

# Marine Advisor Rapport Assessment Program (MARAP)

**Issue:** Field exercises using indigenous role players are considered a primary method in preparing advisors for overseas duty. While exercise heightens awareness of potential interactions, feedback from role players regarding rapport established is usually sparse. Rapport is considered to be a key indicator of success by both advisors and counterpart cultures.

**Background:** Establishing rapport is essential for advisor effectiveness and mission accomplishment. Studies on advisory functions reveal that it takes two to nine months to build rapport with counterparts. Rapport is not only essential to getting things accomplished through counterparts, but also for initiating response by locals who report essential elements of intelligence. Acceptance by local indigenous personnel has been instrumental in providing information such as enemy movements, location of mines and booby traps, and weapons turned in.

**Discussion:** The MARAP is an automated interactive program that allows indigenous role players and interpreters to assess rapport, and provide real time feedback to advisors during field exercises. The characteristics of assessment used in the MARAP were derived from former Advisors during post-deployment debriefs to represent an operational definition of rapport. The characteristics are translated into the target culture language to assure proper understanding by role players.

Role players assess trainees immediately following interactions during field exercises via input into a field operated on-line survey form that transfers the data directly into a database. Team and individual scores are computed dynamically, and distributed to trainees at the completion of an event or exercise. Individual feedback allows trainees to realize the impression made on counterparts. In addition, role players develop a better sense of purpose, become more engaged in the exercise, and provide more meaningful feedback.

The *Rapport Assessment Report* module provides realistic, real time feedback to trainees. Teams and individuals use the MARAP feedback to develop strategies for assignment, and to promote adaptation prior to and during deployment. The MARAP feedback is also amenable to team dynamics and team building exercises.

The MARAP was implemented with MARSOC in 2008 and with I MEF Transition Teams during 2008 and 2009.

**Conclusion:** The time it takes to build rapport in theater can be reduced through the MARAP supported field exercise. The purpose of the MARAP is to sharpen skills in the cross-cultural realm. This method provides a pragmatic perspective of cultural communication to enhance the advisor's interactive expertise. The MARAP provides face to face awareness of a counterpart's intention and needs. The advisor learns how to persuade his counterpart to conform/perform in the matter at hand.

**Recommendation:** MARAP supported field exercises are fundamental to advisor effectiveness. The MARAP enhances the benefits gained while interacting with role players. It can be implemented for any exercise in any location.



# Interaction Research Institute, Inc.

## Marine Advisor Rapport Assessment Program (MARAP)®

The MARAP is an automated system that provides individual and team feedback to deploying Transition Teams regarding interaction with role players and interpreters during field exercises. The program is customized for each participating group to display the name, rank, and picture of each team member. The MARAP includes the following:

**Home page:** The *home screen* displays all the teams and student advisors participating in the training exercise. It includes a link to the survey for each advisor, as well as a link to each team picture screen.

*Please select the Student Advisor to evaluate, or click on the Team to view a picture of all the students on that team.*

<b>Team A</b>	MAJ WARDINSKY 1	CAPT BAKER 2	1STLT BARTOSZAK 3	2NDLT CHU 4	SGT LEGASSEY 5	GYSGT MCGREGOR 6
	SGT JACOBSON 7	CWO3 POSEY 8	SGT ROPER 9	2NDLT STAHELI 10	HM3 VAZQUEZ 11	
<b>Team B</b>	MAJ FARRELL 12	2NDLT BARTKOWSKI 13	SGT FRANCO 14	SGT KINNE 15	SGT LIBBY 16	HM3 MULDER 17
	SGT PETERSON 18	SGT ROADCAP 19	CAPT ROBINSON 20	CAPT TIERNEY 21	2NDLT TUCKER 22	

**Team picture screen:** The *team picture screen* displays the picture of each student advisor within the corresponding team. This optional screen facilitates identification of student advisors

**Team A:** *Select the Student Advisor to evaluate, or press the back button to view the page showing all the teams.*

 MAJ WARDINSKY 1	 CAPT BAKER 2	 1STLT BARTOSZAK 3	 2NDLT CHU 4
 SGT LEGASSEY 5	 GYSGT MCGREGOR 6	 SGT JACOBSON 7	 CWO3 POSEY 8

**Survey screen:** The *Rapport Assessment Survey* for each advisor allows the evaluators to rate the advisor characteristics/performance during each encounter. Rapport categories were derived from advisor debriefs. Categories are translated into Arabic for role player reference.



**MAJOR WARDINSKY**  
# 1

No.	Please evaluate this student advisor on the following:	Very Good	Good	Average	Fair	Poor
1.	Participates (seeks opportunities to advise, displays initiative)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Patient (capacity to endure, controlled)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Respectful (polite, considerate, courteous)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Culturally Sensitive (displays understanding of Iraqi culture)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Confident (self assured, well adjusted)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Social (friendly, displays warmth and interest in others)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	Flexible (adaptable, accepting, agreeable)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	Sincere (attentive, genuine desire to help)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	Competent (effective, accepted, capable)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A *Rapport Assessment Report* is generated for each individual student advisor as well as each team in the training exercise. The report displays the number of evaluations, the *Rapport Index* (overall score) and the average score for each characteristic evaluated. The feedback develops individual and team insight during field exercises, promotes team cohesion, and reduces the time to build rapport in theater.

**Marine Advisor Rapport Assessment Program (MARAP) Report**

Student Advisor: Capt John Doe, USMC  
Transition Team: PTT-1234  
Number of evaluations: 16

