnicity as the country they were deploying to would be beneficial. Participants suggested that these role plays were helpful in normalising behaviour, such as Afghan males holding hands, mimicking the expected behaviour of those being advised. One participant suggested that these role plays were very effective training for advisers who had not been exposed to different cultures. Participant 45, for example, stated:

I think it is valuable to have training provided by someone from the community to inform about cultural customs, such as who talks first, and what personal space looks like. And the training should be focussed on not always pointing out the differences, but also noting the similarities.⁶⁵

⁶³ TTPs is a military term for Tactics, Techniques and Procedures.

⁶⁴ Participant 15, a colonel with advising and supervisory experience.

⁶⁵ Participant 45, a major with advising experience.

Two of the advisers suggested that the cultural training could be more tailored to the specific deployment they were going on. For example, if they were conducting officer training at the Afghan National Army Officer Academy, then training specific to the cultural nuances of that location would be helpful. Conversely five advisers suggested that cultural training is helpful, but the training doesn't always apply to individuals they are advising because of the ethnic, linguistic and cultural diversity of many of the countries they are required to advise in. They therefore felt all advisers would benefit more from cultural intelligence training which focusses on individuals developing insight into their own cultural behaviours, so they are more adept at understanding cultural differences and similarities in other nationalities.

DISCUSSION: Training

How do participants perceive the importance of EI for training advisers?

The preceding section of Chapter 5 explained in detail the results of this study according to interview responses from participants to research question 5 (How do participants perceive the importance of EI for training advisers?). Drawing on these results, the following section will discuss the aforementioned results of participant responses to provide two findings on the perceptions of training for TAA advisers. These are;

1. There is a clear need for an improved training process
2. Training in EI would be highly beneficial.

Finding 1: Clear need for an improved training process

Overall, participants perceived that the type of training they received for the advising roles they had undertaken did not adequately prepare them for a Train Advise Assist mission. Advisers and supervisors were interviewed from a range of operational deployments, and this was a consistent opinion across all participants interviewed. None of the participants responded that they felt the training they, or their cohort, received was suitable in the current training format. However, many participants felt that with certain improvements, advisers could be far better prepared for advising roles, and ultimately more effective.

Several participants highlighted that the Australian Defence Force is geared towards deploying personnel in a variety of operational deployments and that often the focus was on the basic requirements of deployments including administrative details and force protection training rather than role specific training. They stated that this 'one size fits all' approach did not sufficiently prepare personnel, particularly those who were new to advising, for the challenges they would encounter working with foreign counterparts. Several advisers also raised that personnel deploying

in a force protection element role and similar support roles would also have benefitted from training in advising skills, emotional intelligence skills and cultural awareness. They emphasised that these personnel are often well-positioned to build relationships with foreign counterparts and to provide early detection of any changes in emotional dynamics to assist advisers.

Participants proposed a range of strategies to improve adviser training and to make it more practical (Theme 2 results). These suggestions included; increasing practical training with scenarios, incorporating lessons learned from experienced advisers, using additional input from academic or other resources, and drawing on allied training curriculums. Moreover, several advisers suggested that setting up a specific centre of excellence for adviser training was warranted given that the ADF is likely to be engaged in mentoring style deployments increasingly in the future. Other participants claimed that modules of professional development training in advising skills were an alternative model to a centre of excellence which would possibly require less resource allocation. They proposed that personnel who were going to apply for advising roles could complete pre-requisite skills training. Some suggested that this might include EI training, language training, influence skills, negotiation skills and cultural intelligence training modules.

All of these suggestions for improvement in the training approach hold merit. The choice of approach will depend on the investment the ADF wishes to make for future TAA deployments, and whether the ADF recognises that training in such skills as influence, negotiation and interpersonal relationship development yields broader benefits. For example, the training could undoubtedly provide benefits to personnel deployed in diplomatic, humanitarian or defence cooperation programme roles where relationship building is a foundational requirement. This will be elaborated upon further in Chapter Six.

There is not a wealth of literature on training of advisers for the Australian Defence Forces as the nation does not have an institutionalised indigenous capacity building training programme. The current force preparation training does not incorporate training in influence and rapport building

skills unlike the UK and US coalition partners. As re-counted in Chapter 2, former commander of an adviser team in Afghanistan, Colonel Brett Chaloner, argues that we need to enhance our current training. He stated:

Every nation involved in security force assistance activity needs to devise a 'light doctrine' that provides a framework for generic training, sets the conditions for mission-specific training, and teaches the adviser and the team to orient, engage and adapt in order to deliver effective lasting outcomes.⁶⁶

His statements were echoed by Warrant Officer Andrew Roberts who argued that preparation of mentors is critical to the success of the mission and recommends the ADF include mission specific training, a proper selection process, appropriate mentoring skills, a training management plan, the requisite professional knowledge and a clear definition of success.⁶⁷

While this present research study results are consistent with widely held views in the ADF that training needs enhancement, they provide clear evidence to substantiate a justification for introducing adviser-specific training. This research unmistakably identifies the training that participants consider is most relevant for TAA deployments and that is interpersonal skills training. Moreover, there is evidence from these results that participants recommend investigation of allied training, doctrinal improvements and imparting lessons learned as additional ways to further training outcomes. This additional training has probably not been adopted previously as the focus for force preparation training has been to generalise training to all missions, not just TAA which have a heavy relationship building aspect. A period of insider attacks against coalition forces around 2011 resulted in some new training being implemented, including cultural awareness training delivered by DSTG researchers and updated insider threat briefings. However, this has not resulted in the ongoing incorporation of EI training.

⁶⁶ Chaloner, 'Advisers for a Generation', 151.

⁶⁷ Roberts, 'In the Moment', 159.

Several of the supervisors interviewed for this research stated that they had provided written reports at the end of their deployment (Post Visit Reports) regarding suggestions for improved selection and training. However, they had not seen these recommendations actioned. It is possible that organisational constraints about where the information is recorded and who actions changes to the training curriculum may be hampering change. Recommendations for future training based on participant responses will be provided in Chapter Six.

An alternative explanation for the lack of emphasis on social and emotional attributes in training could be the perception that EI is personality-based, and that you have the skills or don't have the skills. For example, some might perceive that you cannot train empathy as you 'experience' empathy for others as an understanding of their perspective. However, promoting attitudes such as self-awareness, good listening skills and non-judgemental regard for others can assist. Perceptions that you cannot improve EI through training are inaccurate as research has demonstrated improvements in EI through applied training. Another possibility could be the perception by military personnel that training in 'emotion' is not relevant to soldiers and that Defence culture is to restrain emotional behaviour. Once again, this perception is inaccurate as research demonstrates that using emotion can facilitate decision-making and enhance performance outcomes (as discussed in Chapter Two).

Finding 2: Training in EI attributes would be highly beneficial

The most significant finding from the results of research question 5 was the implication that EI attributes are essential to incorporate when delivering training to advisers. This was consistent across interviews from participants. The largest interview theme to emerge was focused on skills to build rapport and interpersonal relationships. Participants highlighted that training to improve interpersonal skills was not currently included as part of their pre-deployment preparation, and many considered this type of training essential. This included suggestions for; rapport-building, interpersonal skills training, teamwork, and self-control. These participants reiterated that

interpersonal abilities underpinned being able to advise effectively and that insufficient training was provided to upskill advisers effectively.

Several advisers highlighted that role play scenarios with foreign actors were effective at improving adviser skills in a low threat environment. Increasing the time spent with these types of activities would enhance learning of advisers, particularly where they were placed in challenging situations common to the country they intend to advise within.

Major General Michael Jeffrey believes that training requires the right people to deliver the appropriate skills to be able to meet the task required. He states:

If you're sending advisers off to a foreign country you've got to have a prescribed training course that suits the requirements that are agreed by governments and the defence force. The complexity of the task will determine the length and categorical requirements. It's about ensuring that they have got the appropriate high levels of skills. Having that training capacity is very important and you need superior people managing or running that training organisation. The trainers have got to be experienced advisers, so when you bring people back from operations the best ones should cycle through the training advisory teaching system.⁶⁸

This research clearly demonstrates that careful consideration of the training provided for advisers is required and provides new data to substantiate the necessity for adviser-specific training, not previously adopted in Australia. Even if the ADF selects individuals with suitable attributes for a TAA mission, it is not sufficient to deploy them without providing them with training in the most important skills required – emotional intelligence skills. For those who have prior advising experience, this training should be designed to augment that experience. Suitable training designed with the operational context in mind would almost certainly make them more proficient at achieving outcomes, enhance their ability to influence, build relationships, and overcome the challenges of working with foreign counterparts. Participants clearly indicated that training did not adequately

⁶⁸ Major General (Ret.) Michael Jeffrey AC, CVO, MC, Australian Army.

prepare them for the advising mission. In their opinion, practical training that encompasses tuition from experienced advisers, and is focussed on up to date scenarios is essential to enhance advising effectiveness. Moreover, skills in how to negotiate, influence and deal with mentees on a personal level were highlighted as important. Hence, adapting training to include these elements and focussing training on EI skills to supplement the existing training curriculum are warranted.

Empirical research has substantiated the value of training individuals in emotional intelligence skills to enhance performance.⁶⁹ In 2019, Glenn found that military leaders benefitted from lessons in EI provided either formally or informally as it improved their decision-making and enhanced their credibility so that they were viewed as more ‘trustworthy, people-focussed, considerate and balanced’.⁷⁰ Eichmann found that individuals who received EI training reported improved outcomes in their interpersonal relationship abilities, enhanced teamwork and capacity to listen with respondents perceiving they were able to apply this training in practical situations.⁷¹ Providing advisers with an understanding of what emotional intelligence is, and how they can understand their own behaviour and the behaviour of others, regulate their emotions and improve their interactions with others could improve mission objectives. Research has demonstrated that emotional abilities may be effectively improved after short training periods in as little as two days.⁷² For the military this has positive implications for future training of advisers, particularly if the training results in positive changes in adviser well-being and improves their personal resiliency.

Recommendations for how this training could be optimised are included in Chapter Six.

⁶⁹ Joseph C. Rode et al., ‘Emotional Intelligence and Individual Performance: Evidence of Direct and Moderated Effects’, *Journal of Organizational Behavior* 28, no. 4 (2007): 413; O’Boyle et al., ‘Relationship between EI and Job Performance’, 808.

⁷⁰ Glenn, ‘EI and Military Leader Decision-Making’, 92–93.

⁷¹ Krissy Eichmann, ‘The Effectiveness of Training to Improve the Emotional Intelligence of Leaders’, Thesis (Milwaukee: TUI University, 2009), 92–95.

⁷² Nelis et al., ‘Increasing Emotional Competence’, 362.

Summary

This discussion of training has provided two findings in response to the research question focussed on how participants perceive the importance of EI attributes for training of advisers. It is clear from these research results that participants felt that the current ADF training for advisers was inadequate to prepare them for the role. Suggestions ranged from the requirement to have doctrine with professional guidance on advising, the need for practical training, scope to incorporate interpersonal and influence skills into training and use of allied models to assist in developing expertise. Additionally, the participants' responses were consistent with those provided in Chapter Four, and earlier in this chapter on selection in that there was clear emphasis on the need to identify individuals with EI attributes, select them for these attributes and then hone their skills through training rather than training advisers without the requisite social and emotional abilities. In Chapter Six, recommendations will be provided for action in light of these findings with suggestions of practical applications and future research.

CHAPTER SIX

CONCLUSIONS & RECOMMENDATIONS

What you need are people who have a certain aptitude for adviser duties; those who have professional expertise but also the interpersonal skills that are required. That includes a degree of patience, a degree of emotional control, and a degree of empathy for others. ~ General (Ret.) David Petraeus, US Army

Possessing the ability to influence people toward your way of thinking and having them respect you, listen to you and heed your advice is highly desirable in military advising. As the previous chapters make clear, advisers who possess emotional intelligence attributes and draw on these attributes to build strong interpersonal relationships are more effective as Australian Defence Force (ADF) advisers. Selecting an adviser who is adaptable, socially perceptive, who communicates tactfully, and who deliberately regulates their emotion is likely to improve the ADF's achievement of Train-Advise-Assist outcomes. Moreover, providing training in emotional intelligence and commensurate skills is likely to augment the capability of those with high emotional intelligence and improve the abilities of those with low emotional intelligence. This chapter briefly summarizes the findings of the research questions for this study. It responds to the central research question and provides conclusions and recommendations based on the results of all five research questions.

Summary of findings

This research has successfully identified the key attributes that advisers perceived were most essential for training and mentoring their counterparts effectively. No single attribute was identified as the most important attribute for effectiveness. Rather, a combination of attributes was identified which enhance the ability of an adviser to perform an advisory role in multiple contexts. Overwhelmingly, the results demonstrated that emotional intelligence attributes were more

essential for effective advising behaviour than non-EI attributes. These results were consistent across each of the participant groups including adviser and commanders from Australian and our allies, but also from the perspective of our foreign counterparts.

The following section briefly recaps the research findings for each of the five research questions for this study. Following this summary, the limitations of the study will be discussed, and the practical recommendations presented as well as suggestions for future research.

Research question 1: What are the common themes the participant uses when describing effective adviser attributes?

Individuals with EI abilities were considered more effective than other advisers and interpersonal skills were identified as being essential by 74% of participants. These results were consistent with the advising and emotional intelligence literature and built upon extant studies by identifying a specific combination of attributes that were considered essential. The six themes that emerged from the data were;

1. Theme 1 – Effective advisers build and maintain interpersonal relationships
2. Theme 2 – Effective advisers possess adaptability
3. Theme 3 – Effective advisers self-regulate emotion
4. Theme 4 – Effective advisers are socially and emotionally perceptive
5. Theme 5 – Effective advisers communicate tactfully
6. Theme 6 – Effective advisers possess non-EI attributes of professional competence, operational knowledge, advising experience, language ability and cultural knowledge.

Perspectives provided by Afghan and Papua New Guinea officers were consistent with the ADF responses and the viewpoints of US commanders. The finding that EI attributes are important across participants, counterparts and US strategic level commanders strengthens the argument that these attributes are essential. As both advisers and advisees consider these attributes as key for adviser competency, this substantiates the necessity for identifying these attributes in personnel (Research Question 4 – Selection).

Research question 2: What are the common themes the participant uses when describing attributes of an adviser who is not effective?

Three themes were identified describing the attributes of advisers who were not effective. Similar to the results from research question 1, participants across all groups within the research study rated several attributes as indicators of ineffectiveness. The three predominant themes were:

1. Theme 1 – Advisers who are not effective lack interpersonal skills
2. Theme 2 – Advisers who are not effective lack adaptability
3. Theme 3 – Advisers who are not effective have poor emotional self-regulation.

This finding extends research in security force assistance which has not previously examined the attributes associated with ineffective advisers. Nor has this extant literature provided clear evidence of how the foreign counterparts view as indicative of adviser poor performance. This current research study therefore adds to the body of literature by providing adviser, commander and counterpart perspectives of attributes of ineffective advisers. This substantiates the necessity for identifying personnel who lack these attributes and carefully considering whether they are well-suited to advising roles.

Research question 3: How do advisers perceive the importance of EI attributes for advising?

Emotional Intelligence attributes were overwhelmingly emphasized as more important than non-EI attributes by all groups of participants. EI attributes were rated as essential by participants for selecting advisers on the Attribute-rating Questionnaire and were the predominant themes throughout the interview responses. This data was reinforced by the responses of each of the experienced strategic level commanders, who strongly emphasized that EI attributes were critical in effective advisers. Interviews with foreign counterparts further reiterated these attributes were necessary from the advisee perspective. They highlighted the value of receiving training from individuals with the appropriate disposition in being able to learn effectively.

Participants perceived that non-EI attributes were also important, particularly professionalism. However, non-EI attributes were not rated as important as EI attributes for effectiveness or for the purpose of selecting personnel for advising roles.

These findings are compatible with the literature on EI and performance in the corporate environment yet build upon and provide new findings which contribute to the advising literature.

Research question 4: How do participants perceive the importance of EI attributes for selection of advisers?

More EI attributes were rated by participants as essential when selecting advisers than non-EI attributes on the Attribute Rating Questionnaire. These results were reinforced by the qualitative data from interviews. Advisers, supervisors, Australian and allied force commanders all overwhelmingly reiterated the importance of selecting personnel based on socio-emotional skills including rapport building ability, social intuition, and self-control over and above non-emotional intelligence skills. Three key findings were:

1. EI attributes are more important than non-EI attributes for selection
2. Effective advisers possess a combination of EI attributes
3. Prior advising experience is desirable but not as important as EI attributes.

Participants reiterated that selection processes need to change to identify personnel who possess the right combination of attributes effectively. This research extends the body of work on identifying attributes by distinguishing which attributes participants consider essential through both qualitative and quantitative measures.

Research question 5: How do participants perceive the importance of EI for training advisers?

Participants emphasized that the type of training currently being delivered by the ADF does not adequately prepare advisers for Train-Advise-Assist missions. They highlighted the value of

improving training to augment the performance of advisers and build skills that would almost certainly improve their effectiveness. Participants articulated a clear need for the development of a focused training curriculum for advising skills. These results provide evidence not otherwise obtained that demonstrate a need for closely examining the current training model and investigating how to incorporate training improvements.

Central research question: How do military personnel explain the attributes they perceive are necessary for advising foreign national security forces personnel in Train-Advise-Assist roles?

The data obtained through this research have provided a robust response to this central research question. The five aforementioned subsidiary research questions underpin these results and provide clear informative data from which to derive solid implications for future selection and training of advisers.

In summary, this study has clearly established the following:

1. Participants perceive advisers who possess the key EI attributes of **interpersonal skills, emotional self-regulation, tactful communication, social and emotional perceptiveness, and adaptability** as highly effective in building key relationships with their foreign counterpart and more likely to achieve successful outcomes.
2. Participants perceive **EI attributes are more important** than general characteristics or non-EI attributes in effective advisers.
3. Participants perceive **EI attributes are essential** when selecting the most effective personnel for advising roles.
4. Participants perceive that **adviser specific training is necessary** to improve or augment skills of advisers.
5. Participants perceive the non-EI attributes of **advising experience, professionalism, language ability, cultural knowledge and operational knowledge** are highly desirable.

Participant responses were consistent across the research sample. The findings of the primary study were also consistent with the results from the focus groups, interviews and questionnaire items from Study One.

Assumptions and limitations

This research study focused primarily on identifying the attributes participants perceived were necessary for advisers to be effective. Hence, several assumptions were required, and the study inevitably had certain limitations. The impact or potential weaknesses to this study are outlined below as a result of these assumptions and limitations.

Honest perceptions and true experience

All participants' comments were viewed to be open and honest. This assumption is based on the active participation of advisers whereby they spoke freely about their experiences, and because the semi-structured interview form of data collection adapted to their input accordingly. All participants were provided a confidentiality agreement and they each signed the consent form after a thorough verbal or written explanation (this was translated for foreign counterparts). All voluntarily agreed to participate and were instructed on the withdrawal procedure: no participants withdrew. The responses to the research questions were delivered in narrative with observable emotional content and tone that reflected the observations and lived experiences of each individual. The accounts of participants support the honesty of the discussion surrounding their perceptions and beliefs of the phenomenon they were describing. It is therefore assumed that the data collected from participants was a true account of their experience and their honest perception.

Definitions

This thesis examined themes comprised of attributes that participants considered were demonstrative of effective adviser behaviour or not effective adviser behaviour. However, no definition was provided of what 'effective' was. This was a deliberate choice in order to gain responses as to what effective meant for them and not constrain their narrative by defining the boundaries of what could be considered effective. What is effective in one advising situation might be not as important in another advising situation and could be instead be counterproductive. Progress and achievement of the mentees being advised is difficult to assess when, in many cases, the ADF presence was as part of a coalition effort, there was high turnover in advisers, and objectives may not have been clearly defined. By not providing a definition of 'effective' the assumption was made that a greater range of observations would be obtained. It is possible that future research could explore a definition of parameters of effectiveness with specific measures to identify effective performance in more detail. It is unlikely that this assumption limited the research study findings.

Additionally, it was assumed in this study that emotional intelligence consists of a group of attributes that individuals possess, as described in the literature review and that people differ in their level of emotional intelligence and how this influences their behaviour. Rather than defining emotional intelligence as one particular set of attributes, this thesis used three EI models and a framework to compile a list of attributes likely to be relevant to advising. Comparing adviser behaviour to one model and testing for EI and performance may have provided the reader more insights into the level of EI required for effective performance (a possible study limitation). Conversely, the broader range of attributes identified by participants in this study probably gives future researchers a more in-depth understanding of EI and advising effectiveness.

Data collection

Data collection through interviews can be biased by the researcher input.¹ Researcher bias can alter the results of the study or shape the input of the participants by limiting or leading their responses. In an attempt to avoid limiting the research through this form of bias, a pilot study (study 1) was incorporated to identify any potential bias in the interview questions. The primary study then used a semi-structured interview with open ended questions and a questionnaire to answer the research questions, thereby limiting input from the researcher and focusing the collection of data on responses of participants. Therefore, the findings of this study are considered to be a robust representation of participant perspectives.

Analysis process

This process involved categorizing the participants' perceptions and experiences into constituent groups or themes in order to identify and study the relationships between attributes stated. This process is dependent upon researcher interpretation for grouping emerging themes. In order to mitigate potential bias through interpretation NVivo 12® data coding software was used and the guidelines for conducting an Interpretative Phenomenological Analysis² were closely followed to ensure accuracy and to reduce the potential for researcher bias. Hence, these research findings are likely to be an accurate reflection of themes not limited by researcher bias.

Sample size

The primary study was a large sample encompassing fifty participants. Usually, smaller sample sizes are recommended for interpretative phenomenological analysis (IPA) approaches due

¹ Anthony D. Miyazaki and Kimberly A. Taylor, 'Researcher Interaction Biases and Business Ethics Research: Respondent Reactions to Researcher Characteristics', *Journal of Business Ethics* 81, no. 4 (2008): 779–95.

² The steps involved are detailed in Pietkiewicz and Smith, "A Practical Guide to Using Interpretative Phenomenological Analysis in Qualitative Research Psychology."

to the in-depth nature of the inquiry style and the detail required to make claims.³ Patton recommends five to twenty-five individuals are an ideal sample size for a phenomenological study which is determined by the number of participants needed to reach data saturation.⁴ IPA studies are usually purposively sampled to be fairly homogenous so that each participant has sufficient knowledge of the phenomenon being explored.⁵ A limitation of this research study could be that in analysing the data from a larger sample, some of the smaller details or nuance may have been neglected. This nuance may have been identified with more time exploring the data from a smaller sample. Alternatively, the larger sample enabled data saturation and probably improved the generalizability of the study as it is likely to more closely represent the population perceptions than a smaller sample. By including fifty interview participants, the data from various military ranks, ages, gender and country of origin were incorporated. Moreover, the sample included several foreign military counterparts to ascertain their experiences of being mentored by Australians. This provided a reciprocal perspective to compare with the perspectives of ADF and US advisers. Additionally, the greater numbers potentially offered an opportunity to obtain additional attributes unlikely to be uncovered in a small sample, and almost certainly reinforce the salience of the attributes that were identified.

Homogeneity of results

This research study focussed on responses by participants who were advisers deployed to an advising role where their primary duties were to train a foreign national security force. Participants were from the Australian Defence Force or US military. Additional perspectives were gained from foreign counterparts who were in a position to be mentored or advised by ADF personnel, including Afghan National Army officers and Papua New Guinea Defence Force officers. Although the scope

³ Pietkiewicz and Smith, 364.

⁴ Patton, *Qualitative Research Methods*, 45.

⁵ Smith and Osborn, 'Interpretative Phenomenological Analysis', 54–55.

was to include participants from the Australian Navy and Air Force, all Australian participants interviewed were from the Army. Hence, the research may have been limited by the composition of the sample. Through the snowball sampling, those advisers identified to me were from the army rather than tri-service. This sample did include four special operations forces participants who differed in rank from warrant officer to colonel. No participants were interviewed from the Australian Navy or Air Force in the primary study which may have limited the results. However, the results are likely generalizable to the Australian military at large for Train-Advise-Assist roles as the role is similar no matter which service is involved. It comes down to an interpersonal relationship between the service member and their counterpart. Moreover, the results should also be generalisable to other nation's services for the same reason. As the army tends to be the service engaged in TAA roles most frequently, the sample used for this research possibly provided a more accurate body of data because of the level of experience of the participants in multiple operations.

The study explored a range of advising experiences rather than attempting to choose one specific area, such as key leader advising, in an expectation that the results would then generalise to more settings. Participants had varied experiences due to the fluid nature of deployments and varying complexity, which could differ from classroom tuition to kinetic operations with advising and training conducted in situ.⁶ For example, in Afghanistan, Mentoring and Reconstruction Task Force 1 mentored Afghan National Army 2nd Kandak (Battalion) personnel in seven different patrol base locations and conducted partnered combat operations in order to raise the skill levels of those being advised.⁷ No two advising deployments are likely to be subject to the same situation conditions. However, it was expected that the sample size and distinct range of experiences would contribute to data that would generalise to the diverse TAA missions.

⁶ For further discussion of the training mission complexity see Peter Connolly, 'Counterinsurgency in Uruzgan 2009', Research Report (Land Warfare Studies Centre, 2011).

⁷ Connolly, 12–13.

Implications of findings to advising

Undeniably, to be an effective adviser, an individual must possess the appropriate attributes and skills to excel in a TAA environment. Attributes are core characteristics that individuals develop as a response to their environment – such as adaptability and empathy. Some individuals, through circumstance, have developed these to a greater extent than others. Attributes act as strong predictors as to how an individual will behave in a specific situation. In comparison, skills are learned behaviours that are developed and maintained through practice – such as language skills or subject matter expertise. In essence, attributes are indicators of an individual's potential to perform in a given environment and skills reflect what an individual actually does. Therefore, this research – by identifying attributes – provides new information which can be used to enhance potential to perform effectively.

Clearly, attributes are not a guarantee of success, but they are a good indicator of potential. The question is, which attributes should TAA advisers be selected for and how should their education and training be designed to maximise the achievement of their potential? Fundamentally, this involves identifying what TAA advisers are expected to be capable of doing; selecting for attributes that reflect a potential for success in those areas; and providing those personnel with training so that they will behave in a manner that achieves the desired outcomes. In reality this approach has not previously been adopted according to this study's participants. Although there has not been an institutionalized identification of job requirements for TAA roles, it is a necessary task. Academically, and in the organisational psychology approaches, this break down of roles and responsibilities is logical and commonplace. It would be straightforward, given the list of attributes provided by participants in this research, to assign desired attributes and skills that would facilitate effective advising ability in any given environment. This should be an adaptive model that reflects the varied and unique roles that advisers may find themselves in. In countries like Australia with a small force in comparison to other nations, military personnel must be agile and adaptive to multiple

roles (kinetic, non-kinetic, humanitarian, key leader engagement etc.). The ADF, therefore, may not be able to maintain a corps or group of specialized TAA advisers. As such, there is a value in identifying a list of attributes that would underpin performance in advising roles, but which are also likely to augment performance more broadly. These attributes would form the basis of selection of personnel for advising roles. Once the right match of personnel to task is obtained, education and training needs to be a central element in nurturing development of their potential.

This study offers strong evidence for the key attributes of effective Train-Advise-Assist advisers. The data from this study could empower military leaders to make appropriate decisions related to improving the effectiveness of personnel by consideration of the importance of each of the identified attributes. After due consideration, the research additionally provides military decision-makers with empirical evidence to support a review and redesign of the current selection and training processes for advisers.

Furthermore, this research can contribute to an elevated level of understanding among those officers whose role it is to identify personnel who are suitable to lead or participate in advisory missions and recommend them for a position. When faced with decisions on who to nominate for these important roles, this research provides firm evidence of the attributes essential to personnel effectiveness. Knowledge of these attributes and how to select suitable candidates could result in an improvement in the overall success of achieving security force assistance objectives in future advising missions. Furthermore, this attribute knowledge could negate the tendency to deploy personnel without the commensurate qualities for the role or the team. The following section provides specific recommendations.

Recommendations

Unfortunately, there is no simple answer to ensure that personnel placed in advising roles are the most effective at influencing. Human behaviour is exceptionally complex and situational

variables are numerous. Consequently, this research provides some understanding of the attributes required in operational settings to achieve influence, but too many variables exist to guarantee that a set of attributes will provide the same results in different situations. Even though it is unlikely that the ADF will achieve proficiency in advisers in all missions, it is certainly achievable to select suitable advisers and augment their abilities through bespoke training. The recommendations as presented below are for that purpose.

The recommendations are presented in two sections. The insights gained from both the interviews and the questionnaire responses provided the foundation for constructing these recommendations. They are separated into a recommendation that has already been implemented, and recommendations that have not. Preliminary results were delivered at the Building Partner Capacity Seminar presentation hosted by Director General Training and Doctrine, Brigadier Ben James (DGTRADOC) in April 2018. As a result, recommendation 1 has already been implemented but will still be discussed as it is a key finding from this research. Secondly, the further recommendations and suggestions for practical implementation of the research are provided.

Recommendation already adopted by the ADF

Recommendation 1 – Recognize and promulgate the specific skills that enhance effectiveness in advisers

It was highly recommended that the ADF acknowledge that there are key attributes specifically required to be an effective adviser and take steps to incorporate these attributes into adviser selection and training processes. Just as the ADF has job specifications and a selection process for certain technical or physical roles, if the most effective capacity building outcomes are to be achieved, these attributes should be articulated for advisory roles. **It was recommended that at the minimum, the individual attributes listed in Table 6—1 be incorporated into doctrine.**

Table 6—1. Essential Attributes for TAA roles

El or non-El	Construct	Individual attributes
Emotional intelligence constructs	Self-Awareness	Self-awareness Self-motivated Patient Perceptiveness
	Social-awareness	Social Intuition Empathetic Sensitive to context Respectful Tactful communication
	Self-regulation	Adaptability Patient
	Social Regulation	Good interpersonal skills Persuasive
Non- emotional intelligence attributes	Other	Professional Experienced Language ability

Note: These attributes are a compilation of participant responses from both qualitative and quantitative data.

When this research commenced in November 2014, the Army had not published doctrine which could provide specific practical guidance on Train-Advise-Assist capabilities. However, in 2018 the Land Warfare Doctrine 3-0-5 Security Force Capacity Building (LWD3 0 5) was released.⁸ DGTRADOC recognized the importance of incorporating the preliminary findings of my adviser attribute research into the publication. Leveraging these findings and the input from experienced advisers attending the Building Partner Capacity Seminar Brigadier James commissioned the writing of a section in Chapter 2 in LWD 3-0-5 to focus on strategies for the optimal selection of advisers. This includes two pages on the selection of advisers based on identification of specific skills,

⁸ “Land Warfare Doctrine 3-0-5 Security Force Capacity Building” (Australian Army, May 29, 2018). This publication is not publicly available and is Defence Official Use Only.

knowledge and attributes.⁹ The chapter states that the effective selection and preparation of the 'right' adviser is a key to security force capacity building and that selected personnel must have specific aptitudes to maximize their interpersonal relationships with host nation counterparts.¹⁰ In addition, Chapter 4 in the doctrine includes fourteen pages of practical strategies for advisers, mentors, trainers and other personnel to consider when working with foreign counterparts. This includes such information as how to build optimal mentee relationships, building trust, communicating effectively and emotionally intelligent behaviour. This chapter was heavily informed by my research data and observations made by participants for this thesis.¹¹

Recommendations that are new and have yet to be adopted

Recommendation 2 – Promulgate the attribute requirements

Although this new Security Force Capacity Building doctrine recognises the need for specific attributes, this does not necessarily mean that this has been adopted by those involved in identifying adviser candidates nor as a tri-service document. **It is therefore recommended that steps be taken to promulgate the list of the attributes determined by this research as optimal to those involved in selecting adviser candidates.** This should favour EI attributes over non-EI attributes and give due consideration as to when these attributes are most likely to be required. The ADF would benefit from promulgating these attributes for selection of individuals for international engagement and diplomacy roles with coalition forces partners in addition to using them to inform adviser selection.

⁹ Three pages in the doctrine in Chapter 2 are devoted to identifying the knowledge, skills and attributes of advisers and the required pre-deployment training. Chapter 4 emphasises the skills required when working with counterparts which also leverages the preliminary research results from this thesis.

¹⁰ "Land Warfare Doctrine 3-0-5 Security Force Capacity Building," 28.

¹¹ I attended a one-day doctrine writing activity hosted by DGTRADOC after the Building Partner Capacity Seminar which leveraged various subject matter experts and experienced military advisers to define the structure of the doctrine. The chapter was drafted by military personnel and I subsequently provided review and comments on the chapters for which I had research data (acknowledging that these results were preliminary only).

Moreover, there are other areas in Defence that would benefit from these results being promulgated. For example, defence cooperation program advisers, defence attaches, and liaison roles in other countries. Similarly, non-military personnel such as law enforcement, foreign affairs and civil-military affairs personnel could equally benefit from these results being promulgated more broadly.

Recommendation 3 – Include EI attributes in performance appraisals

Performance Appraisal Reporting (PAR) in the Australian Defence Force is a tri service reporting scheme conducted annually for measuring the service requirements that have been determined as the most important for effective workplace performance and further progression in rank such as promotion, career progression, and postings. PAR reporting criteria in the ADF vary in their inclusion or emphasis on the attributes identified through this research.¹² Navy, army and air force criteria each incorporate interpersonal relations/style, adaptability, communication skills, respectful, and professionalism (as well as additional knowledge and skills such as decision-making, productivity, and job competence). However, the Army criteria is the only document which includes self-awareness. None of the tri-service PAR criteria include the other EI elements identified in this research including social intuition, perceptiveness, patience, self-motivation and self-regulation. Several participants in this study stated that when selecting personnel for advising roles they would search for high-performing professionally competent soldiers who had rated well on their reporting. However, since the reporting criteria does not adequately reflect the necessary attributes then it is not a suitable measure of person-role fit. **It is therefore recommended that the ADF include EI attributes and those non-EI attributes viewed as desirable into the current PAR reporting criteria** as this will benefit individuals tasked with the selection of individuals for advising roles but most importantly will assist in reflecting individuals with potential for diplomacy, leadership and team

¹² Department of Defence, 'Performance Appraisal Reporting: ADF transition and civil recognition project', Website, Australian Government Department of Defence, accessed 20 October 2019, <https://www.defence.gov.au/adc/adftcr/PAR.asp>.

building where these are required. These attributes as selected could be chosen because they span the range of skills the organisation would want in a leader in any situation or context.

Recommendation 4 – Recognise the need for a coordinated approach

Assisting Australia's neighbours and partners to build security force capacity is an important function for the Australian Defence Force. The 2016 Defence White Paper listed capacity building throughout the region and beyond as a priority.¹³ Train-Advise-Assist missions are widely recognized as a core feature of this regional capacity building that is likely to be enduring. Despite the fact that such operations have been identified as important tasks, the planning and preparation for their conduct has not been optimal, according to participants in this study. Tom Frame, editor of the *Long Road: Australia's Train Advise and Assist Mission*, claimed the approach has been ad hoc and that the usual ADF standards for doctrine, organisation, facilities, logistics, training and personnel have not been applied to TAA, or TAA missions have been conducted on an informal basis with objectives poorly articulated.¹⁴ Moreover, the lessons learned and experience gained from advising missions stretching back to Vietnam have not been adequately captured and presented to assist commanders in future planning in a systematic manner. Several of the higher-ranking participants stated that recent experience and lessons learned are neither retained, nor effectively communicated to those officers leading these important missions.

Hence, **it is recommended that the ADF at the institutional level recognises that a coordinated approach to TAA needs to be developed and seeks to examine the current processes to assess their merit.** This could include the wider dissemination of doctrine, articulation of TAA objectives, identification and training of personnel, evaluation of achievements and measures of effect, and incorporation of lessons learned.

¹³ Commonwealth of Australia, 'Defence White Paper', Parliamentary Paper (Canberra: Department of Defence, 2016), 119.

¹⁴ Frame, *The Long Road*, 6–7.

The 2016 Defence White Paper and Army's PME Strategy of 2017 set carefully enunciated goals for Army in the training and education of personnel needed to meet the future demands of service in foreign environments.¹⁵ These goals, including mastery of leadership, strategic thinking and continuous learning would benefit the ADF as a whole as this research provides evidence from participants that the current approach to education and training of personnel across services had substantial room for improvement. The selection of individuals with potential and the delivery of specialized training in capacity building skills for advisers should be a priority at a time of financial austerity and streamlined resources. A coordinated approach across the ADF is likely to be the best approach to optimise training of each service, where often they will be working side by side in advisory roles.

Recommendation 5 – Augment the processes to select personnel

This study strongly supports the argument for improvement to the process of selecting advisers. The data from participants reiterated viewpoints already revealed in the literature that the ADF has room for improvement in the manner by which they currently select personnel for advising missions. Based on the suggestions by participants, **it is recommended that a review of the selection methods be undertaken** and that objective processes be put in place to identify personnel with the empirically based list of EI and non-EI attributes and additional criteria deemed necessary. This could include but is not limited to the following:

1. Establish an objective and equitable process for identifying individuals to be released from current positions to avoid the tendency to release personnel who are unsuitably skilled. This would preclude units from sending individuals who lacked skills for advising effectiveness such as; poor team players, poor interpersonal skills and lacking motivation to advise. This process might include commanding officers nominating individuals they believe are self-motivated and possess the requisite skills (from PAR

¹⁵ Commonwealth of Australia, 'Defence White Paper', 138–49; Australian Defence Force, 'Evolving an Intellectual Edge. Professional Military Education for the Australian Army' (Australian Army, 2017), 4–11.

criteria) to undertake adviser selection. The process could be centralised so that commands do not have the authority to impede selection.

2. Adopt a selection panel which draws on the attributes identified in this research to assist in the selection of the advisers with suitable competencies. These competencies could include but would not be limited to; the EI attributes identified in this study, specific technical skills, level of experience, language aptitude, cultural knowledge, and self-motivation to be an adviser. The panel could incorporate personnel with extensive experience in multiple advising roles to accurately assess the candidates.
3. Consider the use of a merit pool for adviser selection. A selection panel could identify suitable candidates annually and this pool of candidates would be merit listed as suitable for deployment for a time-bounded period such as twelve months following selection.
4. Consider incorporating emotional intelligence testing for key leader engagement roles. While a deploying team could consist of personnel who possess a diverse range of abilities, the focus of selection for advisers in key relationship building positions should be on identifying those the optimal attributes as identified in this research. EI testing administered by a suitably accredited professional could be included with the extant selection criteria.
5. Consider training of selection panel members in EI attributes. Interview panels seeking advisers for TAA or similar roles should be aware of emotional intelligence competencies. They should also be educated in how social-emotional skills are highly important in order to drive a cultural change and avoid any bias that the positions require purely professional or operational skills. Many participants suggested that questions asked during the interview process could be improved to detect EI in advisers. Asking questions that address interpersonal effectiveness, collaboration, self-motivation, adaptability, negotiating abilities, perceptiveness and self-control can contribute to learning about a candidate's EI and determining if they are likely to be a suitable fit. Incorporating experts in the field of interpersonal and emotional competencies on the panel could be a valuable investment. Several of these attributes, such as emotional self-regulation and empathy are not able to be tested by commonly used psychometric instruments. Consideration could be given to adding EI assessments to other psychometric evaluations conducted as part of the application process and have them interpreted by suitably trained personnel.

Reviewing selection methods and implementing objective processes to identify suitable personal could result in the additional benefit to the ADF of reducing the training burden. Individuals who possess the attributes most likely to garner success in advising will almost certainly require less training with a focus on honing their skills rather than developing basic competencies.

Recommendation 6 – Train and professionally develop advisers

The Australian Joint Professional Military Education (JPME) Continuum emphasizes that investment in military education is required to meet future operational demands.¹⁶ It outlines professional military education as the intellectual, moral and social instruction of the profession of arms and provides a range of strategies. This volume provides such suggestions as the development of professional mastery, innovative thinking, agility, superior communication and engagement to become essential components of how the defence force trains and educates its personnel.¹⁷ Similarly, Brigadier James has proposed an Army Training Transformation framework with a focus on four areas, 1) individual training, 2) collective training, 3) training environment, and 4) training assurance to deliver enhanced training outcomes.¹⁸

Consistent with the JPME Continuum, the results of this research clearly established that there was substantial room for improvement in the training provided to advisers deploying in TAA roles. Education and training should be core capabilities in the development of effective military personnel, whether this is for such skills as land combat, air operations or advising roles. Currently, there is no specific training course within the ADF that is delivered specifically to advisers to enhance their abilities in advising – such as rapport-building, negotiating, or influence. Some training delivered is highly relevant, such as pre-deployment cross-cultural strategies and awareness training, but there is almost certainly room for improvement.

¹⁶ 'The Australian Joint Professional Military Education Continuum' (Department of Defence Publication, Canberra, 2019).

¹⁷ 'JPME Continuum', 12.

¹⁸ Brigadier Ben James, 'Army Training System Transformation', The Cove, 18 March 2019, <https://cove.army.gov.au/article/army-training-system-transformation>.

The following recommendations are offered to deliver improved training initiatives for advisers;

Establish practical, applied training

Participants highlighted that the most effective training afforded to them included practical activities such as role plays with actors (from diverse ethnic backgrounds to mimic foreign nation forces) and practicing interactions using an interpreter. They particularly valued activities that focused on likely scenarios they would encounter that challenged them cognitively and emotionally.

It is recommended that the ADF could enhance the current training by incorporating a suite of activities which train and assess the interpersonal skills, teamwork and emotional self-regulation of personnel, in order to enhance their ability to function in the advising role. Moreover, applied learning in the area of building relationships and maintaining these during challenging circumstances would also be highly beneficial. The challenge will be for the ADF to assist instructors to use their experientially gained tacit knowledge and transfer it into explicit knowledge they can employ with trainee advisers.

It is recommended that subject matter experts are used to deliver training that is based on empirical research which undergoes regular revisions and is applied to the practical situations required. For example, if emotional self-regulation training is to be delivered then it needs to be delivered by accredited psychologists or trainers who can translate the testing materials into applied utility. Similarly, cultural intelligence training should be delivered by an anthropologist or trainer with expertise working cross-culturally.¹⁹

Training will be more relevant to new advisers if it incorporates tuition from advisers with recent advising experience. **It is recommended that the ADF post experienced advisers to adviser**

¹⁹ Chapter 5 in Land Warfare Doctrine 3-0-5 Security Force Capacity Building provides information for advisers to understand culture, act in culturally sensitive ways, and suggests how to develop cultural intelligence. As of January 2020, the Australian Defence College is in the process of establishing a cross-cultural JPME capability which will support this requirement.

training delivery roles to assist in transfer of knowledge. They could teach highly relevant personality and cultural information of counterparts, which can assist newly deploying personnel to understand the situational context. This method will also assist the training organization to capture any pertinent lessons learned.

Existing training models or frameworks which have been utilised with military personnel could provide a useful adjunct to current training. For example, Kaplan and colleagues (as detailed in Chapter Two) developed a theoretical model of leader emotion management and used the model to assist in the development of classroom-based curriculums and a multi-media trainer for soldiers.²⁰ There are US and NATO training programs which could be adopted as a self-paced learning initiative in addition to Australian training programs.

Educating advisers

The Australian Army PME Strategy emphasises that training alone is insufficient to prepare the army to adapt to future warfare.²¹ However, education can supplement current training by providing the intellectual, conceptual and ethical foundations to practically apply the skills learnt through training. The PME Strategy defined 'educate' as 'to give intellectual, moral and social instruction'. This research study provides empirical evidence to support the requirement for enhanced social instruction as the EI attributes identified are developed through social interaction.

It is recommended that formal learning and training courses could be supplemented to cater to the needs of the intellectual development of military advisers as well as the practical skill development. Specific areas identified by participants included, theoretical understanding of influence and motivation, psychology of behaviour, emotional intelligence, cultural intelligence and language skills. Self-learning methods could complement formal training if military organizations provide academic resources to personnel, including online learning and military education websites.

²⁰ Kaplan et al., 'Emotions at Work: Leader Knowledge, Skills and Abilities to Enhance Soldier Performance'.

²¹ "Professional Military Education for the Australian Army," 2

These websites could be accessible to deployed personnel to supplement their initial training.²²

Moreover, these resources could probably be adapted more easily to the strategic environment more efficiently than formal military training courses. Major General Mick Ryan recently argued for a suite of innovative educational initiatives, of which self-guided development was included, to enhance the intellectual skills of military personnel to adapt to the changing strategic environment.²³

It is recommended that the ADF identify resources that could assist adviser self-learning, particularly in such areas as social awareness and self-regulation and equip deploying personnel with these resources to augment their potential.

It is further recommended that the ADF investigate methods to deliver training to advisers on how to deal with the challenges of training/mentoring personnel. Advisers would undoubtedly benefit from learning to be more resilient and adaptive when dealing with counterparts who possess a broad range of skills, abilities, and self-motivation with vastly different values, beliefs and customs. The adviser may possess a combination of EI attributes, experience and background which make them an excellent choice for advising. However, their success may be hindered by challenges dealing with the individual they are advising who may not be capable of learning via a particular training method. Practical written guides or a handbook (also accessible online) such as the volume written by Gerspacher with strategies to supplement on-the-job learning would be useful.²⁴ A toolkit of strategies for when they encounter these challenges would be highly beneficial and could additionally mitigate stress and build resilience in advisers. Moreover, advisors would benefit from workshops and discussions with other advisors during training to enable them to self-reflect on their past performance as an advisor. This could include discussions of measures of performance they

²² The Cove and The Forge are examples of these initiatives by the Australian Army to support professional military education via resources including websites, podcasts, videos, book reviews and articles primarily for a tactical-operational audience.

²³ Major General Mick Ryan, "An Australian Intellectual Edge for Conflict and Competition in the 21st Century," in *The Centre of Gravity Series* (Australian National University, 2019).

²⁴ Gerspacher, *Strategic Advising in Foreign Assistance* This guide includes chapters on establishing relationships, transfer of knowledge and coping with challenges.

used to assess whether their training and behaviour were effective in delivering outcomes for the host nation counterpart. Furthermore, this training will likely reduce the risk associated with insider attack where interpersonal friction is a precursor.

Training in cultural intelligence

It is recommended that the ADF invest in applied training in cultural intelligence. Failing to recognise the beliefs, values and attitudes that drive the behaviour of a foreign counterpart undoubtedly results in less influence. In many cases, as participants discussed, this can cause tension between the adviser and the mentee. Cultural anthropologist Montgomery McFate has worked to assist the US Defense force to understand its adversaries through greater cultural knowledge. McFate emphasises that understanding the counterpart culture in building partner capacity roles can make a positive difference at the tactical level, but also at the strategic level.²⁵ The advisor's ability to build a relationship with their counterpart will benefit from being aware that local norms, habits, practices and assumptions differ from those found in the advisor's own society.²⁶ Training in understanding such areas as cultural bias, cultural values, understanding the perspectives of others, and developing cultural competence would be valuable for all ADF being deployed to cross-cultural roles.

Career pathways

The ADF should also consider the career pathways of personnel who undertake advising roles. Many of the participants had reservations about establishing a centre of excellence to train advisers as they felt that this would hinder the career options of individuals by precluding their involvement in kinetic operations. If posted to a role that was focused on advising only – such as in a training establishment, participants believed this would be career limiting. Defence could **offer incentives to encourage personnel with strong interpersonal and representational skills promotion**

²⁵ Researcher's interview with Mitzy McFate in July 2018.

²⁶ Gerspacher, *Strategic Advising in Foreign Assistance*, 111–12.

pathways if they follow successive TAA or training roles. These roles should be viewed as equally important to one's career as exclusively operational roles.

Allied training initiatives

Australia's coalition partners have highly developed training facilities which deliver unique curriculums for security force assistance advising, cultural advising, and foreign area officer roles. Several participants commented that allied resources on cultural training and security force assistance from these institutions were informative and would be a useful adjunct to the ADF's current training. Moreover, it could benefit Defence to embed personnel in allied training facilities to learn, critically analyse the applicability of that training to the ADF, and to learn to deliver those established training courses under military burden sharing arrangements. **It is therefore recommended that the ADF investigate incorporating allied training programs** into the current training where it is determined that this is feasible.

Future research

Understandably, the scope of this research project was limited so that many useful questions about military advising remain unanswered or would benefit from further exploration. For future research, there are several suggested areas that warrant further investigation as discussed below. Additionally, future research might usefully focus on broadening the research method used in this analysis to a wider context such as working alongside coalition partners.

Relating emotional intelligence to performance

This current research study focused on identifying the attributes of effective advisers. It was anticipated from previous research and body of literature that EI attributes would be predominant, and this research data strongly substantiated that EI attributes are critical in advising roles. The findings of the current research did not reveal a statistical correlation between the adviser having EI

attributes and his/her advising effectiveness as no measures of effectiveness were derived. Rather, it covered the participant's perception of other people's effectiveness based on observed behaviour and interaction with colleagues and counterparts. Qualitatively, the data provided rich detail of which attributes were observed to be most important for effectiveness. Strengths of this approach included that it covered real world experiences of advisers, it encapsulated multiple contexts, and was longitudinal in that the experiences captured working with different nationality counterparts over several years.

Future research could attempt to investigate measures of effectiveness by attempting to determine whether there is a possible link between adviser emotional intelligence scores (similar to measures of IQ scores) and their achievement of specific performance outcomes as an adviser. The literature²⁷ already provides strong evidence that higher EI is correlated with high levels of organisational performance.²⁸ This current study clearly substantiates that EI attributes are perceived by advisers to be critical for effectiveness. Hence further investigation could shed additional light on EI and performance for military advising.

It is possible that a limitation of this research was that the sample of participants selected were highly emotionally intelligent. Through the sampling technique, participants recommended other personnel who they perceived would have useful insights. Hence, those identified may have been skewed towards those who were more effective, and possibly held higher in EI attributes to facilitate their success. Participants were probably less likely to refer participants who they perceived were less effective. It may therefore have biased their accounts towards reporting the value of EI attributes over and above other non-EI attributes. Hence, assessing EI scores and using these against performance in the role may give additional insight into the value of emotional intelligence for adviser performance and clarify how high or low EI relates to adviser performance

²⁷ Cheng Boon Koh and Eleanor O'Higgins, "Relationships between Emotional Intelligence, Perceived and Actual Leadership Effectiveness in the Military Context," *Military Psychology* 30, no. 1 (2018): 27–42.

²⁸ For example, in their 2018 study of Singapore Air Force officer cadets, Koh and O'Higgins found that EI was significantly associated with both perceived and actual leadership effectiveness in a military training context.

specifically. This may have the additional benefit of providing evidence in support of using emotional intelligence testing in the selection process for TAA roles or other similar roles.

Explore tools to augment adviser selection

A recommendation for future research is to construct a suitable screening (assessment) measure for the selection of advisers. It would be beneficial to investigate screening measures used in organisational psychology and human resource management to identify a measure that includes emotional intelligence attributes within the tool. Those tools reviewed in Chapter Two of this thesis are the most reliable measures according to recent literature and from user experience.

Implementing a screening tool on a sample of deploying advisers and measuring their subsequent performance with a control group would be a valuable focus of further research.

The Attribute-rating Questionnaire constructed for this study was not intended to be a screening measure, but rather a tool to assess the level of importance participants placed on certain attributes to complement their personal accounts of the attributes necessary for selection. However, the data analysis of the EI subscales of the questionnaire established that there was potential for items to be constructed in such a way as to form a reliable assessment instrument. Three of the constructs had inter-related attributes and could form the basis of future scale development. This would require additional research and validation.

In the absence of interest in constructing a screening measure, the questionnaire would with minor development and validation provide utility as a form of checklist for a selection panel considering the most desirable attributes in candidates.

Conversely, there are multiple well validated psychometric measures, usually provided by psychologists for organisation or job fit, which could be used to inform adviser selection, particularly if they encompass assessment of socio-emotional abilities.

Analysis of improvement through training

Another relevant area to investigate would be further exploration into how providing training in emotional intelligence competencies impacts the effectiveness of advisers. Research has demonstrated that performance can be improved by providing emotional intelligence training in military settings and many military settings are increasingly seeing the value of this approach.²⁹ Similarly, equivalent training programs implemented for leaders demonstrate significant improvements to leader interpersonal abilities, stress management and general emotional state.³⁰ As one of the recommendations of this study is to implement improved training initiatives for advisers, future research could explore the impact of new training on adviser performance, their resilience and ability to cope with the job challenges.

Explore attributes for optimal team performance

Many of the participants emphasised that team performance was an important consideration for Train-Advise-Assist missions or similar advising roles. Teams were often comprised of personnel with a range of technical or professional skills where personnel were selected for those abilities. Although this study clearly demonstrates the value of selecting individuals with EI attributes, it may be that teams comprised of a proportion of individuals with high EI and several whose strength is technical expertise may be as effective as those comprised of all personnel with the optimal combination of EI/non-EI attributes. Future research could focus on team composition and range of attributes to determine team effectiveness. This may require more of a specific job-requirements analysis to identify the core knowledge, skills and attributes of advisers.

²⁹ Jemma King, 'Special Forces Soldiers Training: A Pre-Emptive Approach to Stress Management Using Emotional Intelligence', *Journal of Science and Medicine in Sport* 20 (2017): 122; Emily Spencer, 'The Need for a Balanced Adaptive Approach to Leadership Selection', in *Interdisciplinary Perspectives on Special Operations Forces: Conference Proceedings*, ed. Gitte Christensen (Copenhagen: Royal Danish Defence College, 2017), 67–68.

³⁰ Eichmann, 'The Effectiveness of Training to Improve the Emotional Intelligence of Leaders', 79–82.

Identify attributes of comparable groups

Although data for this study was collected across age, military rank, country of origin and gender, the results from the sample were not stratified and analysed across different groups. Hence, the analysis did not investigate whether, for example, junior officers perceived EI attributes to be less relevant than senior officers, or whether male participant responses differed from female responses. Gender has important effects on emotions and emotional intelligence and research indicates there are some gender differences. According to Caruso and Salovey, women tend to be slightly higher in emotional intelligence.³¹ Goleman suggests that some research indicates that women on average are better than men at some forms of empathy, but men are better at managing distressing emotions.³² However, other research has found minimal gender differences.³³ As women are required to perform advisory roles further research may elucidate whether there are benefits or disadvantages across genders. This research would need to incorporate cultural context, as in certain situations certain behaviours are not culturally appropriate. For example, it is acceptable in some cultures for males to be assertive and utilise a strong communicative style whereas this is not acceptable for females.

This level of analysis was outside the scope of this research project which was focused on identifying the necessary attributes rather than comparing differences in responses. Additionally, there was insufficient numbers in stratified groups to be able to draw strong conclusions from the data (for example, the sample included only three female participants). Future research across ranks could provide useful granularity around which attributes are considered necessary at different ranks. This could also serve to inform more focused training initiatives.

³¹ Caruso and Salovey, *Emotionally Intelligent Manager*, 23.

³² Goleman, *The Power of Emotional Intelligence*.

³³ Mandira Dey and P. K. Tripathy, 'Emotional Intelligence Vis-a-Vis Gender Differences: An Empirical Study', *IPE Journal of Management* 5, no. 1 (2015): 140.

Identify the limitations imposed on advising

This research did not explore the limitations placed on the adviser in their efforts to perform their role effectively. No matter how effective the adviser, or how suitable the selection process is for advisers, there are many factors out of the ADF's control which constrain the achievement of mission objectives. In Afghanistan, for example, such factors as the quality of the leaders in the ANA being trained, the aptitude of the brigade commander, the battalion commanders and the local company commanders who lead the personnel being trained all had a bearing on effectiveness. Mentees themselves required a level of motivation to perform tasks and during religious observance periods such as Ramadan this could be exacerbated through fatigue levels. Brigadier Chris Smith³⁴ emphasised how recognising the factors limiting attainment of goals needs to be considered. He discussed how the quality of ANA officers influenced mentoring outcomes. The Afghan officers, he said, influenced outcomes by their attitudes including; whether they wanted to fight, whether they could persuade their soldiers to fight or whether situational factors influenced their motivation levels. Conversely, advisers could invest significant resources in developing the skills of one leader to then find the leader moved to another position. Several advisers, particularly those who acted in supervisory roles stated that organisational constraints which come from working with coalition partners could also impact on the adviser's daily role in mentoring. Further research could therefore seek to build on this current study by exploring how influential advisers are in achieving ADF objectives through a longitudinal analysis and be creating a framework of what constitutes achievement of objectives.

³⁴ Brigadier Chris Smith was commanding officer of Mentoring Task Force 3 in Afghanistan.

Autobiographical reflection

Undertaking this research has been an invaluable learning experience. I have gained a better understanding of the nature of research and the challenges of the research process. I have learned, for example, that people are keen to have their stories heard and that snowball sampling can quickly become an 'avalanche' of participants willing to provide their perspective when they believe the research is worthwhile. I was grateful that my participants saw such value in this research that they reached out to their peers, colleagues and international counterparts to inform the research. I was not expecting when I commenced the research to have the opportunity to interview highly experienced Australian and US Generals on their personal perspectives. This certainly led me to a much more informed understanding of advising from the historic perspective as well as from the tactical and strategic levels.

When I commenced the research, the exploration of the relationship between an adviser and his/her counterpart was paramount having been heavily involved in work determining the precursors to insider attacks on ADF personnel in Afghanistan for operational tasking. However, that developed into an investigation of the key attributes of individuals as the preliminary research identified this as of critical importance. This research study has provided some key findings that led me to examine areas of personality and interpersonal behaviour which I had not explored in-depth previously. This has allowed me to develop training and facilitation of courses for individuals and groups – including military special forces – to help them examine their professional values, behaviour, emotional self-regulation and interactions with others. I have found through this training that just exposing individuals to the knowledge of emotional intelligence, how emotion influences behaviour, decision-making and interpersonal influence has provided personal improvement in their abilities (as assessed on EI measures, physiological measures and anecdotally). Hence, in providing recommendations for this research, I suggested building awareness of the role of EI attributes as this alone will result in likely improvements in outcomes.

When I commenced this research, I did not expect to have any recommendations implemented until the completion of my thesis. I was hopeful that I would be able to provide practical suggestions for the implementation of results. Fortuitously I was provided the opportunity to present my preliminary results at a seminar during the research drafting phase and have my conclusions taken seriously. The Army Land Warfare Doctrine therefore includes key research evidence from this thesis and contributes to two of the chapters. I am pleased that this will inform personnel engaging in advising roles into the future, and make them more informed operators.

Summary

Chapter 6 included conclusions and recommendations from this empirical study. There are six clear recommendations for how the findings from this study could be implemented and several suggestions for future research. Fifty experienced advisers provided their time and valuable experience to achieve these results. I am grateful for their participation and trust that their perceptions, suggestions and forthright opinions through these recommendations will ensure that advising selection, education and training develops appropriately into the future.

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APPENDIX A

EMOTIONAL INTELLIGENCE (EI) COMPONENT TABLE

EI Attributes	Model/Framework	Composite items
Building and maintaining relationships	MSC Model	Ability to understand relationships associated with shifts in emotion
	Bar On	Interpersonal relationships Social responsibility Empathy Flexibility
	Goleman	Developing others Influence Conflict management Leadership Change catalyst Building bonds Teamwork/collaboration Empathy Service orientation Organizational awareness
	Kaplan et al	Managing interactions and relationships among co-workers Demonstrating consideration and support for employees
Knowledge of Emotions and consequences	MSC Model	Identifying and expressing emotion in physical states, feelings and thoughts Identifying and expressing emotions in other people, language, environment
	Bar On	Problem solving Reality testing
	Goleman	N/A
	Kaplan et al	Emotional knowledge, knowledge of emotion-evoking events, knowledge of importance of emotions, knowledge of organisational norms regarding emotional displays
Emotional Perception	MSC Model	Identifying and expressing emotion in physical states, feelings and thoughts Identifying and expressing emotions in other people, language, environment
	Bar On	Reality testing
	Goleman	Service orientation

El Attributes	Model/Framework	Composite items
		Organisational awareness
	Kaplan et al	Emotion recognition Perspective taking
Using Emotion to facilitate decision-making	MSC Model	Emotions prioritize thinking in productive ways Emotions generated as aids to judgement and memory
	Bar On	Problem solving Reality testing Flexibility Independence Assertiveness
	Goleman	Leadership Conscientiousness Initiative Self-confidence
	Kaplan et al	Knowledge of emotions and their consequences Knowledge of the importance of emotion-evoking events
Self-Awareness	MSC Model	Ability to recognise and stay open to own feelings
	Bar On	Emotional self-awareness Self-regard Self-actualization
	Goleman	Emotional self-awareness Accurate self-assessment Self-confidence
	Kaplan et al	Self-insight
Regulation of Emotion	MSC Model	Ability to reflectively monitor and regulate emotions to promote emotional and intellectual growth
	Bar On	Impulse control Stress tolerance Optimism
	Goleman	Self-control Adaptability Conflict management
	Kaplan et al	Using emotional displays to influence behaviour Providing frequent emotional uplifts

El Attributes	Model/Framework	Composite items
Empathy and social awareness	MSC	Identifying and expressing emotions in other people
	Bar On	Empathy Social responsibility Interpersonal relationships
	Goleman	Service orientation Empathy Organisational awareness
	Kaplan et al	Perspective taking Behaving in a fair and ethical manner
Interacting and communicating tactfully	MSC Model	Identifying and expressing emotion in language
	Bar On	Interpersonal relationships
	Goleman	Communication Influence Building bonds Service orientation
	Kaplan et al	Interacting and communicating in an interpersonally tactful manner Maintaining open and frequent communication
Burnout and stress coping	MSC model	Ability to reflectively monitor and regulate emotions to promote emotional and intellectual growth Emotions prioritize thinking in productive ways Ability to label emotions including complex emotions and simultaneous feelings
	Bar On	Stress tolerance Reality testing Optimism Happiness
	Goleman	Accurate self-assessment Self-control
	Kaplan et al	N/A

APPENDIX B

PARTICIPANT INFORMATION SHEET

DESCRIPTION OF RESEARCH

The research is intended to gather information about the attributes of advisors who are influential when working in train, advise and assist (TAA) roles with foreign national security forces. This research focuses on identifying the specific attributes advisors identify as critical to the role. Research findings will directly inform selection, force preparation, and training for future security force assistance missions.

WHAT WILL PARTICIPANTS HAVE TO DO?

1. Participation is voluntary.
2. Interviews will be audio taped to analyse responses. Information remains confidential and will not be used for purposes other than described without the participant's consent. Participants may withdraw at any time and their data will be removed from the study.
3. Participants may request to receive a copy of any quotes the researcher intends to use to review for accuracy and content or to provide further clarification.

CONFIDENTIALITY

- All research data files are secured in a locked filing cabinet. Only the primary investigator and research supervisor have access to this data. Data collected will be used for the purpose of this study. Data will be archived for future research in support of Defence objectives, including historic accounts of advising, unless you, the participant expressly prohibit use of the data at the conclusion of this research project in writing.

ETHICS

This research has approval from the Defence Science and Technology Group Ethics Committee Protocol JOAD 05/2015 and by Australian National University Human Research Ethics Committee protocol 2015/076

CONSENT

When you sign this document, you are agreeing to take part in this research study. If you have any questions or there is something you do not understand, please ask.

Signature of Subject: _____

Print Name of Subject: _____

I, _____, hereby grant Deborah Jeppesen the right to use my name in attributing the source of my interview or responses.

OR

I, _____ require that my interview or responses be attributed as "Anonymous".

Date: _____

Thank you for your participation.

APPENDIX C

ATTRIBUTE-RATING QUESTIONNAIRE

Attribute Ratings

Your Name:

Below is a list of attributes that you may consider important for selecting a person to perform a Train Advise Assist (or similar) role. Please group these attributes into the following:

Score of 4 - Those that are *essential* to possess;

Score of 3 - Those that are *important* to possess;

Score of 2 - Those that are *desirable* characteristics but not as important as groups 3 or 4

Score of 1 - Those characteristics that may *not be deemed as valuable* when selecting an advisor.

	Not valuable	Desirable	Important	Essential
Attributes of importance for selection of advisors	1	2	3	4
Self-awareness	☐	☐	☐	☐
Self-confidence – belief in their own abilities	☐	☐	☐	☐
Is self-reflective; reflects on own performance	☐	☐	☐	☐
Humility – is humble; doesn't think they are better than others	☐	☐	☐	☐
Perceptiveness; insightful	☐	☐	☐	☐
Is self-motivated	☐	☐	☐	☐
Social intuition – attuned to non-verbal cues in others	☐	☐	☐	☐
Empathic – able to understand another person's perspective	☐	☐	☐	☐
Sensitive to context – picks up changes in atmosphere, mood and cultural behaviour	☐	☐	☐	☐
Active listening – attends to what others are really saying	☐	☐	☐	☐
Respectful – treats others with respect regardless of rank, status, age etc.	☐	☐	☐	☐
Tactful communication – says the right thing at the right time	☐	☐	☐	☐
Positivity – positive attitude in the face of adversity	☐	☐	☐	☐
Adaptability – adjusts behaviour for the situation, conditions or environment	☐	☐	☐	☐
Self-control – stable emotions under pressure	☐	☐	☐	☐
Resilient – bounces back after setbacks	☐	☐	☐	☐
Patient – willing to wait to achieve outcomes	☐	☐	☐	☐
Open-minded – open to new experiences	☐	☐	☐	☐
Good interpersonal skills – effectively manages interactions among people	☐	☐	☐	☐
Sympathetic – is sensitive to feelings of people and their needs	☐	☐	☐	☐
Agreeable – easily makes friends and bonds with people	☐	☐	☐	☐
Persuasive – effectively influences others	☐	☐	☐	☐
Considerate – supports needs of others	☐	☐	☐	☐
Conflict resolution skills – effectively deals with conflict among others	☐	☐	☐	☐
Professional	☐	☐	☐	☐
Skilled with languages	☐	☐	☐	☐
Experience in advising	☐	☐	☐	☐
Intelligence	☐	☐	☐	☐
Ethical decision-making	☐	☐	☐	☐
Accountability – taking responsibility for one's actions	☐	☐	☐	☐

Are there any additional attributes you consider essential or important for selection of advisors other than those listed?

Comments

Do you have any additional comments that would assist in determining attributes for selection of advisors?

Comments

Thank you for your responses.

APPENDIX D

INTERVIEW SCHEDULE 1 – STUDY 1

The interviews were semi-structured in nature. These questions were used as a guide only and did not necessarily follow the number order on this schedule.

QUESTIONS

1. What do you consider are the attributes of a successful adviser? Of these, which are most critical?
2. What are the attributes of an unsuccessful adviser? If you have observed this in others, please provide your opinion as to why.
3. How important are social and interpersonal skills in advising?
4. How does training improve/impede learning of these attributes?
5. What are the greatest challenges for advisers?
6. In your view, what does achievement or success look like for an adviser? (Please give examples) How would that be recognised?
7. How is the performance effectiveness of a mentor assessed and is this form of evaluation relevant?
8. How is poor adviser performance dealt with?
9. How did cultural differences shape your advising experience?
10. How did periods of high pressure shape advising experiences? Explain with examples.
11. How did rank and authority shape the role of the mentor?
12. What situations in your experience were most emotionally demanding for advisers?
13. In your opinion, what areas of training would benefit those going into adviser roles?

APPENDIX E

INTERVIEW SCHEDULE 2 – ADVISERS AND SUPERVISORS

The interviews with advisers and supervisors were semi-structured in nature. These questions were used as a guide only and did not necessarily follow the number order on this schedule.

QUESTIONS

1. Think back to your experiences as an adviser. Can you tell me about your experiences interacting with the people you were advising?
2. Picture a person you consider to be an effective adviser. Tell me about their behaviour.
3. Picture a person you consider was not effective as an adviser. Tell me about their behaviour.
4. In your experience, what behaviours were most critical to gaining trust and motivating the counterparts to perform tasks?
5. If you had the autonomy to change how advisers are trained, what would you teach and how would be the best way?
6. If you were selecting advisers what would you focus on with respect to their attributes?
7. Is there anything else that you think is important in understanding the experience of advisers that we may not have covered?

APPENDIX F

INTERVIEW SCHEDULE 3 – STRATEGIC COMMANDERS

The interviews with US Strategic Commanders were semi-structured in nature. These questions were used as a guide only and did not necessarily follow the number order on this schedule.

QUESTIONS

1. From your experience, how important are TAA roles for achieving successful mission outcomes? What are the most important considerations for conducting TAA operations?
2. What personal and professional characteristics are most important in effective advisers?
3. What characteristics are notable in ineffective advisers?
4. What have you found most effective in terms of preparing prospective advisers for their mission advising foreign national forces? What would you consider are the best examples of adviser training programs?
5. How should Western militaries identify those most suitable for assignment as advisers to developing foreign national security forces?
6. What do you think are the most valuable lessons learned from advising missions in Iraq and Afghanistan?

APPENDIX G

INTERVIEW SCHEDULE 4 – FOREIGN COUNTERPARTS

The interviews with foreign counterparts were semi-structured in nature and included an interpreter (for participants from Afghanistan). These questions were used as a guide only and did not necessarily follow the number order on this schedule.

QUESTIONS

1. Given your experience can you talk about how useful it has been to have Australian soldiers and officers as mentors?
2. What attributes did the effective advisers have and what makes you think this?
3. What were the attributes of advisers who were not effective?
4. If you could suggest how advisers are trained, what would you change?
5. If you were to choose another Australian adviser to work with you, what would you want in that adviser most importantly?
6. What do you think Australian advisers need to learn most about advising in your country?
7. In your opinion, what are the three most important traits for an adviser to have?
8. Is there anything else that you think is important for the researcher to know to help her to understand how to train Australian advisers?

APPENDIX H

ANALYSIS OF ARQ CONSTRUCTS

This appendix provides a brief summary of the statistical analysis conducted in addition to the analysis of individual attributes on the ARQ to explore the four constructs of the ARQ, each of which comprised of six individual attributes. This analysis was additional to the scope of the thesis and is presented here for those interested in further research. This analysis aimed to explore which of the four EI constructs underlying these questionnaire attributes are considered more valuable than others for selection. The four EI subscales on the Attribute-rating Questionnaire were self-awareness, social awareness, self-regulation and social regulation (see Table 5—4). These were analysed statistically in SPSS using Kendall's Tau-b and Cronbach's Alpha.¹ Cronbach's Alpha was used to assess the internal consistency of the scales to see whether the items of each subscale were assessing the same underlying construct as expected. The Alpha statistic is liable to underestimate the true reliability of a scale measured using ordinal data such as this, particularly ones with less than 5 response options. Therefore, Kendall's Tau-b was used as an adjunct to Cronbach's to assess the strength of the inter-item correlations more reliably, as it is more appropriate for such data than Pearson's r .² The rationale for this was if Alpha was close to being a desired level of reliability for a scale and the inter-item Tau-b correlations were reasonably strong and statistically significant, this would strongly suggest that the reliability for a scale was acceptable enough to indicate they were measuring one underlying construct reliably. The scaled scores for each subscale were further analysed (the sum of all the ratings for the 6 subscale items for each person) by calculating the

¹ Kendall's Tau-b correlation coefficient is a nonparametric measure of the strength and direction of association that exists between variables measured on an ordinal scale as the ARQ used a 4-point Likert scale with ordinal variables. Cronbach's Alpha is a reliability statistic most commonly used when the researcher wants to assess the internal consistency of groups of related items in a questionnaire or survey to give an indication of whether the items are tapping into the same underlying construct. See Chapter 3 for more detail on the method of analysis.

² The Pearson product-moment correlation coefficient (or Pearson correlation coefficient) is a measure of the strength of a linear association between two variables and is denoted by r .

medians. These medians of the reliable scales were then compared using the Wilcoxon Signed Ranks Test.

Self-awareness subscale

The six items on the self-awareness subscale were attributes commonly associated with being self-aware of one's own behaviour. The attributes on the subscale included self-awareness, self-confidence, self-reflective, perceptiveness, humility and self-motivated. Participants rated two attributes on this subscale as essential; self-awareness and self-motivation. The remaining four attributes were rated as important.

Alpha suggested the scale was not a reliable measure of the general Self-Awareness construct. Kendall's Tau-b correlations were also quite small, supporting a finding of low reliability. This ranged from 0.300-0.474 which was small to moderate (see Figure 0—1). Alpha would increase to 0.657 if the Humility item was removed, suggesting this attribute in particular was not related to the same construct as the others. Its removal still wouldn't improve the reliability of the construct. Therefore, it would not be feasible to calculate a scale score for this group of six items with which to compare relative importance of Self-Awareness with other EI constructs. Although the six items did not form a reliable subscale, the ratings on the individual EI attributes has provided useful data for further discussion.

ANALYSIS OF ARQ CONSTRUCTS

Correlations								
			Self Awareness	Self Confidence	Self reflective	Humility	Perceptiveness	Self Motivated
Kendall's tau_b	Self Awareness	Correlation Coefficient	1.000	.072	.473**	.054	.241	.300*
		Sig. (2-tailed)	.	.611	.001	.710	.097	.039
		N	43	43	43	43	43	43
	Self Confidence	Correlation Coefficient	.072	1.000	.194	.302*	.185	.333*
		Sig. (2-tailed)	.611	.	.172	.034	.195	.020
		N	43	43	43	43	43	43
	Self reflective	Correlation Coefficient	.473**	.194	1.000	.204	.321*	.162
		Sig. (2-tailed)	.001	.172	.	.159	.027	.262
		N	43	43	43	43	43	43
	Humility	Correlation Coefficient	.054	.302*	.204	1.000	.059	.118
		Sig. (2-tailed)	.710	.034	.159	.	.688	.420
		N	43	43	43	43	43	43
	Perceptiveness	Correlation Coefficient	.241	.185	.321*	.059	1.000	.373*
		Sig. (2-tailed)	.097	.195	.027	.688	.	.011
		N	43	43	43	43	43	43
	Self Motivated	Correlation Coefficient	.300*	.333*	.162	.118	.373*	1.000
		Sig. (2-tailed)	.039	.020	.262	.420	.011	.
		N	43	43	43	43	43	43

** . Correlation is significant at the 0.01 level (2-tailed).
 * . Correlation is significant at the 0.05 level (2-tailed).

Reliability Statistics

Cronbach's Alpha	N of Items
.657	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Self Awareness	16.49	3.970	.452	.590
Self Confidence	16.84	4.092	.368	.622
Self reflective	16.72	3.920	.453	.589
Humility	16.56	4.633	.222	.669
Perceptiveness	16.65	4.280	.395	.613
Self Motivated	16.51	4.113	.435	.598

Figure 0—1. Self-Awareness subscale correlations and reliability

Social awareness subscale

The six items on the social awareness subscale were attributes commonly associated with being socially intuitive and being able to understand the perspective of others. The attributes on the subscale were: social intuition, empathic, sensitive to context, active listening, respectful and tactful communication. Four of the six attributes on this subscale had a median score of 4, indicating the majority of participants tended to rate these attributes as essential. These were social intuition,

empathic, sensitive to context and respectful. The remaining two attributes were rated as important (Median=3).

Alpha was approaching 0.7 which was approximating a reliable scale score for the general Social Awareness construct. Kendall's Tau-b correlations ranged from 0.292 - 0.494 suggesting small to moderate correlations again (see Figure 0—2).

However, there were eight significant inter-item correlations for the Social Awareness general construct (compared to six for Self-awareness). This suggests the scale may indeed be reliable. Therefore, it could be feasible to calculate a scale score for this group of six items with which to compare relative importance of Social Awareness with other EI constructs.

The total scaled score was calculated for the social awareness subscale with a result of a median rating of 21. This median was compared to the medians of the two other reliable scales (self-regulation 20, social regulation 18) using the Wilcoxon Signed Ranks Test. It was not significantly different from the self-regulation subscale but was significantly higher than the social regulation scale ($Z = 5.039$, $p < 0.001$). This indicates the majority of participants tended to rate social awareness EI attributes higher than social regulation attributes but similarly to self-regulation subscale attributes.

ANALYSIS OF ARQ CONSTRUCTS

Correlations			Social intuition	Empathic	Sensitive to Context	Active Listening	Respectful	Tactful Communication
Kendall's tau_b	Social intuition	Correlation Coefficient	1.000	.309*	.322*	.358*	.162	.188
		Sig. (2-tailed)	.	.039	.035	.014	.280	.201
		N	43	43	43	43	43	43
	Empathic	Correlation Coefficient	.309*	1.000	.135	.424**	.325*	.062
		Sig. (2-tailed)	.039	.	.373	.003	.028	.669
		N	43	43	43	43	43	43
	Sensitive to Context	Correlation Coefficient	.322*	.135	1.000	.292*	.141	.083
		Sig. (2-tailed)	.035	.373	.	.048	.351	.577
		N	43	43	43	43	43	43
	Active Listening	Correlation Coefficient	.358*	.424**	.292*	1.000	.235	.332*
		Sig. (2-tailed)	.014	.003	.048	.	.105	.019
		N	43	43	43	43	43	43
	Respectful	Correlation Coefficient	.162	.325*	.141	.235	1.000	.494**
		Sig. (2-tailed)	.280	.028	.351	.105	.	.001
		N	43	43	43	43	43	43
	Tactful Communication	Correlation Coefficient	.188	.062	.083	.332*	.494**	1.000
		Sig. (2-tailed)	.201	.669	.577	.019	.001	.
		N	43	43	43	43	43	43

*, Correlation is significant at the 0.05 level (2-tailed).

**, Correlation is significant at the 0.01 level (2-tailed).

Reliability Statistics	
Cronbach's Alpha	N of Items
.694	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Social intuition	17.28	3.920	.461	.643
Empathic	17.26	3.862	.437	.650
Sensitive to Context	17.14	4.313	.334	.680
Active Listening	17.49	3.256	.542	.610
Respectful	17.16	3.901	.429	.652
Tactful Communication	17.51	3.875	.356	.678

Figure 0—2. Social Awareness correlations and reliability

Self-regulation subscale

The six items on the self-regulation subscale were attributes commonly associated with being able to regulate emotions across contexts and adapt emotion and behaviour to suit the situation. Attributes on this subscale included; positivity, adaptability, self-control, resilient, patient, and open-minded. Participants rated two attributes on this subscale as essential. These were the attributes adaptability and patient. The remaining four attributes were rated as important.

ANALYSIS OF ARQ CONSTRUCTS

Alpha was approaching 0.7 which was approximating a reliable scale score for the general self-regulation construct. Kendall's Tau correlations ranged from 0.344 - 0.495 suggesting stronger inter-item correlations, although there were fewer of them than the social awareness construct (see Figure 0—3). The reliability estimate increased substantially to 0.734 when the item self-control was removed, suggesting this attribute, in particular, was not related to the same construct as the others. This scale may indeed be reliable, and it could be feasible to calculate a scale score for this group of six items with which to compare relative importance of self-regulation with other EI constructs. Removing self-control from the construct would improve reliability if the subscale was going to be used for further assessment or research.

The total scaled score was calculated for the self-regulation subscale with a result of a median rating of 20. This median was compared to the medians of the two other reliable scales (social awareness 21, social regulation 18) using the Wilcoxon Signed Ranks Test. It was not significantly different from the social awareness subscale but was significantly higher than the social regulation scale ($Z = 5.039$, $p < 0.001$). This indicates the majority of participants tended to rate self-regulation EI attributes higher than social regulation attributes but similarly to social awareness attributes.

ANALYSIS OF ARQ CONSTRUCTS

Correlations								
Kendall's tau_b	Positivity		Positivity	Adaptability	Self-control	Resilient	Patient	Open-minded
		Correlation Coefficient	1.000	.344*	.076	.261	.212	.495**
		Sig. (2-tailed)	.	.019	.601	.066	.136	.000
		N	43	43	43	43	43	43
	Adaptability	Correlation Coefficient	.344*	1.000	.164	.445**	.273	.487**
		Sig. (2-tailed)	.019	.	.282	.003	.067	.001
		N	43	43	43	43	43	43
	Self-control	Correlation Coefficient	.076	.164	1.000	.192	-.040	.047
		Sig. (2-tailed)	.601	.282	.	.192	.787	.749
		N	43	43	43	43	43	43
	Resilient	Correlation Coefficient	.261	.445**	.192	1.000	.392**	.176
		Sig. (2-tailed)	.066	.003	.192	.	.007	.219
		N	43	43	43	43	43	43
	Patient	Correlation Coefficient	.212	.273	-.040	.392**	1.000	.253
		Sig. (2-tailed)	.136	.067	.787	.007	.	.077
		N	43	43	43	43	43	43
	Open-minded	Correlation Coefficient	.495**	.487**	.047	.176	.253	1.000
		Sig. (2-tailed)	.000	.001	.749	.219	.077	.
		N	43	43	43	43	43	43

*, Correlation is significant at the 0.05 level (2-tailed).
 **, Correlation is significant at the 0.01 level (2-tailed).

Reliability Statistics

Cronbach's Alpha	N of Items
.689	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Positivity	16.95	3.617	.484	.625
Adaptability	16.53	4.017	.597	.605
Self-control	16.72	4.873	.104	.734
Resilient	16.91	3.848	.489	.624
Patient	16.72	3.968	.383	.661
Open-minded	16.98	3.690	.508	.616

Figure 0—3. Self-regulation subscale correlations and reliability

Social regulation subscale

The six items on the social regulation subscale were attributes commonly associated with being able to use appropriate social behaviours to manage relationships. The attributes that made up this subscale included; interpersonal skills, sympathetic, agreeable, persuasive, considerate, and

ANALYSIS OF ARQ CONSTRUCTS

conflict resolution skills. One attribute, good interpersonal skills had a median score of 4 (essential) indicating the majority of participants tended to rate that attribute as essential for selection of advisers. This is consistent with the interview results discussed in Chapter Four where interpersonal skills (Theme 1) was identified as essential by 37 of the participants. The remaining five attributes on the social regulation subscale were rated as important (median of 3).

Alpha was possibly underestimated but was at the standard benchmark of 0.8, which suggests a reliable scale score for the general Social Regulation construct. Kendall's Tau correlations ranged from 0.309 - 0.745 indicating strong inter-item correlations which supports the assertion that this is a reliable scale. Examination of the correlations between attributes (see Figure 0—4) revealed that there were eight correlations between pairs of attributes which was higher than for each of the other subscales. Therefore, it would be feasible to calculate a scale score for this group of items with which to compare relative importance of Social Regulation with other EI constructs. Interestingly the removal of the attribute, persuasive, would increase Cronbach's alpha to 0.816 making the questionnaire even more reliable if this was to be used in future research.

The total scaled score was calculated for the social regulation subscale with a result of a median rating of 18. This median was compared to the medians of the two other reliable scales (social awareness 21, self-regulation 20) using the Wilcoxon Signed Ranks Test. It was significantly different from both these scales ($Z = 5.039$, $p < 0.001$). This indicates the majority of participants tended to rate these EI attributes lower than social awareness and self-regulation attributes.

ANALYSIS OF ARQ CONSTRUCTS

Correlations								
Kendall's tau_b	Good interpersonal skills		Good interpersonal skills	Sympathetic	Agreeable	Persuasive	Considerate	Conflict resolution skills
	Good interpersonal skills	Correlation Coefficient	1.000	.309*	.598**	.377*	.469**	.395**
		Sig. (2-tailed)	.	.033	.000	.010	.001	.006
		N	43	43	43	43	43	43
	Sympathetic	Correlation Coefficient	.309*	1.000	.315*	.201	.745**	.358**
		Sig. (2-tailed)	.033	.	.022	.154	.000	.009
		N	43	43	43	43	43	43
	Agreeable	Correlation Coefficient	.598**	.315*	1.000	.232	.470**	.448**
		Sig. (2-tailed)	.000	.022	.	.098	.001	.001
		N	43	43	43	43	43	43
	Persuasive	Correlation Coefficient	.377*	.201	.232	1.000	.322*	.181
		Sig. (2-tailed)	.010	.154	.098	.	.024	.192
		N	43	43	43	43	43	43
	Considerate	Correlation Coefficient	.469**	.745**	.470**	.322*	1.000	.469**
		Sig. (2-tailed)	.001	.000	.001	.024	.	.001
		N	43	43	43	43	43	43
	Conflict resolution skills	Correlation Coefficient	.395**	.358**	.448**	.181	.469**	1.000
		Sig. (2-tailed)	.006	.009	.001	.192	.001	.
		N	43	43	43	43	43	43

*, Correlation is significant at the 0.05 level (2-tailed).
 **, Correlation is significant at the 0.01 level (2-tailed).

Reliability Statistics	
Cronbach's Alpha	N of Items
.799	6

Item–Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item–Total Correlation	Cronbach's Alpha if Item Deleted
Good interpersonal skills	14.67	6.939	.600	.764
Sympathetic	15.47	6.445	.543	.771
Agreeable	15.28	5.920	.623	.752
Persuasive	14.93	7.352	.327	.816
Considerate	15.44	6.110	.764	.723
Conflict resolution skills	15.26	6.147	.536	.776

Figure 0—4. Social regulation correlations and reliability

Comparison of Subscales

Out of the four EI subscales, the three reliable subscales, **social awareness**, **self-regulation** and **social regulation** were compared using medians from scaled scores. The social awareness subscale and self-regulation subscale had higher medians than social regulation indicating participants tended to rate these attributes higher than social regulation attributes. The social awareness construct had a higher median than the self-regulation construct but it was not significantly different ($z=-1.819$ at $p>.05$). The Self-awareness construct was not able to be

ANALYSIS OF ARQ CONSTRUCTS

compared to the other constructs as statistical analysis found that the construct was not reliable (i.e. the attributes did not reliably fit together as one construct). This data suggests that participants prioritised the skills commonly associated with being socially intuitive, being able to understand the perspective of others, and being able to regulate emotions across contexts. Social regulation as a construct was least important, but the individual attributes were still considered by participants to be important for selection. Similarly, although the self-awareness items did not reliably create a construct, participants still considered individual attributes to be important for selection.