NAVAL PERSONNEL RESEARCH AND DEVELOPMENT LABORATORY

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October 1971

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THE NAVY ADVISOR PROFILE REPORT

Ted M. I. Yellen
John F. McGanka

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13. ABSTRACT

The purpose of this research was to develop an instrument which would be used to assess an individual's potential and suitability to perform advisory functions in the Republic of Vietnam. Specific personality characteristics possessed by effective advisors were identified and defined in terms of actual experiences encountered by Naval advisors in Vietnam. An experimental evaluation instrument and instruction manual were developed incorporating the distinguishing characteristics and their operational definitions. The form and manual were field tested and an analysis of the data indicated that evaluators were able to use the instrument in discriminating between effective and ineffective individuals as potential advisors. The Navy Advisor Profile Report (NAVPERS 1300/8 (7/71) and BUPERS 1300-24) and the Instruction Manual, Navy Advisor Profile Report (NP 15164) were put into fleet-wide operational use August 1971.

14 KEY WORDS	LINK A		LINK B		LINK C	
	ROLE	WT	ROLE	WT	ROLE	WT
Advisor selection						
Behavioral factors						
Counterpart						
Descriptive performance						
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Overseas assignments						
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THE NAVY ADVISOR PROFILE REPORT

Work Unit No.
(PF39.521.001.02.04)

Ted M. I. Yellen
John F. McGanka

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WASHINGTON, D. C. 20390

A LABORATORY OF THE BUREAU OF NAVAL PERSONNEL

FOREWORD

The authors wish to express their appreciation to the following people who made possible the accomplishment of this study:

The U. S. Naval officers and enlisted men who served in advisory assignments in Vietnam for their vivid and detailed descriptions of actual on-the-job accounts.

The Education and Training Officer at the Norfolk Naval Station, his staff, and the Navy men who participated in field testing the experimental form.

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This study was accomplished under Work Unit PF39.521.001.02.04.

SUBMITTED BY

PAUL P. FOLEY

Director, Personnel Measurement Research Division

APPROVED BY

E. M. RAMRAS

Acting Director, Psychological Research Department

ROY E. McCOY
Commander, U. S. Navy
Commanding Officer

EUGENE M. RAMRAS
Technical Director

SUMMARY

Problem

The success of the Navy's role in Vietnamization depends, to a large extent, upon the proper personnel serving in advisory assignments. To fill advisory positions with well qualified personnel, the Navy must identify and select people who possess the characteristics needed for effective advisory performance.

Background and Requirement

Present Navy selection procedures have not proven sufficiently effective for matching the right man for advisory assignments. Most personnel selection today is based on the assumption that a person who had performed successfully in the past will in all probability perform equally well in the future. The trouble with this logic, and its relationship to selecting Republic of Vietnam (RVN) advisors, is that the advisory role encompasses a range of conditions not ordinarily found in the usual assignments of U. S. Naval officers and enlisted men. The crucial feature of the advisory role is that it requires a transition from the familiar American and Navy setting to a foreign language and culture, unaccustomed working and living conditions, and unfamiliar climate and type of duty. While most advisors have excelled in their previous duty assignments, some of them prove unable to adjust to the necessary changes and, therefore, perform notably less effectively in the advisory assignment.

In order to enhance the Navy's role in the Vietnamization effort, the Assistant Chief of Personnel Control (Pers-B), Bureau of Naval Personnel, requested the Naval Personnel Research and Development Laboratory to develop a psychological profile of the effective advisor. It was emphasized that the profile provide both a basis for quickly identifying those personnel who do not have the attributes desirable in an advisor and for those found acceptable, predict effectiveness in order to assist in proper advisory assignment.

Approach

Development of an evaluation instrument was undertaken in four phases. Phase I consisted of several procedures for investigating and identifying desirable behavioral factors for advisory assignments. Phase II involved conducting a survey of current and former RVN advisors in order to verify and supplement the types of behavior found in Phase I and also to obtain operational definitions of the behavioral factors. Phase III of the research was concerned with developing an experimental evaluation form based on the information collected in Phases I and II, field testing the form, and analyzing the results. Phase IV involved the development of the operational evaluation instrument, the Navy Advisor Profile Report.

Findings and Conclusions

An experimental evaluation instrument and instruction manual were field tested on 165 Naval personnel stationed at Norfolk, Virginia. The results indicated that evaluators were able to use the form in discriminating between effective and ineffective individuals as potential advisors.

The Navy Advisor Profile Report (NAVPERS 1300/8 (7-71) and BUPERS 1300-24) and the Instruction Manual, Navy Advisor Profile Report (NP 15164) have been developed to assist in selecting Navy personnel for advisory assignments to the Republic of Vietnam. The evaluation instrument was put into fleet-wide operational use August 1971.

REPORT USE AND EVALUATION

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INTRODUCTION

> "From my own experience, I can tell you that the advisory and support portion of the work in Vietnam can be the most heart-warming and personally rewarding job you can perform because of the limitless opportunities to assist in the development and upgrading of the VNN personnel, their families, and their navy organization. These jobs can also be the most challenging in the Navy, requiring the very highest degree of ingenuity, innovative skill, imagination, patience, understanding, and perseverance. For this reason I have directed that we fill our billets in Vietnam with only the highest quality personnel. Furthermore, because of the importance and challenge of these jobs and since they are in a combat environment, I believe they should be the most career enhancing tour possible today. Accordingly, I intend to take positive personnel actions to include the following: A. Assignment of only the highest quality personnel to Vietnam. These assignments will be given the highest priority in the assignment process. ....."
>
> E. R. Zumwalt, Jr.[1]

Problem

Vietnamization and the reduction of American forces in Vietnam have brought increased emphasis on the role of military advisor.[2] To fill advisory positions with well qualified personnel, the Navy must identify and select people who possess the characteristics needed for effective advisory performance.

The success of Vietnamization depends, to a large extent, upon the proper personnel serving in advisory assignments. Present Navy selection procedures, however, have not proven sufficiently effective for matching the right man for these assignments. Most personnel selection today is based on the assumption that a person who had performed successfully in the past will in all probability perform equally well in the future. The trouble with this logic, and its relationship to selecting Republic of Vietnam (RVN) advisors, is that the advisory role encompasses a range of conditions not ordinarily found in the usual assignments of U. S. Naval officers and enlisted men. In Vietnam the advisor can expect to find different social and ethical values, a different language,

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[1] Letter to Naval Operations, "The Vietnamese Challenge: Naval Advisors do the Job", December, 1970.

[2] Throughout this study the terms "advisor" and "Naval advisor" refer to the U. S. Navyman who is assigned to advisory duty with the Vietnamese Navy. The terms "counterpart" and "VNN" (Vietnamese Navy) refer to the Vietnamese Navymen who are being advised.

limitations on authority and freedom of action, poverty, inadequate housing, isolation, and hostile actions. It is because of these extreme conditions that evaluations of previous performance are inaccurate predictors of effective advisory performance.

Investigation into the advisor selection problem has shown that it is usually the human problems associated with working in a different culture that are likely to be critical in the success or failure of the advisor. Thebaud (19),[3] in a study concerning Military Assistance Advisory Groups, summarized the selection problem accordingly:

> "The system presently employed for selecting officers has provided many outstanding individuals, but it has also permitted the assignment of many unfit to assume the responsibilities of this particular duty. Since the role of each American military advisor in Southeast Asia is of such import, action should be taken to preclude the assignment of those who are unqualified."

At present, the Navy's Personal Response Program[4] acts as a training device to improve the prospective advisor's ability to function more effectively in a different culture. However, because of the difficulty involved in changing one's personality and character in order to adjust to the life and work environment found in Vietnam, the training program alone does not satisfy the need for effective advisory performance. A specific advisory selection technique used in conjunction with the appropriate training program is prerequisite to enhancing the Navy's advisory mission in Vietnam.

Objective

The major objective in this project was to produce an evaluation instrument which could be used by detailers in the Bureau of Naval Personnel to assess an individual's potential and suitability for advisory assignment. The project was undertaken to improve the present selection technique which focuses mainly on information found in recommendations and fitness reports. The rationale behind the project was that an evaluation instrument specific for the Vietnam advisor would increase the objectivity and accuracy of personnel selection.

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[3] All underlined numbers enclosed by parenthese refer to corresponding numbers of publications listed under REFERENCES.

[4] Cross-cultural training program for Navy and Marine personnel. The primary purpose being "the development of attitudes and behavior such as to enable them to function most effectively in a foreign environment", Brislin (2).

Approach

Development of an evaluation instrument was undertaken in four phases. Phase I consisted of several procedures for investigating and identifying desirable behavioral factors for advisory assignments. Phase II involved conducting a survey of current and former RVN advisors in order to verify and supplement the types of behavior found in Phase I and also to obtain operational definitions of the behavioral factors. Phase III of the research was concerned with developing an experimental evaluation form based on the information collected in Phases I and II, field testing the form, and analyzing the results. Phase IV involved the development of the operational evaluation instrument, the Navy Advisor Profile Report.

PHASE I . . . INVESTIGATION AND IDENTIFICATION OF DESIRABLE BEHAVIORAL FACTORS FOR ADVISORY ASSIGNMENTS

In order to understand and analyze effective advisory performance, it was necessary to identify actual behavioral factors that relate to the culture and advisory role in Vietnam. A variety of means was used to obtain descriptions of advisor functions and performance which aided in identifying the required behavioral factors.

Personal Interviews and Consultations

Individual interviews were conducted in Washington, D. C. with personnel who had served in a Vietnam advisory capacity. Advisors were asked to name important personal behaviors to look for in selecting officers and enlisted personnel for RVN advisory assignments. All advisors who were interviewed emphasized the need for possessing interpersonal skills and knowledge of the Vietnamese culture. They indicated that the ability to relate to other people is paramount to successful fulfillment of the advisory role.

Similar results were obtained from discussions with specialists in governmental and civilian agencies which have completed or have on-going projects in the area of selection and assignment of personnel for overseas positions. These discussions indicated that the advisor had to gain insight into the personality of his counterpart and, with tact and understanding of the motivation of his counterpart, make suggestions in such a way that they would be acted upon. A plausible explanation for this line of reasoning is given by Froehlich (10): "The characteristics of the advisor-counterpart relationship, in terms of demands and sources of satisfaction, define conditions that are often resolved by acts that either constitute, or lead to bargained compromises."

Literature Search

McGinnies (16) presented a content analysis of the many and varied selection criteria that have been used in selecting individuals for overseas assignment. In his comprehensive report, McGinnies delineated specific problems associated with the selection methods and observed that "the person who has 'been around' and who has successfully adjusted to other individuals of several social levels has probably acquired certain insights and skills that will facilitate congenial relationships with foreign nationals." Graham (12) examined 74 research studies and reports relating to tasks and functions performed by U. S. military advisory personnel. Studies conducted by Berkhouse (1), Cantrell (3), Foster (8), Froehlich (9) (10), Marder (15) and NPRDL (17) provided additional insights into the personal behavioral factors that relate to the success or failure of a military advisor.

Guthrie (11), in a study on conflicts of culture and the military advisor, described the negative behavioral factors associated with an advisor's inability to adapt to a new and different environment.

> "Criticalness and impatience appear to be the common indications that an advisor is having difficulty. These do not as a rule appear at the outset, but rather begin several months after arrival. The generally negative attitude toward host nationals spreads to include almost all aspects of the society so that the afflicted one comes generally to dislike everyone and to be unable to conceal his attitudes. Nor do fellow Americans escape, for the attitude of hostility and dissatisfaction can also be directed toward fellow assistants. The generally pessimistic evaluation of the situation leads to a vicious circle in which associates respond unfavorably, eliciting further negativism from the one who is undergoing the ordeal."

Theoretical research into the classification of characteristic interpersonal behavior also provided valuable guidelines for identifying advisory requirements. The work of LaForge, Suczek, and Leary (13) on a circumplex arrangement of interpersonal traits suggested a method of classifying any type of person into one of sixteen different quadrants of a circle depending upon the particular way in which the individual habitually deals with others. Each of the sixteen interpersonal variables is represented by sample behaviors which best fit that particular type of interaction. Lorr's (14) work on circular modeling in personality theory also identified a similar set of interpersonal variables. Such theoretical considerations held promise of revealing the way an ideal advisor should interact with others. It provided insight into what his probable or expected style should be in handling other people, and therefore how he is likely to deal with his counterpart.

The Advisor Appraisal Form

The Advisor Appraisal Form,[5] a questionnaire used to obtain behavioral information, aided in the development of the evaluation instrument specific for RVN advisors. Its purpose was to provide guidelines for defining advisor requirements and to assist in evaluating advisory performance.

The questionnaire was administered during January 1971 to a selected sample of officers and enlisted personnel who were then serving as advisors in Vietnam or had just returned from advisory duty.

Treatment of Data. The questionnaire consisted of 20 items, each worth 5 points, and was organized into 3 sections relating to the advisor's primary function of completing the mission, the sub-functions of teaching and instruction, and identification of prerequisite personality traits (see Appendix D). Comparisons of effectiveness were based arbitrarily on the relative mean scores achieved on the 100 point questionnaire. An effective advisor was defined as one who scores above the overall mean of 82. It must be noted that the data results of this instrument have questionable reliability because the sample was composed of 75 advisors and results based upon such a small amount of data may be spurious.

Analysis of Data. In the sample, 39 officer advisors and 36 enlisted advisors were rated. Figures 1 and 2 in Appendix D indicate an identical overall mean score for officer and enlisted advisor groups. In both advisory groups, a mean score of 82 (standard deviation 7.12) was found. Mean scores in the areas of rank/rate, training, and language showed similar trends for both advisor groups. This finding tended to indicate that there was no significant difference in effectiveness between the officer and enlisted advisory groups.

A study of the training factor revealed that advisors who had received prior training were rated higher than those advisors who had no training background. (Table 1 in Appendix D presents the mean score distribution for 3, 7, and 13 week training periods.) However, the trend shows that effectiveness does not necessarily increase with length of training. It appears unrealistic to assume that training alone will produce effective advisory performance.

Of particular interest in the analysis of the questionnaire are Tables 2 and 3 in Appendix D which reveal a significant difference between two general types of traits -- people-oriented traits and job-oriented traits. Examination of these behavioral traits indicated that less effective advisors scored low (below 4 on the 5 point scale) in the people-oriented traits. These same less effective advisors, however,

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[5] The Advisor Appraisal Form was an independent research effort requested by RADM Turner- Assistant Chief of Personnel Control.

scored relatively high in the job-oriented traits. The data suggested that less effective advisors primarily differed in the people-oriented traits or in the attributes of social awareness.

Identification of Desirable Behavioral Factors

From the three major sources of information mentioned above, a list of 12 behavioral factors most frequently cited as being needed for effective performance was derived. Figure 1 identifies these factors.

1. Patience
2. Tact, diplomacy, social skill
3. Friendliness, sense of humor, sociability
4. Persistence, perseverance
5. Adaptability
6. Self-reliance, resourcefulness, ingenious
7. Empathy
8. Leadership and organizational ability
9. Emotional stability
10. Instructional ability
11. High moral standards, incorruptible
12. Job dedication, motivation

Fig. 1.--12 Behavioral Factors Found Necessary For Effective Advisory Performance

PHASE II . . . SURVEY OF CURRENT AND FORMER ADVISORS

In frank discussions with former Vietnam advisors, it was found that the meaning of behavioral factors in the normal military setting was quite different from the meaning attached to it in the RVN environment. As a result, the identified behavioral factors per se were not adequate descriptors of behavior and, therefore, did not provide adequate information for personnel assessment purposes. Accordingly, it was necessary to obtain real-life descriptions of conditions and work experiences and their relationship to the behavioral factors. Thereby the factor, "adaptability", would relate directly to what "adaptability" means to advisors in a RVN setting.

Development of Factor Definitions

In order to define behavioral factors specific for effective advisory performance, a questionnaire was developed and administered to a selected sample of officers and enlisted men who were serving in advisory billets and also to a selected number of personnel who had returned from advisory assignments. In the sample, 200 advisors were asked to describe real-life situations in Vietnam relating to the behavioral factors deemed paramount to successful advisory performance. The advisors were also asked to give examples of good and poor behavior for the individual behavioral factor. This research technique was based on Flanagan's (7) critical incidents technique used to obtain descriptions of behavior which differentiate effective performance from ineffective performance. In the present study, the incidents described actual outstanding occurrences of successful or unsuccessful behavior in Vietnam. After the incidents were collected, they were abstracted and categorized to form a composite picture of behavioral essentials. These categories then formed a behaviorally-based starting point for developing operational definitions of performance behaviors regarded as crucial to advisor effectiveness.

Requiring advisors to develop characteristic descriptions provided the information necessary to formulate and delineate more clearly the type of personality that is needed in the RVN environment. Appendix C contains the survey questionnaire and several examples of descriptions collected from the Vietnam advisors used in the sample.[6]

Identification of Additional Required Qualities

In addition to defining behavioral factors, the advisors were also requested to list the most critical personal qualities to look for in selecting officer and enlisted personnel for RVN advisory assignments. The most frequently mentioned qualities, which do not duplicate those already shown in Figure 1, are presented in Figure 2.

---

[6] A detailed description of the real-life situations in Vietnam will be found in the Handbook of Naval Advisory Experiences in Vietnam which is presently under development.

1. Technically proficient
2. Willing to listen and learn
3. Good at handling people
4. Racially non-prejudiced
5. Jack-of-all-trades
6. Mature in judgment and actions
7. Able to take care of himself
8. Uses common sense
9. Well-rounded Navy knowledge
10. Has pride in appearance
11. Performs well without supervision
12. Absence of superior attitude

Fig. 2.--12 General Qualities Found Necessary For Effective Advisory Performance

PHASE III . . . DEVELOPMENT OF AN EXPERIMENTAL EVALUATION INSTRUMENT

Form Design

The experimental evaluation form was developed as a highly structured, one page report used in conjunction with a detailed set of instructions and behavioral definitions contained in an instructor's manual. The form consisted of two major evaluation sections, one pertaining to predicting performance based on the 12 behavioral factors listed in Figure 1 and the other, a general qualities section in which the evaluator rated the individual on the 12 general qualities listed in Figure 2. One modification made in developing the experimental form was the combining of factor 1 (patience) and factor 4 (persistence, perseverance) into one major factor (patience and persistence). In addition, an overall effectiveness factor was included in the experimental form.

A pick-the-phrase rating scale for the behavioral factors consisted of a seven-step scale with high, middle, and low points anchored to descriptive statements. The statements were developed from definitions of good and poor performance for each factor. The construction of the form required the evaluator to select the one statement which best predicted the individual's effectiveness as an advisor. Figure 3 shows the rating scale used in the experimental form for behavioral factor 1 (patience and persistence).

BEHAVIORAL FACTORS

(Read factor definitions in Instruction Manual.)	Predicted Performance Scale						
	High		Medium			Low	
(1) Patience & persistence	A	B	C	D	E	F	G

Fig. 3.--Seven Point Predictor Performance Scale
For the 12 Behavioral Factors

Although there is no hard and fast rule concerning the optimal number of scale steps to use, most military evaluation instruments use rating scales with 6 to 10 steps. Literature on rating scale development (Cronbach (4), Ferguson (6), and Symonds (18)) suggests the use of this range of scoring categories because untrained raters find it difficult to make fine discriminations on too great a number of categories.

The general qualities section of the experimental form required the rater to evaluate the applicant on past performance. This section was designed so that the evaluator would circle the rating scale value which he felt was most descriptive of the individual. As previously noted, the general qualities were obtained from advisors' comments concerning important characteristics required of RVN advisors. Figure 4 shows the rating scale used in the experimental instrument for the general quality 1 (technically proficient).

GENERAL QUALITIES

How well does each of the following words or phrases fit this individual?	Descriptive Performance Scale						
	Fits very well		Fits fairly well		Doesn't fit very well		Doesn't fit at all
(1) Technically proficient in his specialty/rating	A	B	C	D	E	F	G

Fig. 4.--Seven Point Descriptive Performance Scale
For the 12 General Qualities

Field Test

In conjunction with the development of an advisor evaluation instrument, one of the primary considerations was that the experimental form be field tested before being put to operational use.

During the month of May 1971, a field trial of the experimental form was conducted with personnel stationed at Norfolk, Virginia. The field test was necessary in order to discover the operational features of the rating format. A questionnaire was developed and administered to the personnel in order to determine if any ambiguities in the instructions and factor definitions exist and to determine the acceptability of the rating form content and design. It was felt that much could be gained from the rater's experience and judgment and accordingly his responses, comments, and suggestions would be taken into consideration in the further refinement of the form and instruction manual before its operational use.

Procedure. The Education and Training Officer at the Norfolk Naval Station served as liaison officer for the study. All data collection forms were distributed through the liaison officer at the prescheduled evaluation period. Prior to the start of data collection, a meeting between representatives of the Naval Personnel Research and Development Laboratory (NPRDL) and the liaison officer and his staff was held in order to explain the goals of the study, the administrative procedures, and the specific function of the raters involved. The liaison officer distributed the experimental forms to the supervisors of the personnel being evaluated and allowed three days for completion of evaluations. He then forwarded the completed forms to NPRDL, Washington, D. C.

Data packets containing the forms, instruction manual, and questionnaire were given to 37 raters who were the immediate supervisors of the personnel used in the sample. As such, the raters were either Naval officers or Senior Petty officers. Evaluations of 165 personnel were received and analyzed by NPRDL.

Data Analysis. Table 1 presents the frequency distribution and percentage of individuals receiving means scores for all rated characteristics (12 behavioral factors and 12 general qualities) on the experimental instrument. Calculations are based on the seven point rating scale with each point representing an increment of .2 in the range from 2.8 to 4.0. For example, 3 individuals received an average score of 2.9 across all 24 rated characteristics and 10 individuals received an average score of 4.0. A man receiving the highest evaluation mark (A) on the rating scale was coded a 4.0. Similarly, a man receiving the lowest evaluation mark (G) was coded a 2.8. The rationale behind this type of coding is that the evaluation score of 4.0 is comparable to the highest score found in officer and enlisted fitness reports and thereby would facilitate comparative studies.

TABLE 1

MEAN SCORE DISTRIBUTION FOR ALL RATED CHARACTERISTICS
ON THE EXPERIMENTAL EVALUATION INSTRUMENT (N=165)

Mean Score*		Frequency	Cumulative Frequency	Percent	Cumulative Percent
G	2.8	0	0	0.0	0.0
	2.9	3	3	1.8	1.8
F	3.0	5	8	3.0	4.9
	3.1	4	12	2.4	7.3
E	3.2	2	14	1.2	8.5
	3.3	5	19	3.0	11.5
D	3.4	16	35	9.7	21.2
	3.5	21	56	12.7	33.9
C	3.6	23	79	13.9	47.9
	3.7	22	101	13.3	61.2
B	3.8	25	126	15.2	76.4
	3.9	29	155	17.6	93.9
A	4.0	10	165	6.1	100.0

Overall mean of individuals = 3.6
Standard deviation = 1.6

*Mean scores are rating scale values computed by dividing an individual's total point value score by the 24 rated characteristics or $\Sigma \frac{x}{n}$ where x = total points and n = 24.

Rating scale D is the midpoint on the scale range and has a point value of 3.4. As previously mentioned, the midpoint (D) is anchored to behavioral statements depicting average type performance. For example, in behavioral factor 1 (patience and persistence), midpoint (D) represents the following descriptive statement: Shows some irritation or resentment at times. Would probably complain to his superior or to fellow Americans when things don't go his way. However, after some cooling off, he would continue his efforts and regain his composure and perspective.

From Table 1 it is seen that 35 of the 165 men evaluated obtained an average rating at or below 3.4 across all 24 rated characteristics. This means that if a cutting score were established at the median 3.4, 21% would have been disqualified from further consideration for advisory assignment.

Table 2 presents a comparison between the 12 behavioral factor scores and the 12 general qualities scores. The table shows the tendency for individuals to score higher on the general qualities than on

the behavioral factors. Twenty-six percent of the sample obtained an average rating at or below the midpoint (D) on the behavioral factors whereas only 15% received an average rating at or below D on the general qualities. Only 5% of all individuals evaluated received the highest rating (A) across all 12 factors whereas 17% obtained an A rating across all 12 general qualities.

TABLE 2

MEAN SCORE DISTRIBUTION IN PERCENTAGES FOR THE BEHAVIORAL FACTORS AND GENERAL QUALITIES

Mean Score*		Behavioral Factors		General Qualities	
		Percent	Cumulative Percent	Percent	Cumulative Percent
G	2.8	0.0	0.0	0.0	0.0
	2.9	3.6	3.6	1.3	1.3
F	3.0	1.8	5.5	3.2	4.4
	3.1	1.8	7.3	1.9	6.3
E	3.2	2.4	9.7	2.5	8.9
	3.3	9.7	19.4	1.3	10.1
D	3.4	6.7	26.1	4.4	14.6
	3.5	14.6	40.6	10.8	25.3
C	3.6	12.7	53.3	13.9	39.2
	3.7	13.3	66.7	12.7	51.9
B	3.8	17.0	83.6	15.2	67.1
	3.9	10.9	94.6	15.8	82.9
A	4.0	5.5	100.0	17.1	100.0

Overall mean = 3.6 and standard deviation = 2.7 for all individuals on the behavioral factors.

Overall mean = 3.7 and standard deviation = 2.7 for all individuals on the general qualities.

*Mean scores are rating scale values computed by the formula $\Sigma \frac{x}{n}$ where

x = individual's total point score for each section and n = 12.

Table 3 indicates a percentage breakdown of the rating scale values received on each behavioral factor. Also shown is the mean score for all 165 individuals on each factor. As can be seen for the factor "patience

TABLE 3

PERCENTAGE BREAKDOWN OF RATING SCALE VALUES ASSIGNED TO ALL INDIVIDUALS FOR EACH BEHAVIORAL FACTOR

Behavioral Factors	Observed Performance Scale							Mean Score*
	A (4.0)	B (3.8)	C (3.6)	D (3.4)	E (3.2)	F (3.0)	G (2.8)	
Patience and persistence	17.0	17.0	30.9	21.2	6.1	5.5	2.4	3.6
Tact, diplomacy, social skill	13.3	25.5	21.2	20.6	9.7	3.6	6.1	3.6
Friendliness, sense of humor, sociability	18.2	24.9	23.6	17.6	10.9	4.2	.6	3.6
Adaptability	19.4	24.2	20.0	21.2	7.9	3.6	3.6	3.6
Self-reliance, resourcefulness, ingenuity	22.4	22.4	21.8	17.0	6.7	6.1	3.6	3.6
Empathy	12.1	22.4	26.1	20.6	10.9	3.6	4.2	3.6
Leadership and organizational ability	15.2	22.4	20.6	15.8	12.1	8.5	5.6	3.5
Emotional stability	22.4	21.2	23.6	15.2	8.5	6.7	2.4	3.6
Instructional ability	9.7	24.9	25.5	16.4	13.3	4.2	6.1	3.5
Morality	27.9	28.5	17.6	12.7	4.9	3.0	5.5	3.7
Job dedication, motivation	23.6	26.1	18.2	17.6	6.7	3.0	4.9	3.6
Overall effectiveness	15.2	26.1	17.0	21.2	12.1	3.6	4.9	3.6

*Mean score was computed by the formula $\Sigma \frac{x}{n}$ where x = the point score for each individual on the respective behavioral factor and n = the number of men in the sample (165).

and persistence", 17% of the 165 men received a 4.0 or A on the rating scale and about 2% or 4 men obtained a G rating, the lowest rating possible. The mean score for all individuals rated in the sample was 3.6 or a C rating.

The range of perfect scores on each behavioral factor runs from 10% (instructional ability) to 28% (morality). Men were rated lowest on the following factors: (1) tact, diplomacy, social skill; (2) empathy; (3) leadership and organizational ability; and (4) instructional ability.

The percentage breakdown of rating scale values received by all individuals on each general quality is shown in Table 4. Also shown is the mean scores obtained for all individuals on each quality. As can be seen, 57% of the men evaluated on the general quality "technically proficient in his speciality/rating" were rated on scale value A or B. That is, their supervisors saw them as being technically qualified. In contrast, 7%, or 11 men, in the sample were rated E, F, and/or G which indicated that these individuals were not very proficient in their speciality/rating, if at all.

It is noteworthy to mention that 16% were rated E, F, and/or G on the quality "Good at handling people." That is to say that the supervisors of these 26 men indicated the above quality did not fit these men very well, if at all.

TABLE 4

PERCENTAGE BREAKDOWN OF RATING SCALE VALUES ASSIGNED TO ALL INDIVIDUALS FOR EACH GENERAL QUALITY

General Qualities	Observed Performance Scale							Mean Score*
	A (4.0)	B (3.8)	C (3.6)	D (3.4)	E (3.2)	F (3.0)	G (2.8)	
Technically proficient	30.4	26.6	19.0	17.1	1.9	4.4	.6	3.7
Willing to listen and learn	33.5	31.0	17.7	8.2	4.4	4.4	.6	3.7
Good at handling people	21.5	20.8	25.3	16.5	8.2	5.1	2.5	3.6
Racially non-prejudiced	40.5	30.4	18.4	7.0	2.5	.6	.6	3.8
Jack-of-all-trades	26.0	13.3	26.6	17.1	7.0	5.7	4.4	3.6
Mature in judgment and actions	24.1	21.5	24.5	13.3	2.5	8.2	1.9	3.6
Able to take care of himself	33.5	24.1	21.5	10.8	5.1	3.8	1.3	3.7
Uses common sense	34.2	20.9	23.4	10.1	5.1	5.1	1.3	3.7
Well rounded Navy knowledge	27.9	13.9	25.3	20.9	3.8	4.4	3.8	3.6
Has pride in appearance	37.3	18.4	21.5	11.4	4.4	3.8	2.5	3.7
Performs well without supervision	32.9	23.4	20.3	10.8	3.8	5.1	3.8	3.7
Absence of superior attitude	33.5	23.4	22.8	8.2	1.9	5.7	4.4	3.7

* Mean score was computed by the formula $\Sigma \frac{x}{n}$ where x = the point score for each individual on the general quality and n = the number of men used in the sample (165).

The following question relating to the supervisor's recommendation of the individual was included in the experimental evaluation form: If you had the authority and responsibility to do so, would you recommend his selection for advisory training? Yes ____ No ____.

Table 5 presents the frequency of positive and negative responses to the above question. Of the 165 men evaluated in the sample, 90 (54%) were recommended and 59 (36%) were not. It should be noted that there were seven negative responses for such reasons as: not knowing the individual long enough; a short time remaining in the Navy. Subtracting these seven negative responses from the total 59 negative responses resulted in 52 men (31%) in the sample being definitely not recommended for advisory training.

TABLE 5

FREQUENCY OF RESPCNSES TO THE SUPERVISOR'S RECOMMENDATION

	Assignment Recommendation	
	Frequency	Percentage
Yes	90	54
No	59	36
No Response	16	10

Questionnaire Results. As previously mentioned, a questionnaire was constructed to obtain raters reactions to the experimental evaluation form. Listed below are the major findings drawn from the analysis of the questionnaire.

1. The vast majority of respondents indicated that the instructions concerning the completion of the form were easy to understand and that the factor descriptions in the Instruction Manual were lucid and concise.

2. Very few raters suggested additional information that should be included on the form. Most of these raters mentioned physical conditions, ability to cope with extended separation from family, and motivation for requesting Vietnam duty as reasons why an individual should or should not be selected for training.

3. The majority of raters felt that the rating form would be generally acceptable by all officers and enlisted men, both as raters and as RVN advisor applicants.

PHASE IV . . . THE NAVY ADVISOR PROFILE REPORT (NAPR)

The Navy Advisor Profile Report[7] was developed in response to the research findings presented in this study. These findings clearly indicate that advisor effectiveness relates to behavioral factors patterned along the basic dimension of harmonious human relations. Technical competency is, of course, a prerequisite for advisor effectiveness, but no matter how technically competent an advisor may be, he will not be effective unless he can work well with others. The advisor must be able to communicate in Vietnamese and possess the personal attributes that lead to effective interaction with his counterpart.

Description

In keeping with the objective of simplicity, only those items of information that are absolutely essential for accurate evaluation and selection were incorporated into the NAPR. The NAPR, shown in Appendix A, is divided into two general parts.

Part I is to be completed by the personnel officer and contains the usual identifying and background information: name, rank/rate, social security number, and present ship or station.

Part II consists of seven sections and includes the rating scale for evaluating the 12 behavioral factors and the 12 general qualities (Sections 4 and 5).

Sections 1 and 2 provide space for the evaluator to indicate his observation of the ratee and the time duration that he has known the ratee. Section 3 asks the evaluator if he ever served as an advisor. Sections 6 and 7 provide space for recommendations and comments.

The instruction manual, as shown in Appendix B, presents collected data on actual behavior in the Vietnam advisory situation. The manual contains background information, detailed instructions for the completion of the NAPR, behavioral factor definitions and rating scales with descriptive statements. The definitions are accompanied with photographs showing advisors in situations which portray the factor definition.

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[7] The Navy Advisor Profile Report (NAVPERS 1300/8 (7/71) and BUPERS 1300-24). The Instruction Manual - Navy Advisor Profile Report (NP 15164).

During the course of development, a decision was made that only Bureau of Naval Personnel detailers would use the information contained on the NAPR form and that the NAPR would not become a part of the individual's official record. Although the completed document could be used for a variety of purposes, this restriction was imposed for several reasons. If the reporting system is to function and if the assessments are to be true indications of an individual's probable success as an advisor, then the completed NAPRs should be used for advisor selection only. The data obtained from the evaluation instrument will not be used for other personnel management programs such as future assignment, promotion, or advanced training. The rationale behind this decision was based on past research in performance rating. This research had shown that a main source of error with most evaluation instruments is the tendency for the evaluator to assign a higher rating than is warranted. Most raters are reluctant to rate an individual low or even average on any scale which becomes a permanent part of his official record. As a result, personnel assessment evaluation reports have the traditional problem of being excessively inflated and, therefore, their value as discriminatory instruments is less than desired. The evaluator would be less inclined to overrate an individual for RVN assignment if he were assured that his evaluation would not be used for any other purpose. Also the evaluator would be more honest in his ratings if the NAPR would not be shown to the rated individual.

Implications for Future Research

Theoretical research into the classification of interpersonal behavior can be expanded to develop techniques and procedures for identifying and selecting different types of personalities required for highly sensitive positions such as diplomatic advisory roles and military attaché duty. For example, the study of circumplex modeling can be useful in producing the ideal personality structure which is most suitable to the myriad aspects of the Vietnam culture. Research into the ideas and opinions of American counterparts in Vietnam is warranted in the overall understanding of basic cultural differences. While this observation relates to one Asian country, the behaviors implied in this personality structure are probably essential in other developing nations. Thus, a type of personality theory can be evolved from cultural research of a country in which the United States has advisory missions.

Another area of future research is the use of the NAPR as a training evaluation device. Under simulated Vietnam conditions at the advisor training centers, personnel selected for advisory assignment can be evaluated with the NAPR. The potential advisors can be closely observed as they undergo a series of situational tests (role playing, self-awareness). A course curriculum can be designed to incorporate the behavioral factors found paramount to effective advisory performance. Comparison of NAPR results and other psychological tests administered at the training centers would aid in the final selection. In this manner, the NAPR provides a way to evaluate the selection, training, and management procedures which would enhance advisory performance.

The NAPR can also provide a measure of on-the-job performance (criterion measure). Guthrie (11) noted that the problem of selection is complicated by the fact that there is little agreement on the criterion of good performance. Danielian and Stewart (5) stated that the lack of knowledge of what constitutes successful performance abroad is a major barrier to developing appropriate training techniques. Using the NAPR as a criterion of performance, and having current advisors evaluated on the form, researchers would thus have a measure of on-the-job advisor effectiveness and also training program effectiveness.

APPENDIX A

THE NAVY ADVISOR PROFILE REPORT

FOR OFFICIAL USE ONLY
(When completed)

NAVY ADVISOR PROFILE REPORT
NAVPERS 1300/8 (7-71)

REPORT BUPERS 1300-24

PART I - IDENTIFICATION DATA (To be completed by personnel officer)

1. NAME OF APPLICANT (Last, first, middle)	2. GRADE/RATE

3. SOCIAL SECURITY NUMBER	4. PRESENT SHIP OR STATION

PART II - (To be completed by rater)

1. HOW CLOSELY HAVE YOU OBSERVED THIS APPLICANT

☐ CLOSELY ☐ FREQUENTLY ☐ INFREQUENTLY

2. HOW LONG HAVE YOU KNOWN THIS MAN?

YEARS	MONTHS

3. HAVE YOU SERVED AS ADVISOR TO A FOREIGN COUNTRY?

☐ YES ☐ NO

COUNTRY	DATES OF SERVICE FROM	TO

4. FACTORS
(Read factor definitions in Instruction Manual)

		PREDICTED PERFORMANCE SCALE						
		HIGH		MEDIUM			LOW	
1	PATIENCE, PERSISTENCE	A	B	C	D	E	F	G
2	TACT, DIPLOMACY, SOCIAL SKILL	A	B	C	D	E	F	G
3	ADAPTABILITY	A	B	C	D	E	F	G
4	SELF-RELIANCE, RESOURCEFULNESS, INGENUITY	A	B	C	D	E	F	G
5	FRIENDLINESS, SENSE OF HUMOR, SOCIABILITY	A	B	C	D	E	F	G
6	EMPATHY	A	B	C	D	E	F	G
7	MORALITY	A	B	C	D	E	F	G
8	EMOTIONAL STABILITY	A	B	C	D	E	F	G
9	INSTRUCTIONAL ABILITY	A	B	C	D	E	F	G
10	JOB DEDICATION, MOTIVATION	A	B	C	D	E	F	G
11	LEADERSHIP, ORGANIZATIONAL ABILITY	A	B	C	D	E	F	G
12	OVERALL EFFECTIVENESS AS AN ADVISOR	A	B	C	D	E	F	G

THE COMPLETED REPORT IS NOT TO BE SHOWN TO THE RATED INDIVIDUAL

FOR DETAILING PURPOSES ONLY - WILL NOT BE INSERTED INTO OFFICIAL RECORD OF INDIVIDUAL BEING RATED

FOR OFFICIAL USE ONLY
(When completed)

5. GENERAL QUALITIES HOW WELL DOES EACH OF THE FOLLOWING WORDS OR PHRASES FIT THIS INDIVIDUAL?	OBSERVED PERFORMANCE SCALE						
	FITS VERY WELL		FITS FAIRLY WELL		DOESN'T FIT VERY WELL		DOESN'T FIT AT ALL
1 TECHNICALLY PROFICIENT IN HIS SPECIALITY/RATING	A	B	C	D	E	F	G
2 WILLING TO LISTEN AND LEARN	A	B	C	D	E	F	G
3 GOOD AT HANDLING PEOPLE	A	B	C	D	E	F	G
4 RACIALLY NON-PREJUDICED	A	B	C	D	E	F	G
5 JACK-OF-ALL-TRADES	A	B	C	D	E	F	G
6 MATURE IN JUDGMENT AND ACTIONS	A	B	C	D	E	F	G
7 ABLE TO TAKE CARE OF HIMSELF	A	B	C	D	E	F	G
8 USES COMMON SENSE	A	B	C	D	E	F	G
9 WELL ROUNDED NAVY KNOWLEDGE	A	B	C	D	E	F	G
10 HAS PRIDE IN APPEARANCE, ACTION AND ORGANIZATION (Professionalism)	A	B	C	D	E	F	G
11 PERFORMS WELL WITHOUT SUPERVISION	A	B	C	D	E	F	G
12 ABSENCE OF SUPERIOR ATTITUDE	A	B	C	D	E	F	G

6. RECOMMENDATION: If you had the authority and responsibility to do so, would your recommend his selection for advisory training? ☐ YES ☐ NO (Explain below)

7. COMMENTS: If desired, make specific comments regarding his strengths or weaknesses as a potential advisor.

8. TYPE OR PRINT NAME, GRADE/RATE OF RATER	SIGNATURE	DATE

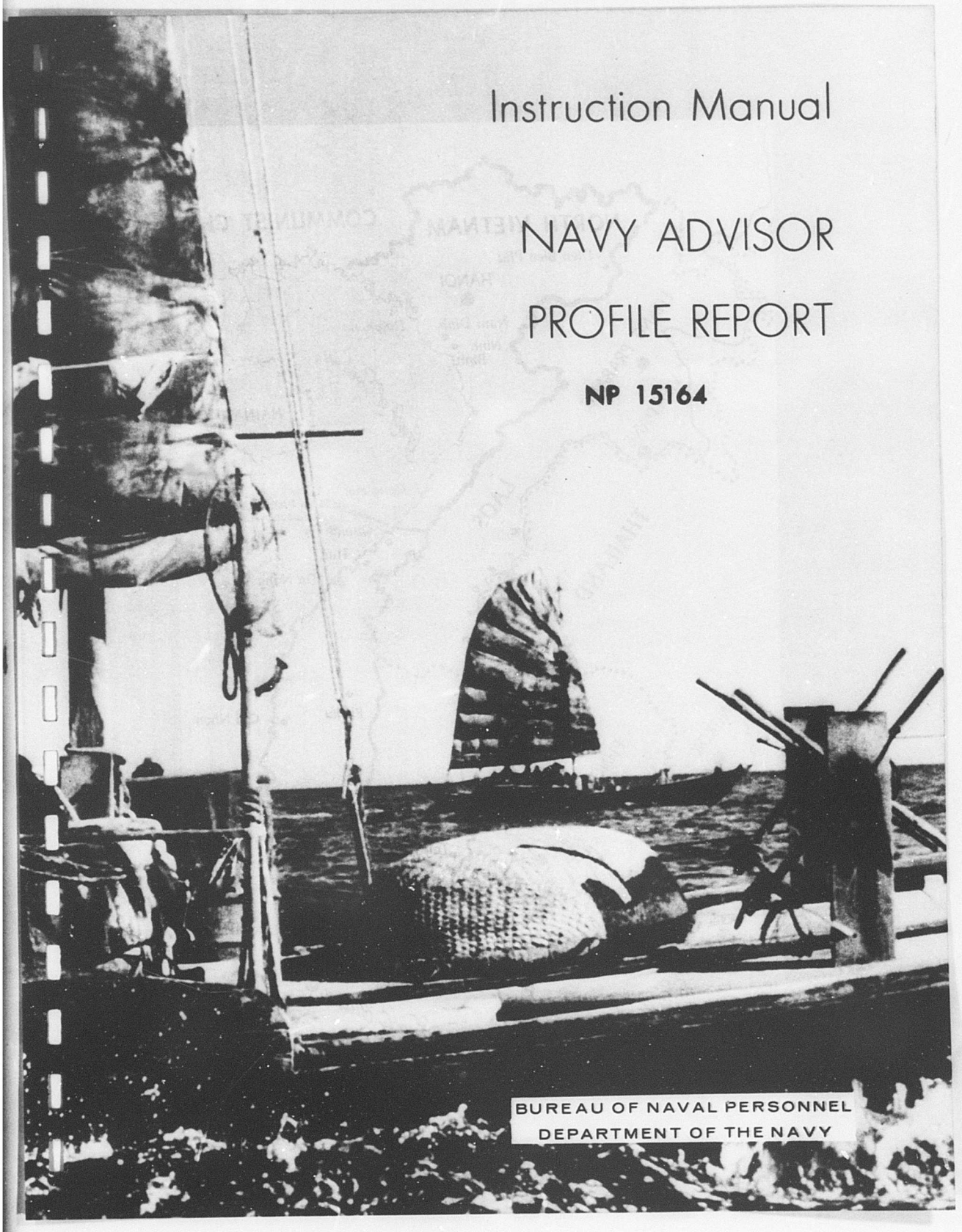
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APPENDIX B

INSTRUCTION MANUAL
NAVY ADVISOR PROFILE REPORT

NOTE: The Instruction Manual on pages B-3 thru B-20 (front and back cover and -1 thru -16) of this report are paginated for publication. For economy of reproduction, the page numbers were not changed for this report.

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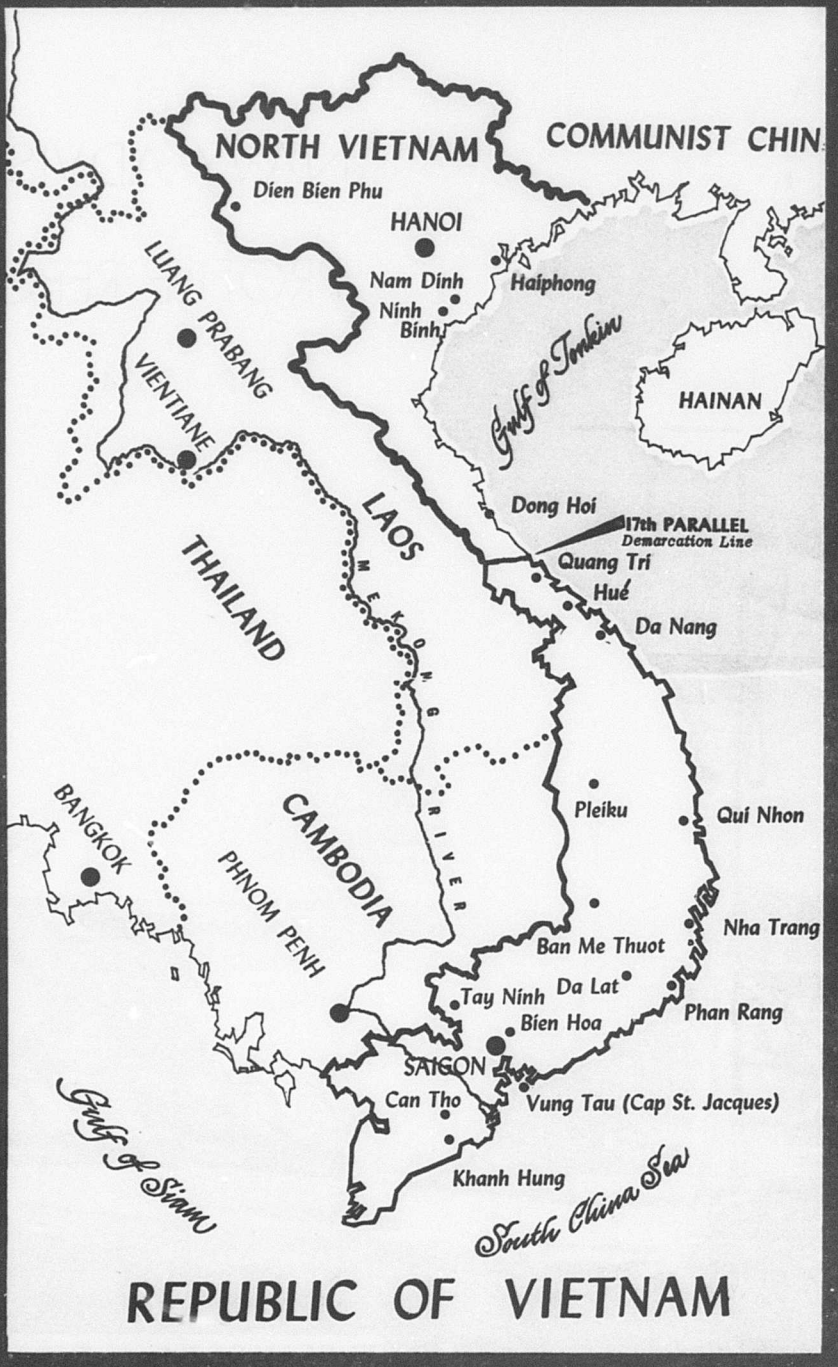


Instruction Manual

NAVY ADVISOR PROFILE REPORT

NP 15164

BUREAU OF NAVAL PERSONNEL
DEPARTMENT OF THE NAVY


NORTH VIETNAM
COMMUNIST CHIN
Dien Bien Phu
HANOI
Nam Dinh
Haiphong
Ninh Binh
LUANG PRABANG
VIENTIANE
Gulf of Tonkin
HAINAN
Dong Hoi
17th PARALLEL
Demarcation Line
Quang Tri
Hué
Da Nang
LAOS
THAILAND
MEKONG RIVER
Pleiku
Qui Nhon
BANGKOK
CAMBODIA
PHNOM PENH
Ban Me Thuot
Nha Trang
Tay Ninh
Da Lat
Bien Hoa
Phan Rang
SAIGON
Can Tho
Vung Tau (Cap St. Jacques)
Gulf of Siam
Khanh Hung
South China Sea
REPUBLIC OF VIETNAM

BACKGROUND INFORMATION

The increased emphasis on Vietnamization and the reduction of American forces in Vietnam have brought the role of military advisor into increasing importance. To fill advisory positions with well qualified personnel, the Navy must identify people who possess the characteristics needed for successful advisory performance.

The advisory role encompasses a range of activities which are not ordinarily required in the usual duty assignments of U. S. Naval officers and enlisted men. As a result, evaluations of previous performance have not proven good predictors of Naval advisory performance in Vietnam. Another crucial feature of the advisory role is that it requires an unusually difficult personal transition from the familiar American and Navy setting to a foreign language and culture, unaccustomed working and living conditions, and unfamiliar climate and type of duty. While most advisors have excelled in their previous duty assignments, some of them prove unable to adjust to the necessary changes and, therefore, perform notably less effectively in the advisory assignment.

The distinguishing characteristics of the effective advisor include specific quality factors not required to the same degree in most Navy assignments. These factors are defined here in terms of actual in-country situations and work experiences encountered by U. S. Naval advisors in Vietnam. The descriptions accompanying each factor will help you visualize some of the circumstances under which an advisor must function. Throughout this Manual, the terms "American," "advisor," and "naval advisor" refer to the U. S. Navyman who is assigned to advisory duty with the Vietnamese Navy; while the terms "counterpart" and "VNN" (Vietnamese Navy) refer to the Vietnamese Navymen who are being advised.

REVIEWED AND APPROVED 7-17-71
(DATE)

F. C. Turner

Rear Admiral F. C. TURNER, USN
Assistant Chief for Personnel Control

INSTRUCTIONS FOR COMPLETING

NAVY ADVISOR PROFILE REPORT

General Instructions

Record all information, ratings, and comments regarding this advisory applicant on the Navy Advisor Profile Report. Make no marks in this Instruction Manual.

The Personnel Officer will complete Part I. The rater will complete Part II.

Part I

Sections 1 through 4. Self-explanatory.

Part II

Sections 1 through 3. Self-explanatory.

Section 4. Factors. Definitions of the personal factors related to Vietnam advisory duty are given on Pages 5 through 16 of this Instruction Manual. The rating scale below each definition contains values from A through G. Points A, D, and G are accompanied by descriptive statements. Points B and C, E and F, represent intermediate values between the statements.

You are asked to rate the applicant on each of the factors by selecting the scale value that you feel would best predict his behavior in a Vietnam advisory assignment. Your rating on a factor should be based both on your knowledge of his past behavior and on your estimate of his probable behavior in the advisory situation.

Indicate your rating by circling the corresponding letter opposite the factor title on the front of the Navy Advisor Profile Report. For example, if you predict this applicant's PATIENCE, PERSISTENCE (Factor 1---, Page 5) would be best described by statement D--- "Shows some irritation or resentment at times. ...", you would circle the letter "D" opposite 1--- PATIENCE, PERSISTENCE on the Profile Report form. The entry would look like this:

1--- PATIENCE, PERSISTENCE A B C (D) E F G

Section 5. General Qualities. Here you are asked to rate this applicant on each of the 12 performance attributes and personal qualities listed on the reverse side of the Navy Advisor Profile Report form. Your ratings here should reflect his current and past performance and attitudes as you have observed them. For example, if you feel that statement 1--- "Technically proficient in his specialty/rating" fits this applicant extremely well, you would circle letter "A". If this statement does not fit him at all, and you consider him almost totally lacking in technical proficiency, then you would circle letter "G".

Section 6. Recommendation. If this applicant is not recommended for assignment to RVN advisory training, please give a brief explanation in Section 7. Comments.

Section 7. Comments. Include any remarks you may have regarding this applicant's potential for Vietnamese advisory duty.

Section 8. Self-explanatory.

DO NOT MARK IN THIS MANUAL. RECORD ALL INFORMATION ON NAVY ADVISOR PROFILE REPORT FORM.

N O T E

The completed Navy Advisor Profile Report form will be handled as FOR OFFICIAL USE ONLY.

The completed Navy Advisor Profile Report form will NOT, under any circumstances, be shown to the rated applicant.

The completed Navy Advisor Profile Report form will NOT, under any circumstances, become part of the applicant's official personnel record.

The completed Navy Advisor Profile Report form will be used for detailing purposes ONLY, to aid in determining the applicant's suitability for assignment to advisory training.





1--- PATIENCE, PERSISTENCE

The effective advisor in Vietnam needs a large reserve of patience to continue pursuing his assigned duties in the face of frequent and sometimes lengthy delays between the time he offers his advice and the time it is clearly accepted - or rejected. Without show of annoyance or anger, he must keep on offering and re-offering his suggestions until he is reasonably sure his counterpart has at least understood him -- and his counterpart's polite agreement to almost everything will give him few clues. Once understood, he must tolerate the possibility of having his ideas wholly ignored or rejected -- often without knowing why. If his advice is apparently accepted, he must be prepared for another waiting period until action is taken on it -- or even endure the disappointment of seeing no action at all.

More patience is required because of the advisor's position as 'the man in the middle' between the standards and organization of the U. S. Navy and those of the Vietnamese Navy. His American superior may issue the advisor one type of order, while his VNN counterpart has been given a conflicting order from his superior -- and both orders on the same subject. For the American, an action to be done on Tuesday should be done on Tuesday; for the Vietnamese, an action to be done on Tuesday will be done when the 'signs are right' for that action.

Patience and persistence are again needed after the advisor is confronted by delays and obstacles, because - if he is to be effective at all - he must then follow through to discover some of the reasons for his advice being rejected so that he can change his approach and try again.

* * * * *

On the Navy Advisor Profile Report, circle the letter on the Predicted Performance Scale which best describes how much patience and persistence you think this applicant would have as a naval advisor in Vietnam.

A--- Remains controlled, poised, and well-mannered in any and all situations. When confronted by setbacks and delays, he would continue his efforts without losing either his patience or his perspective.

B

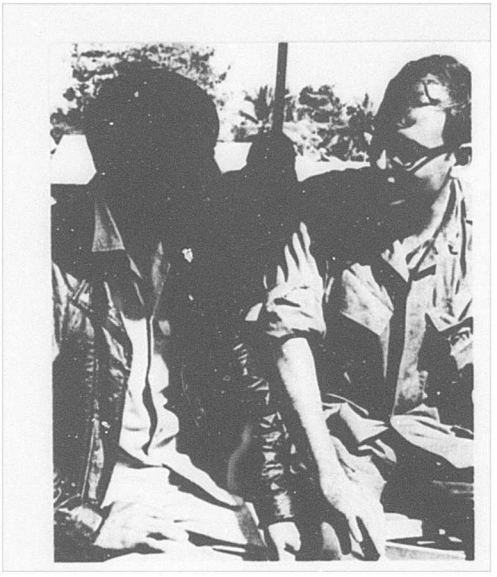
C

D--- Shows some irritation or resentment at times. Would probably complain to his superior, or to fellow Americans, when things don't go his way. However, after some cooling off, he would continue his efforts and regain his composure and perspective.

E

F

G--- Insists that everything be done exactly how and when he says so. When others do not comply, he would lose his temper and would tell people just what he thinks. If he feels a job has to be done, he would probably do it himself so that it would be "right".



2--- TACT, DIPLOMACY, SOCIAL SKILL

To be effective the advisor must successfully cope with sensitive and complicated interpersonal relationships. He cannot afford to alienate his counterpart or his advisory mission will be earmarked for failure before he has completed his first month of duty in Vietnam. Nor can he afford to begin his relationships with other Vietnamese badly, for these are the people with whom he will be living and socializing during his tour in Vietnam.

The most effective advisor has a knack for interacting with people in a way that leaves others feeling better for the association. In the relationship with his counterpart, this advisor courteously draws his counterpart aside to offer suggestions and advice so that the possibility of his counterpart's embarrassment is avoided. The effective advisor presents his ideas - and his criticism - in a way that does not offend his counterpart nor make the counterpart feel stupid or incompetent. Such an advisor will find his counterpart later adopting the advisor's ideas as his own - one of the best ways of assuring that the ideas have a chance of being acted upon. This advisor is respectful of his counterpart's feelings, sensitivities and customs - whether in public or in private. During working hours or on social occasions, the advisor does not go barging around like the proverbial 'bull in the china shop.'

Another test of the advisor's social skill arises when he encounters unpleasant social predicaments. Even with tact and diplomacy, the advisor may not emerge socially victorious on every occasion but he will forestall damaging important relationships. He must be ready to be put on the spot about American policy in Southeast Asia, America's conduct of the Vietnam conflict, and everything American. And through all this, the advisor must be able to conduct himself so that he neither denies his country nor creates an unresolvable problem between himself and the Vietnamese.

* * * * *

Based on this description and your knowledge of this applicant, select the scale value which you feel would best describe his probable skill in handling social situations in Vietnam.

A--- Completely at ease and socially adept in every kind of social encounter. He has a well-tuned perception of the right thing to do or say.

B

C

Moderately effective in social situations. He would make his share of social and
D--- interpersonal blunders, but he would learn from them. His mistakes would not be irreparable.

E

F

Ineffective in handling social situations. He would rub people the wrong way. He would
G--- be likely to alienate many people - some without even realizing it. He would give the impression that he is really running things - not just advising.

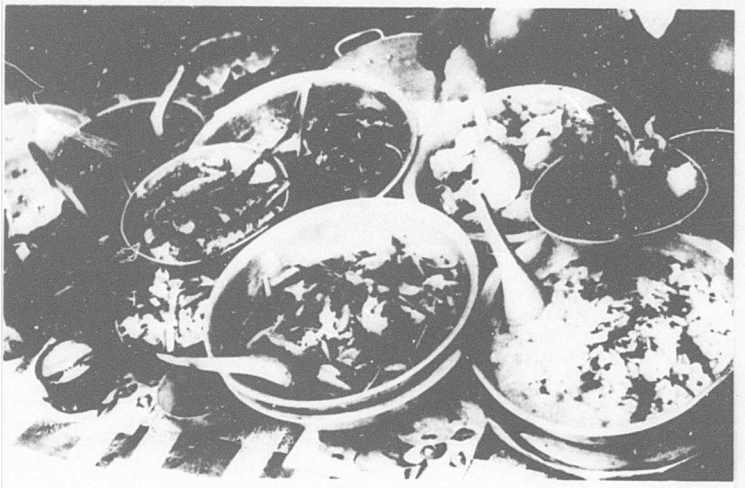
3--- ADAPTABILITY

Inability to adapt to local conditions is one of the more frequent reasons for failure in the VNN advisory assignment. Advisors who are successful are able to work effectively under many different and changing types of conditions. They are tolerant of others, and are able to understand that other people may be very different from themselves in traditions, beliefs, values, and standards. They are not upset or distressed by these differences. Particularly in the more remote areas, living conditions are inadequate even by Vietnamese standards. Vietnamese food and its manner of preparation are quite different from the usual Navy and American menu.

The effective advisor is willing and able to modify his way of life. He accepts the customs and makes an honest effort to understand them. He learns to live with the differences in food and sanitation. People who are rigidly set in their ways, and live by their own rules and routines, will find the need to adjust to Vietnam with its unusual living conditions too difficult a transition to make.

* * * * *





Select the scale value which you predict would best describe this person's ability to adapt to the living and working conditions involved in the Vietnam advisory assignment.

A--- Able to adapt extremely well. He would keep a completely open mind in regard to Vietnamese food, standards, customs, and living conditions; and would live and work effectively as an advisor under these conditions.

B

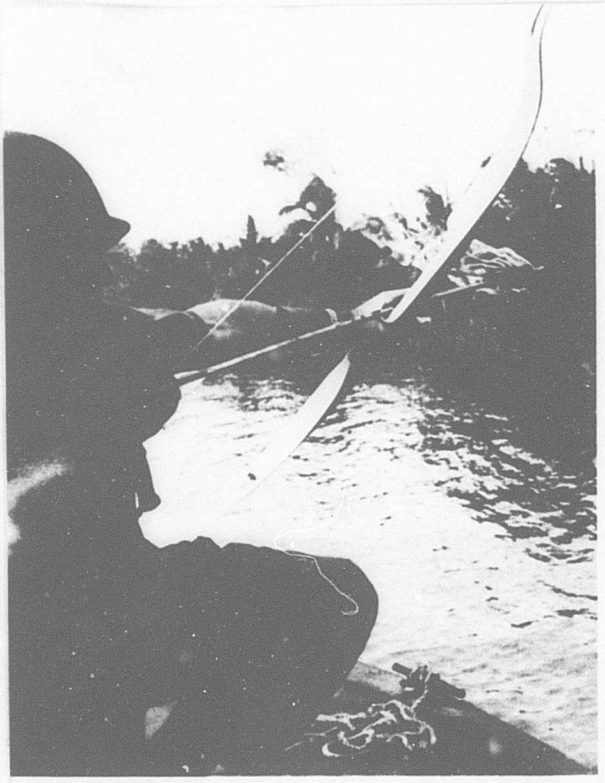
C

D--- Able to adapt moderately well, but would probably need occasional relief from the all-Vietnamese living conditions in order to perform effectively.

E

F

G--- Unable to - or would refuse to - adapt himself to Vietnamese food, standards, customs, or living conditions. Would insist on his American comforts, and would complain if unable to live in the way he is accustomed to in the U. S. Navy.



4--- SELF-RELIANCE, RESOURCEFULNESS, INGENUITY

In order to advise his counterpart, the American Navyman in Vietnam must first be able to recognize the Vietnamese problems and - above all - devise solutions that can take place in the Vietnamese setting with what can be obtained through the resources available to the Vietnamese Navy. Not only are the avenues of remedy to the problems unfamiliar to him, but the problems themselves are often uncommon in the advisor's previous experience.

An effective advisor is not tied down to the 'book' or conventional methods of dealing with problems. He scrounges for building materials and parts and repairs non-operable equipment by adapting odd items to substitute for missing spare parts. He recognizes that a Vietnamese problem must combine American know-how with a Vietnamese solution.

The Navy advisor is confident in his ability to see problems, in his judgment to decide which problems need more attention, and in his ability to solve them. He is willing and able to tackle any job that presents itself.

* * * * *

On the basis of this description, how effective do you believe this applicant would be in working in unfamiliar situations with little or no support or guidance from his American associates or from American resources?

A--- Extremely effective at utilizing available materials and techniques, and would be able to operate more-than-satisfactorily on his own. He would have the ingenuity and self-confidence to work out new ways of coping with complex and difficult situations.

B

C

D--- He would be moderately capable of working under such conditions.

E

F

G--- He would probably be ineffective under such conditions. He would continually complain about what he didn't have to work with, rather than making an effort to improvise or use what was available. He would try to handle things strictly by the book.



5- -- FRIENDLINESS, SENSE OF HUMOR, SOCIABILITY

By and large, the most successful advisor to Vietnam is a friendly, outgoing person who accepts others as they are - without hesitance or reservation. People find him easy to be with and talk to. For his part, he thoroughly enjoys being with them. He fits in well - whether working or socializing - whether the occasion is formal or casual. He has a ready sense of humor, and is able to laugh at himself and his own shortcomings as well as appreciating the ironies of life.

The advisor who possesses this effortless sociability can be especially effective in the one-to-one relationship between advisor and counterpart. The easy give-and-take of conversation over a cup of coffee can often bring the solutions to many small problems, and can help build mutual appreciation, confidence, and understanding.

* * * * *

Select the scale value you feel would best describe the way he would get along with the Vietnamese people.

He would develop close, companionable relationships with his Vietnamese counterparts.
A--- He would enjoy being able to get to know the Vietnamese people, both in their homes and on formal social occasions.
B

C

A moderately friendly person, but in some situations would probably be somewhat reserved.
D--- He would generally have a sense of humor about things, yet would not always be at ease in large gatherings of people he doesn't know too well.
E

F

Just not a particularly sociable person. He would probably be somewhat friendly with
G--- one or two people among the American advisors, but would not be likely to associate closely with his counterpart or other Vietnamese.



6--- EMPATHY

The successful advisor establishes sound and constructive interpersonal relationships with the Vietnamese and senses the way the Vietnamese see things. He realizes that what the Vietnamese does, and the way he does it, cannot be judged against a background of American customs, beliefs, and standards. On the contrary, he informs himself about the Vietnamese values and beliefs, about their standards and customs, so that he may gain greater understanding of their actions. With this approach and understanding of the Vietnamese, the advisor can 'put himself in his counterpart's shoes' when the need arises, and can see his counterpart's problem in the context in which it must be solved.

The advisor who lacks these qualities will fail to see problems in a Vietnamese context and will try to impose 'American' solutions.

The effective advisor does not act, or consider, himself 'superior' to his counterpart because he is American. The constructive advisor sincerely wants to help the Vietnamese. He is never condescending, nor does he convey the impression that the Vietnamese cannot take care of themselves.

* * * * *

How successful do you think this applicant would be in understanding the Vietnamese way of thinking? Would he employ sensitivity, understanding and empathy in adapting to this unfamiliar culture?

A--- Able to adapt extremely well. He would be sensitive to the feelings and cultural philosophy of the Vietnamese people, and would be able to communicate this to them.

B

C

D--- He would be moderately successful in trying to understand and work in Vietnam.

E

F

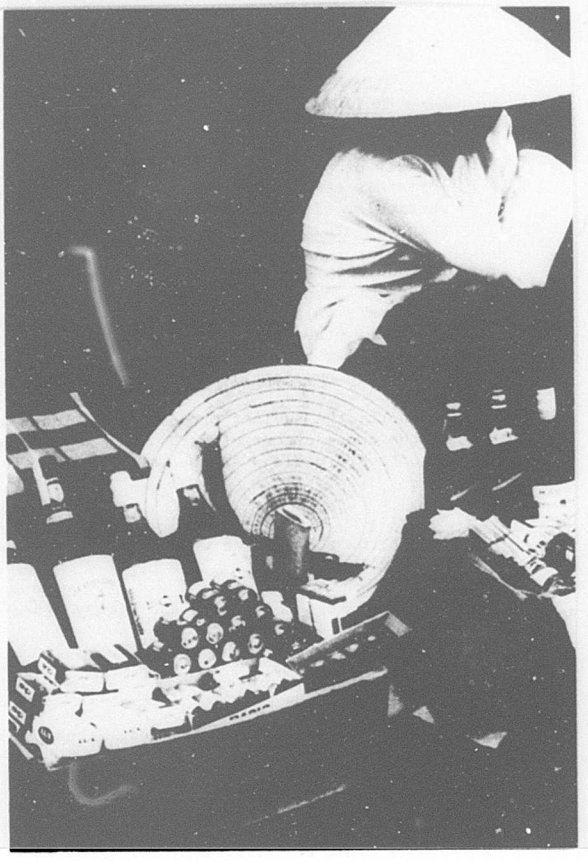
G--- He would give the impression that he is totally disinterested in 'understanding' the Vietnamese ways and beliefs. He would probably assume the attitude that if the Vietnamese people want to take advantage of American 'know-how', then they should learn to do things the American way. Would be very critical of VNN.

7--- MORALITY

Many aspects of the advisory assignment make the U. S. Navyman particularly susceptible to the testing of his moral standards. As an American, he is assumed to have access to many material items which are unavailable to the Vietnamese - which in fact he does. Because of this situation, the advisor is often and repeatedly approached to engage in illegal or immoral activities.

The opportunities for illegal activities are numerous, and engaging in any of them will seriously affect the good standing of the individual advisor and the advisory effort in general. Navy Exchange privileges, currency exchange manipulations, black market operations, and the misuse of military supply systems - are only a few of the problem areas.

Because of the advisor's behavior is being so closely observed by all Vietnamese, he must not only maintain high moral standards but must continually convey the impression of being a moral person who does not adopt a 'superior,' holier-than-thou attitude toward the people he associates with.



* * * * *

A--- He would set a good example of high morality without being or feeling awkward or self-conscious. Any failures on his part would be minor ones and extremely rare.

B

C

D--- He would set about an average example. His failures would be about as frequent and no more serious than those of most people in similar situations.

E

F

G--- His failures would be too frequent, and/or too obvious, and/or too serious to be tolerated in an advisory position.

8--- EMOTIONAL STABILITY

An advisor needs to be self-controlled and well-composed in order to deal effectively with the variety of people and circumstances in Vietnam. If he shows irritation at delays and quickly loses his temper, he may be considered immature by his counterpart. If the advisor accepts a particular situation as 'OK' on one occasion and rejects it on another, he may be considered temperamental and uncertain of his knowledge.

The advisor must be able to remain calm and unruffled when others around him become upset. In the stress of combat, the Vietnamese will expect the advisor to 'keep his cool'. He must not be thrown off balance by his counterpart's occasional spells of moody unresponsiveness or anger. He must take other people's emotional outbursts in stride and restrain his own if he is to successfully aid the Vietnamese in solving their problems. In addition, the advisor must not become too emotionally distressed from viewing poverty, disease, and the victims of the war.

In short, the advisor who lacks the inner strength of emotional stability will become discouraged by the consequences of war. With so many opportunities for discouragement, he may feel his efforts are useless and become a problem to himself and to others by turning to alcohol or drugs.

* * * * *

Select the scale value which would best approximate his emotional stability in an advisory setting.

A--- Well controlled and highly effective with practically all types of counterparts and situations.

B

C

D--- Moderately controlled. About as effective as most people would be in such circumstances.

E

F

G--- Poorly controlled and often ineffective with most types of counterparts and situations.



9--- INSTRUCTIONAL ABILITY

An important part of the American Navyman's role as an advisor involves passing on information, ideas, techniques, and attitudes to his Vietnamese counterpart. In this way, every advisor becomes a kind of teacher; and a great deal of his effectiveness as an advisor depends on whether he teaches well.

What is taught differs widely according to the advisor's particular assignment and his opinion about what is needed. The range of topics can vary all the way from usual naval matters such as organizational procedures, maintenance of vessels and equipment, and operation of equipment and shore facilities to such not-really-naval matters as basic sanitation, public health and medical treatment, and infantry small-group tactics. Frequently, the advisor is asked to teach English to the Vietnamese.

Some assignments require the advisor to instruct formal classes; more often the advisor's teaching - and his counterpart's learning - takes place in an informal setting during the course of operations of the Vietnamese Navy, or during conversations between advisor and counterpart.

A good instructor is concerned with his students' learning; not with showing how much he himself knows. A skillful teacher enjoys explaining what he is doing, and why he is doing it. He has a knack for inspiring others to <u>want</u> to learn, and treats his students with respect, in an easy-going way that encourages his students. A good teacher has flexibility; and can get across his ideas either by using books and a chalk-board or by doing, showing, and telling.

* * * * *

Select the scale value you feel would most accurately describe this applicant's instructional ability.

A--- Very skilled in transmitting information, ideas, techniques, and attitudes to others in both formal and informal settings. Keenly interested in having his students learn.

B

C

Fairly skillful in conveying information, ideas, techniques, and attitudes to others.

D--- Might be a reasonably good teacher in the classroom, but not so good in more informal teaching situations. Might not always sense whether or not his students are actually

E understanding him all the time.

F

Ineffective as a teacher. His preparation would be shoddy, his patience thin, and his

G--- enthusiasm lacking. He would be wholly unconcerned with whether his students are understanding him, or whether or not they are learning anything.

10--- JOB DEDICATION, MOTIVATION

A firm personal belief in the value of the American advisory effort is essential to the advisory role. The really productive advisor actively wants to do a good job; and his commitment is readily noticed and contagious. Because he sincerely cares about the impact of his work, this man far more often wins the respect and cooperation of his Vietnamese counterparts than men who lack such sustaining motivation.

On the other hand, the negative attitudes of a man who opposes all U. S. involvement in Vietnam or of a man who does not really believe in the advisory effort, will also be apparent to his Vietnamese associates. Even though such men may not openly voice their feelings, they are not likely to be able to gain the confidence of their Vietnamese counterparts to the degree necessary for an effective advisor-counterpart relationship.

The effective advisor's continuing dedication earns the trust of the Vietnamese; and he is a good representative of the United States.

* * * * *

Select the scale value which you feel would best predict his motivation toward advisory duty.

A--- He would sincerely want to help the Vietnamese, and he would be willing to work long and irregular hours to accomplish his job goals. His personal conviction of the value of the advisory effort would sustain him through frustrations and setbacks.

B

C

D--- He would generally want to do a good job, but would not be so strongly motivated that he would want to put in extra hours to achieve the advisory job goals.

E

F

G--- His claims of wanting to help the Vietnamese, if he makes any, would not be sincere. He would probably work just enough to avoid being reprimanded. He is probably more interested in the 'fringe benefits' of Vietnam duty than the advisory effort, and would take the 'short timer' approach to waiting out his tour.



11--- LEADERSHIP, ORGANIZATIONAL ABILITY

One of the most exacting aspects of the advisory role lies in the fact that the advisor has the responsibility of leadership in his relationship with his counterpart, but has no military authority over him. He must 'lead' and exhibit the qualities of leadership if he is to be successful in helping the Vietnamese Navy improve the quality of leadership. Yet, because he is an advisor, he is denied the authority to exercise the usual military controls of discipline over his VNN counterpart.

This absence of authority means that the advisor must employ more subtle techniques of leadership. Suggestion and praise, request and encouragement, are the means by which he leads and by which he demonstrates leadership to his counterpart.

The same situation holds true for the way in which the advisor must convey the principles of good administration and sound organizational procedures to his counterpart. Because he has no manual of instructions, no detailed table of organization - no 'book' to follow - he must possess good organizational ability and must show it in the way he goes about his own job. Only in this way will his counterpart gain an understanding of what constitutes good organization and learn how to operate in their own Navy.

In short, the advisor must lead and teach leadership, organize and teach organization, to his counterpart whose culture, customs, language and values are very different from his own. He cannot directly apply USN standards or mirror images of USN organization. Instead, he must develop tailor-made procedures for supply, communications and general organizational administration for the Vietnamese Navy.

* * * * *

Select the scale value which you feel would describe his leadership and organizational effectiveness.

A--- Extremely effective as a leader, and has the organizational ability required in a Vietnam advisory setting.

B

C

D--- Moderately effective in both leadership and organizational abilities. Would have some difficulty in assuming the advisory capacity of suggestion rather than command.

E

F

G--- Ineffective. Has a strong desire or need to control and direct. Would assert command and demand his ideas be adopted. Operates primarily by the book.

12--- OVERALL EFFECTIVENESS AS AN ADVISOR

Here you are asked to give a single overall estimate of how well this applicant would perform as an American Navy advisor to a Vietnamese Navy counterpart.

Up to this point in your evaluation, you were asked to focus your attention on separate traits of the applicant. Now, you will make a whole-man judgment of the applicant's probable overall performance as an advisor.

Base your judgment here on your knowledge of this man's personality and behavior in the past, and on your understanding of the conditions surrounding the advisory role in Vietnam.

* * * * *

How effective do you think this applicant would be as an advisor to the Vietnamese Navy?

A-- Extremely effective as an advisor.

B

C

D--- Average effectiveness as an advisor.

E

F

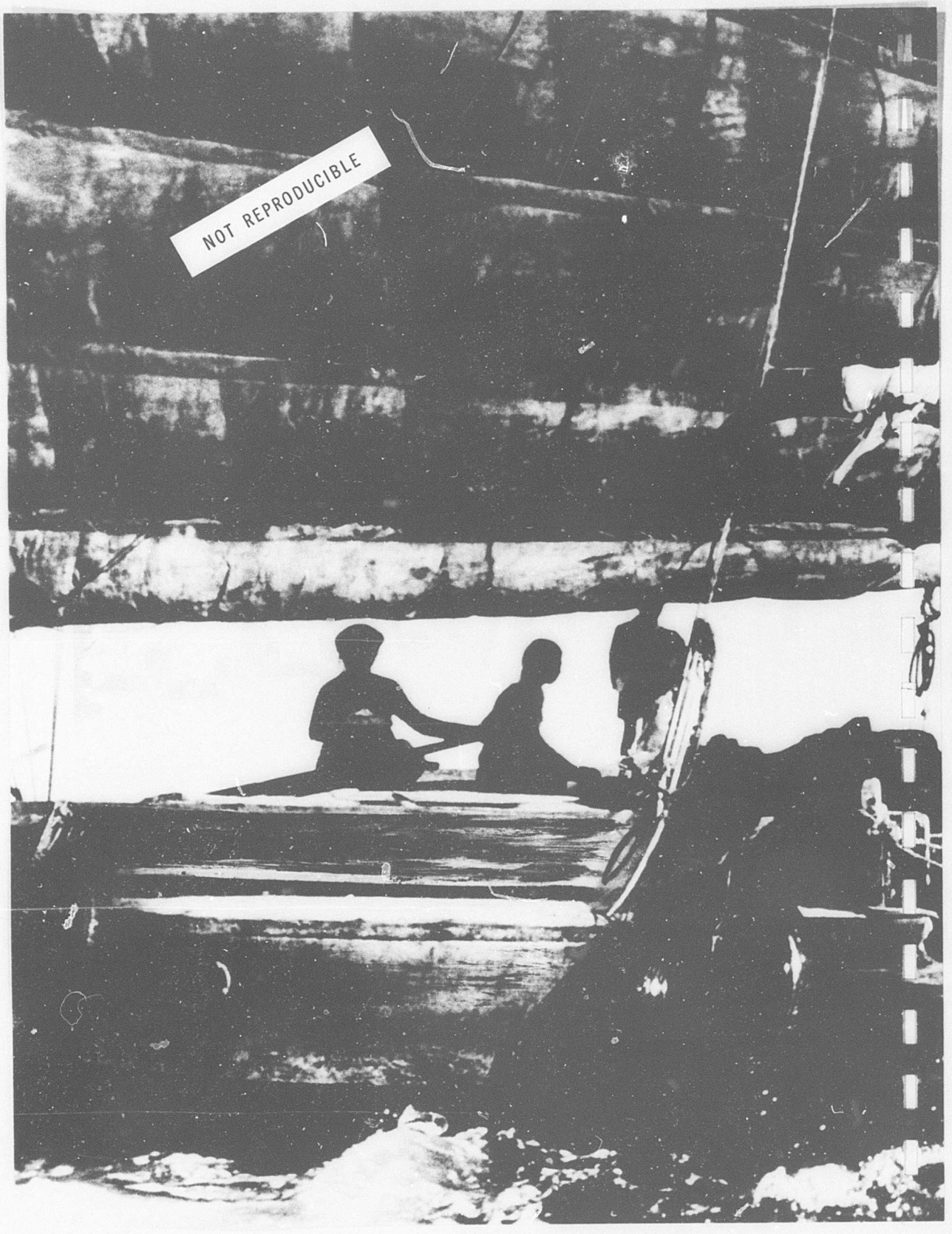
Inadequate as an advisor.

G--- Likely to have an adverse effect on the advisory effort in Vietnam.





Developed by
NAVAL PERSONNEL RESEARCH AND DEVELOPMENT LABORATORY
Washington, D. C.
A Laboratory of the Bureau of Naval Personnel


NOT REPRODUCIBLE

APPENDIX C

SURVEY OF CURRENT AND FORMER ADVISORS WITH EXAMPLES OF DESCRIPTIVE BEHAVIORS

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DEPARTMENT OF THE NAVY
BUREAU OF NAVAL PERSONNEL
WASHINGTON, D. C. 20370

IN REPLY REFER TO
Pers-A322a-bc
Ser: A32/53
2 MAR 1971

MEMORANDUM FROM THE ASSISTANT CHIEF FOR PLANS AND PROGRAMS

Subj: Improved Methods for the Selection of Vietnam Advisors

Encl: (1) Advisor Survey Questionnaire
(2) Pre-addressed envelope

1. With the increased emphasis placed on Vietnamization and the reduction of American combat personnel in Vietnam, the role played by the military advisor has become increasingly important. To fill advisory positions with the most qualified personnel, it is necessary for the Navy to improve current assessment procedures for identifying individuals who can operate effectively in an advisory capacity in unusual and stressful environments. The purpose of this questionnaire is to obtain information which will aid in the development of an evaluation instrument to be used in appraising individuals' potential to perform advisory functions in the Republic of Vietnam (RVN).

2. From previous studies conducted by the Navy as well as other military and non-military agencies, a number of personal characteristics, or traits, have been identified as being possessed by individuals who were viewed as "good" advisors. Although identified, the trait names by themselves are not adequate descriptors of the behavior and, therefore, do not provide much information for personnel assessment purposes. In addition, the meaning of any trait in the normal military setting may be a far cry from the meaning attached to it in a RVN setting. As an advisor (current or former) you are well aware that successful accomplishment of the advisory mission puts unusual demands upon your ability to establish effective working relationships with your counterparts as well as your ability to adjust to the customs, beliefs, and the environment of the host country. During your tour, you probably have known some very good advisors as well as some advisors who should not have been selected for advisory duty. Both types of advisors may have been evaluated favorably on previous performance and personality factors, but when subjected to the special demands of the RVN advisory assignment, one type succeeded whereas the other type did not. For example, the "hard charger" type may function effectivly in a normal military command setting. When placed in the RVN advisory setting, however, he may fail because the adjustment from the command role to the advisory role creates difficulties to which he is unaccustomed.

Pers-A322a-bc
Ser: A32/53

Subj: Improved Methods for the Selection of Vietnam Advisors

3. In order to develop an evaluation instrument, specific for selecting RVN advisors, it is necessary to obtain real life situations which are characteristic of behavioral traits of good and bad advisors in terms of actual conditions and work experiences. Thereby, a trait, say "adaptability," will be tied directly to what "adaptability" means to advisors in a RVN setting.

4. The enclosed questionnaire is being administered to a selected sample of officers and enlisted personnel who are presently serving in advisory billets as well as a selected number of personnel who have returned from advisory assignments. Your responses to the questionnaire will provide valuable information which will be used to improve advisor selection procedures. Due to the urgency of the project, it is requested that you complete and return your questionnaire in the enclosed pre-addressed envelope within three (3) days of receipt of this letter.

[illegible] G. FINNERAN
[illegible], U. S. NAVY
ASSISTANT CHIEF FOR PLANS AND PROGRAMS

1. Circle the letter that best describes your duty assignment in RVN.

A. Riverine
B. Staff
C. Fleet Command
D. Coastal Group
E. Other (Explain) _____

2. How many months have you been (were you) in the above advisory billet? _____

3. In your opinion, what are the most critical personal characteristics to look for in selecting officer personnel for RVN advisory assignments?

(To be completed by officers only.)

4. In your opinion, what are the most critical personal characteristics to look for in selecint enlisted personnel for RVN advisory assignments?

5. Based upon your advisory experience, write a description for each of the following characteristics which will define the trait in terms of actual RVN incidents and give an example of good and poor behavior in handling the situation. Cite specific examples related to your personal or personally observed experiences. Indicate how or why an advisor will be unsuccessful if he displays inappropriate behavior. If you do not have a specific illustration for a particular trait, feel free to delete it. If the list is incomplete, please add any other personal characteristics which you feel are important types of behavior for advisory personnel to possess.

Using adaptability, the following is an example of a situation with acceptable and poor types of behavior:

When a Vietnamese counterpart invites his American advisor to lunch, he expects the American to eat the Vietnamese food. To refuse is a personal affront which in most cases is irreparable.

Acceptable behavior: Accept the invitation in spite of personal qualms concerning the food.

Poor behavior: Refuse without explanation or accept the invitation, however bring your own rations.

In the actual booklet, adequate space was alloted for responses following each question.

Behavioral characteristics:

1. Patience
2. Tact, diplomacy, social skill
3. Friendliness, sense of humor, sociability
4. Persistence, perseverance
5. Adaptability
6. Self-reliance, resourcefulness, ingenious
7. Empathy
8. Leadership and organizational ability
9. Emotional stability
10. Instructional ability
11. High moral standards, incorruptible
12. Job dedication, motivation

CHARACTERISTIC DESCRIPTIONS OF THE ADVISORY SITUATION

The Vietnamese are tough and dedicated. They can work long, tireless hours when the situation requires, and must perform an endless series of routine patrols, sentry duty, etc., which the advisor does not participate in, and may not fully appreciate. Additionally, they have been doing the job for many years and can look forward to many years more. They must therefore pace themselves differently than an advisor who has one year at it. The advisor must temper his natural persistence to coincide with these realities. By the same token, dogged perseverance at ones goals is an invaluable asset. Whether its object is increasing the combat effectiveness, improving dependents housing and living conditions or simply understanding the Vietnamese better. To allow the sense of frustration which is unavoidable to overcome your initiative is probably the greatest hazard to an advisor. He must grit his teeth and seek new paths around the obstacles. This is particularly important when acting as buffer between your counterpart and U. S. personnel not closely connected with the Vietnamese.

* * * * *

The Vietnamese have suffered a lot for a number of years and have developed what some would consider a very strange sense of humor. They will laugh at injury or misfortune, and the advisor must be able to understand this sort of occurrence.

--- An advisor stepping off a PBR missed the bank and went up to his hips in mud and water, and the Vietnamese went into uncontrollable laughter. The advisor laughed with them and the crew (VN) piled out of the boat and helped the advisor back aboard.

--- An almost similar occurrence happened with a different advisor who didn't see the humor in the whole thing and started a name-calling contest. End result: Twenty minutes to get himself out while they (VN)

laughed all the harder; and needlessly strained relationships between the advisor and the VNs.

* * * * *

When on patrol, one of the first tests which the VNN crew will make of the new American advisor is to observe him very closely, before, during, and after, his first meal with them. When he is asked to joing the crew for chow, the best policy is to offer his C ration (which he may later find prepared in some strange manner) as the contribution of his portion of food for the meal.

The test of the advisor begins when he first looks down at the food. The whole crew will be watching for his reaction. They will offer a spoon, but would rather have the advisor ask for chopsticks. The advisor's first fumbling efforts with chopsticks will endear him to the crew, and is also the VNN crew's test of the patience, tact, diplomacy, social skill, friendliness, sense of humor, perseverance and adaptability of this new advisor. No advisor should miss this opportunity to gain the respect of the crew.

--- Most of the really effective advisors eat and enjoy the food. The sharing of rations and close relationships at meals will always bring about the closer working relationship so necessary to the advisor.

--- One advisor in the unit would not eat with the VNNs. His contention was that they were dirty in food preparation (some truth). He didn't like VNN food (He never tasted it.). He wouldn't eat with chopsticks that some VNN had eaten with (and never boiled in water,)(true, but there's always liquid cork.). His attitude built up a barrier which he was never able to get over.

APPENDIX D

ADVISOR APPRAISAL FORM

Advisor Evaluation

Purpose: To provide guidelines for defining advisor requirements and to assist in evaluating advisor performance.

Discussion: In order to judge the suitability of an individual for or the performance of a person in advisory duty one must first define the advisor job. In the special circumstance of advisors to the Vietnamese Navy and Vietnamization the advisors' job is to

> ASSIST THE VIETNAMESE NAVY SO IT CAN CONTINUE TO CARRY OUT ITS MISSIONS AND TASKS IN SUPPORT OF THE GVN PACIFICATION AT THE CURRENT ACTIVITY LEVELS.

Intrinsic in this job description is the assumption that the job of pacification must be done -- by VNN or USN or both. This poses a simple question 'What is the immediate objective? To get the VNN to do this job or to get this job done?' If the person you are appraising understands the issue which poses this question and usually comes up with the right answer he is potentially a good advisor. There are other, more easily defined and observed task and functions which should be considered in an appraisal: The advisor must be a teacher, trainer, instructor, consultant; he must be able to teach the best method of solving the problem at hand. He must be able to act as an assistant to his counterpart. He must be able to function as a lisison agent between US and VNN forces. He must function as an observer who can make meaningful reports as required or as he deems necessary.

Method: The Advisor Appraisal Form is divided into three parts which the appraiser can use in developing a performance and suitability profile; this profile can be combined with other common appraisal systems, e.g. Enlisted Evaluation Report, to give a composite evaluation. N.B. This form provides guidelines only and is designed to direct the appraisers's attention to skills, personal qualities and personality factors of especial significance to the naval advisor in Vietnam. This form and method is neither all-inclusive nor restrictive and it can undoubtedly be improved. It will provide a frame of reference and a commonality in advisor appraisal. As always, criticisms and recommendations for improvement are solicited and welcomed.

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ADVISOR EVALUATION SUMMARY

NAME _____ RATE/RANK _____ UNIT _____

VOLUNTEER FOR ADVISORY DUTY? YES____ NO____

SOURCE: ORIG ORDERED AS ADV____ COMPTOUR____ FROM____

PREDEPLOY TRNG_____ LANGUAGE TRAINING_____ OTHER_____

Instructions: Rate the individual on each of the following questions or traits on a numerical scale from 1 through 5, five being the highest or most positive and one being the lowest or least positive. Do not attempt to get a 'bell-shaped' curve; this is the rating of an individual advisor against a standard, not a comparison of advisors. Note; if you cannot evaluate, leave the space blank; if you rate UNSATISFACTORY, enter a zero.

SECTION I

The advisor's ultimate function is to teach the Vietnamese to do the job the USN was doing before craft and operations were turned over to the VNN and to teach it so that they can do it as well, or nearly as well, as we were doing it. Since we can't stop the war or the job of pacification sometimes the ultimate objective has to be set aside to get an immediate job done or, in other words, if the immediate job isn't done there may be no job to do, i.e. the boat was sunk or the fight lost.

Question: Can this advisor make the choice between getting the job done or getting the Vietnamese to do the job? _____

SECTION II

In carrying out his ultimate function of teaching the Vietnamese how to do the job the advisor has several sub-functions which can be identified and on which he can be rated. The major sub-functions are teaching and instruction, acting as an assistant to his counterpart, providing liaison with US forces or agencies and being an observer of the method and tasks.

Question: How do you rate this advisor as a teacher-instructor? _____

Question: How do you rate this advisor as an assistant? _____

Question: How do you rate this advisor as liaison agent? _____

Question: How do you rate this advisor as an observer? Does he make accurate, complete observations? Does he report his findings to competent authority? Does he take corrective action on his own initiative? _____

SECTION III

Over the years the USN has developed a pretty good set of performance and individual rating factors; they are used in appraising the performance and

merit of both officers and enlisted men, e.g. the Fitness Report. The USN performance and personality factors are important in judging and evaluating advisors but they do not address the unique factors which are so important to the 'ideal' advisor. Following are a series of performance and character traits which are not common to the USN evaluation system but which are considered important in the evaluation of advisors in Vietnam. Rate the advisor on each of the factors listed.

Patience - Does he try to get his point across repeatedly and without being discouraged? Does he make an energetic and enthusiastic effort on the third, fourth, firth try?

Communicativeness - Can he get his point across? Does he speak Vietnamese? Does he try to learn Vietnamese? Is he trying to expand his Vietnamese vocabulary? Does he try to teach English?

Acceptance - What is the Vietnamese attitude toward him? Do they seek him out? Ask his advice? Do they 'tolerate' him? Is he invited to social functions or on liberty with them?

Expertise - From the USN point of view is he knowledgeable about his job, i.e. engines, guns, commsec, etc.

Humility - Does he have a 'superior' attitude?

Rapport - Does he have the confidence and respect of his counterpart and the other Vietnamese with whom he works? Does he have trust and confidence in them?

Openmindedness - Is he willing to listen to new and unconventional (to him) approaches? Does he try to see 'the other point of view'?

Sensitivity - Does he have a 'feel' for the impact of his actions on his counterpart and others? Is he responsive to suggestion and oblique recommendation or request?

Maturity - Is he stable? Does he let little things bother him?

Reason - Is he able to put things together in a logical pattern? Can he relate the right cause with the right effect?

Adaptability - Is he able to function in a changing and loosely structured environment -- living, working and organizational? Does he require a 'book' to go by?

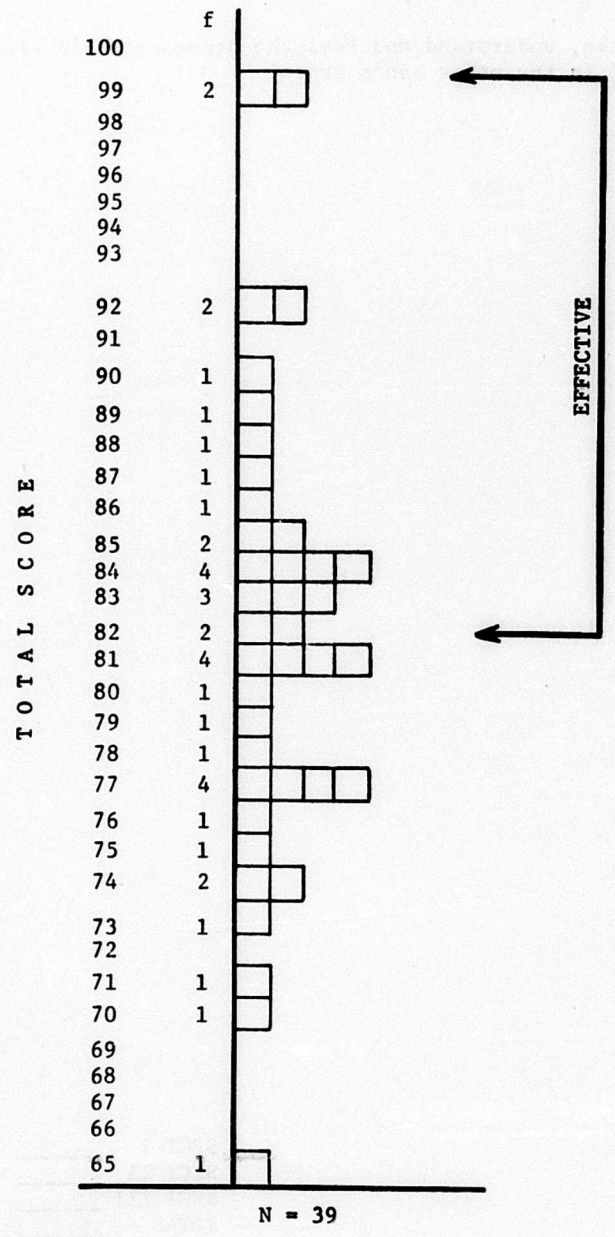
Professionalism - Does he pay attention to the details and put them together in a sound and seamanlike product? Does he know all the tricks of his trade and carry them out with style?

Resource - How good is he at coming up with the material and methods to get the job done or to teach the job to be done?

Ingenuity - Can he develop several methods of getting the job done? Does he try the methods he develops?

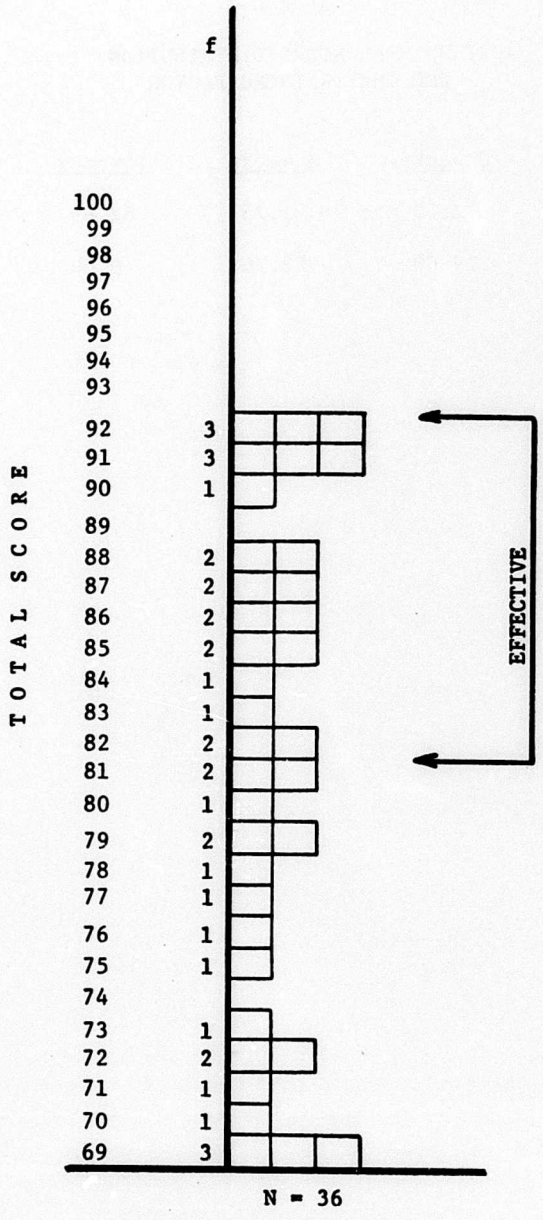
Empathy - Can he see, understand and feel the other person's situation? Can he put himself in the other man's shoes?

SECT I ____
SECT II ____
SECT III ____
TOTAL ____
NO NOT OBS ____



Mean = 81.75 σ = 7.12

Fig. D-1.--Officer Distribution



Mean = 81.75 σ = 7.12

Fig. D-2.--Enlisted Distribution

TABLE D-1

ADVISOR MEAN SCORE DISTRIBUTION
FOR THE TRAINING FACTOR

	0 weeks	3 weeks	7 weeks	13 weeks
Officers	72.50	81.75	82.69	80.37
Enlisted	79.00	83.50	79.09	81.75

TABLE D-2

OFFICER ADVISORY GROUP

PERCENTAGE COMPARISON OF EFFECTIVE AND LESS EFFECTIVE ADVISORS
ON PEOPLE-ORIENTED TRAITS

	Patience	Humility	Empathy	Rapport	Sensitivity
Effective	95.00	100	95.00	100	95.00
Less effective	63.15	52.63	63.15	68.42	63.15

PERCENTAGE COMPARISON OF EFFECTIVE AND LESS EFFECTIVE ADVISORS
ON JOB-ORIENTED TRAITS

	Adaptability	Expertise	Professionalism	Resource	Ingenuity
Effective	100	85.00	85.00	95.00	95.00
Less effective	89.47	78.94	78.94	89.47	78.94

TABLE D-3

ENLISTED ADVISORY GROUP

PERCENTAGE COMPARISON OF EFFECTIVE AND LESS EFFECTIVE ADVISORS ON PEOPLE-ORIENTED TRAITS

	Patience	Humility	Empathy	Rapport	Sensitivity
Effective	100	89.47	94.73	100	94.73
Less effective	41.17	41.17	47.05	64.70	47.05

PERCENTAGE COMPARISON OF EFFECTIVE AND LESS EFFECTIVE ADVISORS ON JOB-ORIENTED TRAITS

	Adaptability	Expertise	Professionalism	Resource	Ingenuity
Effective	100	100	94.73	94.73	89.47
Less effective	82.35	88.23	76.47	70.58	58.82

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