DEVELOPING AND MANAGING CROSS-CULTURAL COMPETENCE WITHIN THE DEPARTMENT OF DEFENSE:
RECOMMENDATIONS FOR LEARNING AND ASSESSMENT

Dr. Daniel P. McDonald, Director of Research
Defense Equal Opportunity Management Institute (DEOMI)

Dr. Gary McGuire, Senior Training Analyst
Defense Equal Opportunity Management Institute (DEOMI)

Dr. Joan Johnston, Senior Research Psychologist,
Naval Air Warfare Center Training Systems Division (NAWCTSD)

Dr. Brian Selmeski, Director of Cross-Cultural Competence
Air Force Cultural and Language Center, Air University (AFCLC)

Dr. Allison Abbe, Research Psychologist
US Army Research Institute (ARI)

Prepared for:

Mrs. Gail McGinn
Deputy Undersecretary of Defense Plans

And

Mrs. Nancy Weaver,
Director Defense Language Office (DLO)

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Co-CHAIRS FOR THE RACCA WG SUBGROUP 2
Dr. Daniel P. McDonald, Director of Research, DEOMI
Mr. Mark Neighbors, Deputy Senior Language Authority, DON

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EXECUTIVE SUMMARY

OBJECTIVE

The Department of Defense (DoD) has recognized the critical need to improve Cross-Cultural Competence (3C) in military and civilian personnel. Informed DoD policy is needed to provide overarching guidance for 3C education, training, assessment, and institutional practices. As a result, the Defense Regional and Cultural Capabilities Assessment Working Group (RACCA WG) was convened to "establish a common terminology and typology for identifying, developing, measuring, and managing regional and cultural capabilities." This report presents the findings and initial recommendations from the Subgroup 2 on a "cross-cultural developmental and assessment model for military and civilian generalists."

FINDINGS

A set of 40 general cross-cultural learning statements (knowledge, skills, and personal characteristics) were recommended by this group in order to foster the career development of cross-cultural competence in military and civilian personnel. In addition to these high-level learning statements, definitions/descriptions were provided along with a listing of corresponding assessment tools. These learning statements were identified by the DoD subgroup to be core competencies for beginner to intermediate level learners starting at accession points in training and dovetailing with acquiring of regional, language, and cultural proficiencies either through pre-deployment training or through specialized education or training. Below are descriptions of cross-cultural relevant knowledge, skills, and personal characteristics:

Knowledge. Knowledge describes a body of information (facts and procedures) an individual applies directly to the performance of a function/task (McCloskey, 2008).

Skills. Skills are observable verbal and non-verbal behaviors (motor, psycho-motor, and/or meta-cognitive) required to perform a learned act (McCloskey, 2008).

Personal Characteristics. A personal characteristic is an attitude, affect/feeling, or behavioral tendency (including meta-cognitive processes) that influences an individual's choices or decisions to act in a certain way under particular circumstances (McCloskey, 2008). Some discussion among the group members suggested establishing these factors as potential selection criteria for career advancement.

RECOMMENDATIONS

In addition to the identification of general cross-cultural learning objectives for accession points and beyond, the group produced a set of implementation recommendations to ensure proper application and institutionalization of these competencies within education, training, assessment and daily application. Subgroup 2 recommendations include:

1. *Closely link 3C to policy requirements, organizational values, and service delivery objectives; and enjoin Service, Combatant Command (COCOM) and Agency leadership to advocate 3C as a fundamental competency practiced across DoD.* Disjointed education, training and assessment practices present a challenge to sustaining 3C DoD-wide. Furthermore, due to the nature of the subject matter, a solution of Professional Military Education (PME) will most likely be insufficient to ensure skill retention and professional maturation related to 3C. *PME, Training, Institutional practices*, and *Assessment* should be aligned to ensure continuity and create a culture of 3C development. Organizations should ensure that learning opportunities, developmental milestones, and incentives for applying cross-cultural knowledge and skills are available for both the military and civilian personnel. Equal opportunity and diversity education, training, instructional practices, and policy can be leveraged as they support some of the recommended solutions for training cross-cultural awareness and interpersonal interactions.

2. *In the near term, the DoD should provide guidance to the Services and Agencies to educate, train, assess, and institutionalize 3C, and establish its relationship with developing regional knowledge and expertise.* A core set of fundamental learning objectives are proposed in this paper. The RACCA subgroup 2 recommend these objectives are most likely to ensure effective cross-cultural interactions both within US teams and in international settings, and for both military and civilian personnel. Services and Agencies also have unique mission requirements, and therefore should develop requirements for achieving their specific and higher levels of 3C proficiency. 3C learning objectives must be tied to specific performance and mission requirements. Also, work must still be done to establish a developmental model for 3C expertise that prescribes the progression of competency development and its relationship to regional knowledge and expertise. This is especially important when developing more complex cognitive skills.

3. *All general forces and civilians should participate in a robust general 3C curriculum and professional development. Furthermore, this general curriculum should ensure the competencies are pre-requisite to developing more regional and language expertise.* A basic 3C education should be provided at or around accession points and beyond throughout a career. The learning strategies should be based on the critical knowledge, skills and personal characteristics required for effective 3C identified in this report. These should include remembering, understanding, and applying facts, concepts, procedures, meta-cognitive skills, and affect/motivation that improve 3C. Training requirements to achieve advanced 3C for specialized jobs should be based on a pedagogical progression from these basic 3C objectives. The Services and Agencies could specify advanced levels according to specialized needs. 3C should be developed in conjunction with regional and language skills and can be prerequisite and/or part of pre-deployment training.

4. *Develop a plan to address 3C training, education, assessment and practices for civilian personnel.* General 3C requirements for DoD civilian personnel will share many core competencies with military members. This is because these competencies are those which may generalize across job domains, and promote effective cross-cultural interactions within the workplace and on the battlefield. Furthermore, civilians are increasingly being deployed and integrated within military operations. Currently, there is no overarching formalized

career development program, such as PME for civilians. Therefore, a comprehensive 3C plan for them would include new training requirements, and education and training curricula. Institutionalized practices also play a role in ensuring maturation of these competencies over time through on-the-job training and experience.

5. ***Conduct an extensive examination of the currently available assessment tools within in the public domain, adapt and test within military contexts (where applicable) for predicting cross-cultural adjustment and performance. Complete a pilot study by December 31, 2009.*** Although there are several candidate assessment tools for cross-cultural competence, most are not validated with a military or government context. A near-term study should be conducted to select candidate off-the-shelf assessment tools and assess their validity within the DoD context(s). Tools that characterize the cross-cultural context, climate, competence, interactions, and performance should be considered. Outcome metrics must also be established to help link to program outcomes and establish effectiveness.

6. ***Develop a Concept of Operations document that describes the end-state, processes, functions, and outcomes of a successful DoD 3C program.*** The end state description of a successful DoD 3C program must be defined by a strategic plan that describes the concept of operation that includes desired outcomes, metrics, functions, and processes, products and customers. Feasibility and expected return on investment must be determined. Policy gaps and research needs must be identified and addressed.

7. ***Characterize the relationships among the critical knowledge, skills, and personal characteristics that represent 3C, and link them to effective job performance and mission effectiveness.*** Required 3C learning objectives must be validated and tied conceptually and empirically to specific job performance and mission requirements. 3C learning requirements must be adjusted to continually enhance program effectiveness. A validated model that prescribes development of 3C expertise must be developed.

8. ***Establish recruit, novice, journey, and expert/mastery performance proficiency standards for 3C, both as a set of standards separate from regional/cultural expertise and as it relates to developing regional or cultural expertise. Implement a systematic career tracking process and system for higher levels of 3C.*** 3C should be integrated into the standards and competency frameworks of professions and occupations of both military and civilian personnel. 3C development must begin at accession points and continue throughout careers. Standardized developmental guidelines must be established that prescribe progression through novice, journey, and expert/mastery performance based on proficiency standards. Assessments should be used to determine baseline knowledge, skills, and personal characteristics, establish learning goals and performance objectives, and track 3C progression. A tracking system for 3C should be developed to identify personnel at the higher levels of 3C, assess unit competency, and ensure that individuals at the lower levels of proficiency have participated in required validated education, training, and activities.

9. ***Develop standardized guidelines for educating, training, and developing cultural competence from empirically-based behavioral principles***. Principled guidelines based on the science of learning are needed to ensure consistency in quality of education and training across the DoD.

10. ***Place concentrated emphasis on research and organizational learning related to personal development, self-awareness, motivation, knowledge and affect related to cross-cultural interactions.*** It is widely accepted that self-understanding and motivation are important determinants in effective cross-cultural interactions. However, it is unclear how knowledge about culture will enhance one's ability to perform their job. Furthermore, little attention has been paid to understanding how human motivation, self understanding, and affect can impact performance and adjustment in military cross-cultural environments. Identifying which motivational/self-awareness factors play the largest role, how they play, and what universal types of knowledge/cultural aspects are most important to know has yet to be accomplished. A well-funded research program must be dedicated to pursuing these questions and then transitioning results to current programs. Emphasis should be placed on linking mission readiness to professional development, leadership, and institutional values and practices.

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INTRODUCTION

PROBLEM

The Department of Defense (DoD) has recognized the critical need to improve cross-cultural competence (3C) in military service members and civilians. DoD policy guidance is needed to identify critical 3C, recommend training and development requirements, and to institute such requirements for military service members and civilians.

OBJECTIVE

This report presents the Defense Regional and Cultural Capabilities Assessment Working Group (RACCA WG) Subgroup 2 recommendations for a "cross-cultural developmental and assessment model for military and civilian generalists."

BACKGROUND

In November 2007, the Defense Language Office (DLO) and DoD's Office of Diversity Management and Equal Opportunity (ODMEO) established a requirement to build cross-cultural learning objectives at the accession level for all DoD members (military and civilian personnel), directing Defense Equal Opportunity Management Institute (DEOMI) to leverage from its current research thrusts and relationships developed with the DoD services and their centers of excellence. These activities were accelerated in February 2008 when the RACCA WG was convened. Appendix A lists the agencies and related organizations that joined the RACCA WG. Approximately 50 people attended the meeting, and they were Senior Language Authorities (SLAs), Foreign Area Officers (FAOs), operators, analysts, teachers, researchers, and measurement experts. The meeting activities included technical presentations on testing and measurement, briefings by agency representatives on the challenges and difficulties they are facing in the assessment of regional and cultural capabilities, and resource requirements (e.g., time, funding, and personnel) required to address these challenges. The WG agreed on a main goal of "establishing a common terminology and typology for identifying, developing, measuring, and managing regional and cultural capabilities." A "Next Steps Plan" was drafted that identified three subgroups and leads who were tasked to work concurrently on the following objectives and provide a progress report by August 31, 2008:

- RACCA WG Subgroup 1 - Develop standardized definitions and terms of reference for language, cultural, and regional capabilities (POC: Mr. Eric Hammersen, DIA)

- RACCA WG Subgroup 2 - Develop a cross-cultural developmental and assessment model for military and civilian generalists (POCs: Dr. Daniel McDonald, DEOMI Director of Research and Mr. Mark Neighbors, Deputy Senior Language Authority for the Navy.

- RACCA WG Subgroup 3 - Develop a professional development and assessment model for Defense-wide regional and cultural specialists (POCs: Ms. Shirley Rapues, USA and Mr. Hugh McFarlane, NSA.

RACCA WG Subgroup 2

The RACCA WG Subgroup 2 assembled in April 2008 to address its designated objective. Table 1 lists the RACCA WG Subgroup 2 members. The group members decided that a workshop would be held to define 3C and related instructional objectives as the first step toward establishing an approach for "a cross-cultural developmental and assessment model for military and civilian generalists." The next section describes the workshop results.

Table 1. RACCA WG SubGroup 2 Members

Dr. Allison Abbe	Army Research Institute	allison.abbe@us.army.mil
Mr. Mark Crowson	USA Center for Army Leadership	mark.crowson@us.army.mil
LTC Don Farnsworth	DEOMI Culture PM	donald.farnsworth@patrick.af.mil
Dr. Kerry Fosher	USMC	Kbfosher@gmail.com
Dr. Clementine Fujimura	USNA	Cfujimur@usna.edu
Mr. Steve Guthrie, USA	TRADOC TCC	steven.guthrie@us.army.mil
Dr. Marcia Grabowski	ONI	mgrabowski@nmic.navy.mil
Mr. Steve Guthrie	HQ TRADOC	steven.guthrie@us.army.mil
MAJ Remi Hajjar	TRADOC TCC	remi.hajjar@us.army.mil
Dr. Dan Henk	Air University	dan.henk@maxwell.af.mil
Dr. Paula Holmes-Eber	USMC - Marine Corps Univer	palua.holmes-eber.ctr@usmc.mil
LTC Tripp Jensen	USA G3	walter.jensen@us.army.mil
Lt Col JJ Johnson	USAF A1DD	jesse.johnson@pentagon.af.mil
Lt Col Todd Lyons	Marine Corps Intelligence Activity	tlyons@mcia.osis.gov
CWO2 Robert Markiewicz	USMC CAOCL	Robert.markiewicz@usmc.mil
Dr. Dan McDonald	DEOMI-Director of Research	daniel.mcdonald@patrick.af.mil
Mr. Mark Neighbors,	USN, NAVPERSCOM13,	mark.neighbors@navy.mil
Dr. Brian Selmeski	AETC AU/CFA	brian.selmeski@maxwell.af.mil
Mr. Jay Warwick,	USAF, AFCLC,	jay.warwick-02@maxwell.af.mil
Mr. Christopher Wise	USN-Center for Language Regional Expertise & Culture (CLREC)	christopher.j.wise@navy.mil
Mr. Marinus van Driel	Research Fellow, DEOMI	marinus.vandriel@patrick.af.mil
Mr. Sean Yeterian	TRADOC TCC	sean.yeterian@gdit.com

RACCA WG SUBGROUP 2 WORKSHOP

PARTICIPANTS

The RACCA WG Subgroup 2 workshop took place on June 25-26, 2008 at DEOMI, Patrick AFB, Florida. DEOMI invited a representative sample of Subject Matter Experts (SMEs) from various disciplines who have addressed the subject matter for their respective agencies. Table 2 lists the RACCA WG Subgroup 2 workshop participants and their affiliations. Areas of expertise include cross-cultural communications, diversity, training systems development, operations, and human performance.

Table 2. RACCA WG Subgroup 2 workshop participants

Dr. Allison Abbe	Army Research Institute	allison.abbe@us.army.mil
LCDR Loring Crepeau	DEOMI	loring.crepeau@patrick.af.mil
LTC Don Farnsworth	DEOMI	donald.farnsworth@patrick.af.mil
Mr. Alex Garcia	Defense Security Cooperation Agency (DSCA)	alejandro.garcia@dsca.mil
Dr. Marcia Grabowski	ONI	mgrabowski@nmic.navy.mil
Mr. Steve Guthrie	HQ TRADOC	steven.guthrie@us.army.mil
Dr. Joan Johnston	Naval Air Warfare Center Training Systems Div.	joan.johnston@navy.mil
Dr. Dan McDonald	DEOMI	daniel.mcdonald@patrick.af.mil
Dr. Wm Gary McGuire	DEOMI	gary.mcguire@patrick.af.mil
Mr. Richard McPherson	CAOCL	rmcpherson@prosol1.com
Dr. Karol Ross	Cognitive Performance Group	karol@cognitiveperformancegroup.com
Dr. Brian Selmeski	AFCLCr	brian.selmeski@maxwell.af.mil
Mr. Christopher Wise	USN	christopher.j.wise@navy.mil
Mr. Sean Yeterian	TRADOC TCC	sean.yeterian@gdit.com

PROCEDURE

Drs. Ross, McDonald, and McGuire facilitated the workshop. Initially, Dr. McDonald discussed the parameters of the final product and shared assumptions and goals for the working group. Sources and information that shaped the recommendations were discussed, and a definition for cross-cultural competence was adopted by the group as the working definition. Next, group members described the status of culture training and research programs across the various services and agencies. Then, Drs. Ross, Abbe and McDonald described the results of an ARI/DEOMI research collaboration to develop a stage model for 3C expertise. Refer to Abbe (2007), Abbe et al. (2008), Ross (May, 2008), and Ross and Thornson (March, 2008) for further details. The purpose of this discussion was to orient the group toward understanding the three major psychological components of 3C as defined and described by Abbe et al. (2008): knowledge, skills, and personal characteristics (e.g., meta-cognition, affect, attitudes, behavioral tendencies).

Next, a facilitated focus group methodology was used to achieve group consensus on the core knowledge, skills, and personal characteristics believed necessary to establishing a foundation of 3C. SMEs were divided into two subgroups with a mix of researchers, training developers/trainers and operational representatives. Each group was given time to derive knowledge, skills, and personal characteristics. When the groups reconvened, significant overlap was found for identification of core knowledge, skills, and personal characteristics. Next, group members constructed a final list of 40 core learning statements by combining the results of each subgroup. Assessment issues were then discussed in terms of training assessment, proficiency standards, unit readiness, and climate. The group also agreed that the 40 cross cultural competencies are valid for military and civilian personnel who should have access to education and training on the topic at some point in their careers. Results and recommendations are presented in the next section.

RESULTS

Core 3C knowledge, skills, and personal characteristics

Table 3 presents the 40 core cross-cultural competencies (knowledge, skills, and personal characteristics), learning statements, and definitions (Appendix B presents an expanded table format for 3C knowledge, skills, and personal characteristics, learning objectives, and includes a catalogue of associated assessment options). The knowledge, skills, and personal characteristics listed in Table 3 are briefly defined below.

Knowledge. Knowledge describes a body of information (facts and procedures) an individual applies directly to the performance of a function/task (McCloskey, 2008). Table 3 lists and defines the following 3C knowledge requirements:

- Knowing what culture is, what cross-cultural competence is and why it is important to mission success;

- Knowing cultural concepts and processes; and

- Knowing how culture affects one's own and other's perceptions.

Skills. Skills are observable verbal and non-verbal behaviors (motor, psycho-motor, and/or meta-cognitive) required to perform a learned act (McCloskey, 2008). Table 3 lists the required 3C skills and definitions:

- Integrating culture into planning and execution for mission success;

- Sense-making and interpreting verbal and nonverbal communications;

- Influencing others (e.g., building rapport);

- Practicing concepts (e.g., taking perspectives other than one's own);

- Anticipating others' behaviors;

- Applying culture-general knowledge to learn about a specific culture (without detailed prior knowledge);

- Checking knowledge and staying current amid changes; and

- Applying culture-general skills effectively in a culture-specific context (with self-generated knowledge).

Personal Characteristics. A personal characteristic is an attitude, affect/feeling, or behavioral tendency (including meta-cognitive processes) that influences an individual's choices or decisions to act in a certain way under particular circumstances (McCloskey, 2008). Some discussion among the group members suggested establishing these factors as potential selection criteria for career advancement. Table 3 lists the following four categories of personal characteristics and definitions:

- Demonstrating an openness and desire to learn new things;

- Demonstrating a willingness to engage;

- Managing one's own emotions and monitoring one's own behaviors; and

- Demonstrating tolerance of ambiguous situations).

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Table 3. Cross-cultural competencies, learning statements, and definitions.

	Competencies	Learning Statements	Definitions
1.	Declarative Knowledge (Factual)	Provide an operational definition of culture	Definition of Subgroup 1.
2.	Declarative Knowledge (Factual)	Define and explain Cross-Cultural Competence	This competency is a knowledge and other that refers to *"the ability to quickly and accurately comprehend, then appropriately and effectively interact, to achieve the desired effect in a culturally complex environment."* (Selmeski, 2008). Cross-cultural competence is not a level of cultural proficiency, but a culture-general approach that can be operationalized and assessed across the continuum of learning (training, education, experience) for all learners (officer, enlisted, civilian) at any learning level (or rank). Consequently, a service member may be competent at his/her grade, but not reach the same level of professional development as a more senior individual. Conversely, some individuals may learn faster and be considered far more competent than expected at their developmental level. 3C consists of knowledge of culture foundational concepts, theories and processes; the skills necessary to work across cultural differences; attitudes correlated to success in cultural complexity; and learning approaches needed to apply culture-general frameworks to culture-specific contexts
3.	Declarative Knowledge (Factual)	Explain why Cross-Cultural Competence is important	An individual that with knowledge, skills, and other personal characteristics that enables him or her to function as an international ambassador (not necessarily in a political situation) whether they are military or civilian. Attributes of cross-cultural competence are: conflict resolution skills, communication skills, stress coping skills, language skills, flexibility and open-mindedness, interest in and willingness to try new things, tolerance for ambiguity, and experience of living in other countries (Cornes, 2004, p. 183).
4.	Declarative Knowledge (Factual)	Provide basic facts about a specific region or ethnicity	A general knowledge of a particular culture and/or region to include such facts as: how the family is structured, what marriage means, how the educational system works, is there a system of trade or bartering for products, is the region industrial or agricultural and other facts might guide a person to be better prepared within the region or ethnicity (Brislin &Yoshida, 1994, p. 118).
5.	Declarative Knowledge (Factual)	Recognize and understand relevant	The ability to understand these functions during various phases of pre-deployment and pre-training prior to embarking on a deployment from home-

		words and word phrases within a specific language	station or as part of the initial training received when arriving at the host country or organization. This type of "hip pocket" training normally presents itself when military members are seen reading through their "how to" guides to figure out how to tell someone to stop or say hello. These basic words or phrases can provide a calming effect during any given situation where languages are different.
6.	Conceptual Knowledge	Explain how Cultures and Cross-Cultural Competence have an effect on human interactions, behaviors, mission accomplishment	Cross-cultural competence involves understanding the norms, values, beliefs, or expressive symbols of other societies. Norms are the way people behave in a given society, values are what they hold dear, beliefs are how they think the universe operates, and expressive symbols are representations, often of social norms, values, and beliefs themselves. Each of these areas effect human interactions, behaviors, and mission accomplishment (or successes) in varying ways (Griswold, 2008, pp. 4-7).
7.	Conceptual Knowledge	Explain the relevance of multiple layers of cultures in operational environment (e.g. own, US, team, military, coalition, host, enemy)	A skill that incorporates the complexity of the operational environment with respect to cross-cultural interactions. Warfighters and civilians are faced with multiple layers of cultural influences including; knowing own and other cultures, intra-team/joint KSA's (EO/EEO Diversity), inter-team coalition KSAs, and host/enemy regional KSAs. Experts agree that in order to effectively negotiate cross-culturally, one must first understand their own culture and biases. Next, each warfighter or civilian typically works on a team of other Americans, who come from many parts of the United States which are made up of many separate ethnicities and cultures. In order to communicate, cooperate, or lead such teams, one must have the knowledge, skills, and attitudes to work with and lead folks who are different from themselves. The team itself also takes on a culture of its own. Next, folks are put into a military context and asked to assimilate into a military culture, understanding this culture is important to operating effectively, but the complexity of this is also increased when asked to operate across Services within a Joint environment. Military cultures within the US are very different, and coordinating between Services or agencies can present challenges, operationally and doctrinally. Understanding these differences will improve service members' ability to operate in a Service or Joint environment. Baseline research shows Commanders agree that understanding the military culture(s) is very important to Joint mission. Furthermore, civilians are increasingly being deployed with troops. Understanding military culture is critical to their success. Next, we are increasingly working with international partners and coalitions (e.g., NATO), which presents unique challenges in language and culture.

			Accepted practices, behaviors, tactics, and mission goals may all differ and effective coordination and integration of these commands depends upon understanding and addressing differences effectively to create a truly integrated team. Furthermore, during periods of stress, highly effective multi-cultural international teams' performance can be unduly degraded, because humans tend to revert back to familiar behaviors under stress. Finally, our forces today are being asked not only engage foreign nations with weapons, but to engage in reconstruction, humanitarian, security, training and other missions unrelated to direct war-fighting. Our lower ranking personnel are now increasingly making tactical decisions, acting as diplomats, and interacting with populations of other countries. Possessing cross-cultural competence is a MUST for our forces to be prepared for such a role in 'winning the hearts and minds', to transfer authority and power back to host nations, and to avoid international incidents (McDonald, Multi-layered Chart on Culture, 2008).
8.	Conceptual Knowledge	Define the common cultural concepts (e.g., holism, relativism, symbols, reciprocity etc.)	A characteristic of being interconnected and holistic; each dimension of culture is intimately related to others. This means two things. First, culture is composed of interconnecting beliefs, behaviors, social structures and relationships. Secondly, culture is holistic; each of the parts is intimately related to others. Changes in one part of a culture (its economic system for example) may thus have profound effects on another part (the political structures). Next, Culture is varied—over time, over space, and among individuals. Culture is not a homogeneous system that everyone follows without thinking. Within a culture group there will be much variation in terms of what people actually believe and do. Not all people within a culture group will have the same cultural knowledge or experiences (Salmoni & Holmes-Eber, 2008, pp. 38-39).
9.	Conceptual Knowledge	Explain the universal aspects of cultures (e.g., kinship, gender, time, exchange, religion, cosmology)	The knowledge of kinship with respect to extended family, the way gender roles vary from culture to culture, the relevance of the importance of time, religious beliefs and application of religion in daily life and the order of the universe as seen from the eyes of a particular member of a culture (Triandis, 1994).
10.	Conceptual Knowledge	Describe common cultural processes and variations (e.g., decision 0making, perception, collective organization,	Knowing and understanding common cultural practices with respect to decision making, perception, collective organization, and other facets of a given cultural process. For example, cultures differ on how much they like making decisions, how decisions are made (individually or as a group consensus), and whether they are more or less action-oriented about making decisions. Some cultures look to

		communication, mobilization)	the leader to always make the decision and then once it is made, questions arise as to how final or binding the decision is (Lewis, 2006, pp. 180-181).
11.	Conceptual Knowledge	Describe how cultures evolve and are different	A "subjective culture" framework views individuals as the primary building blocks upon which culture groups are based. These past experiences are based on socialization and knowledge of what is reinforced by important others like co-workers, peers, social groups, and family members. When commonalities along these lines exist in an aggregate of people, we identify it as culture. That is, culture exists at the intersections of people's experiences and expectations. Organizational culture, for example, is built on the foundation of individuals interacting within an organizational setting. Subjective culture then defines a culture as those sharing common attitudes, values, and norms for behavior (Boyacigiller, Goodman, & Phillips, 2003).
12.	Conceptual Knowledge	Compare and contrast military cultures and the joint environment, civilians within military environments	Knowing what military cultures and the Joint environment are and how they interweave civilians in the environment. An American soldier, sailor, airman, or Marine will likely consider it obvious that militaries have cultures. "Army values", "Navy traditions", "Marine leadership principles and traits", etc., are all explicitly culture markers of our services. For example, in understanding their own service and other services and coalition partners, Marines require a guide to systematically analyzing militaries as culture groups and can adopt similar guides for civilians in the environment (Salmoni and Holmes-Eber, pp. 274-275).
13.	Conceptual Knowledge	Describe where relevant information such as resources to facilitate cross-cultural interactions can be found	This competency is knowledge and skill and incorporates the belief that people seeking relevant information such as resources to facilitate cross-cultural interactions can find the needed information from computer web searches, the United States Peace Corps, the Defense Equal Opportunity Management Institute (DEOMI.org and the DEOMI Resource Network or DRN), literature from numerous authors retrievable through local library facilities, and from cultural centers of excellence throughout the United States and Allied Nations.
14.	Conceptual Knowledge	Describe the cross-cultural aspects of the US population	Describe such American cultural factors as time, motivation, behavior at meetings, and communication strategies. As some examples, Americans tend to be individualistic, introduce informality immediately in a conversation, use English only and not attempt (or be naïve) to use another language, frequently use humor, be impatient, and put everything into words that we describe for ourselves (Lewis, 2006, pp. 180-181).
15.	Procedural Skills	Integrate cultural knowledge/skills into	Knowing the differences and similarities of various cultures and using the skill to integrate that knowledge into unit tactical scenarios, operational plans, and the

		planning (tactical, operational, strategic)	nation at the strategic level as part of current and future planning in relation to culture (McGuire, 2008).
16.	Procedural Skills	Integrate cultural knowledge/skills into mission execution (tactical, operational, and strategic)	Using cross-cultural knowledge and skills in all facets of a given mission whether tactical, operational, or strategic. Such KSAs of understanding the social contexts of a given community, knowing the political schema, and having the ability to interact with all members of a given culture are critical to this objective.
17.	Procedural Skills	Integrate cultural knowledge/skills into feedback/learning	Possessing the skills for sharing information in a face-to-face or group discussion concerning application of cultural knowledge. Sharing of information should include ideas on what is right or wrong with the use of particular cultural facets and should be applied in a non-threatening environment. As an example, a military member knowing when they might need to enter a Mosque with or without a weapon and then discussing the results/impacts of such actions afterwards as a learning strategy.
18.	Procedural Skills: Sensemaking/ Interpreting	Understand the influence of culture on own and others' perception of self and others	Cognitive skills for understanding and interpreting the ideas and concepts about our and others' selves or multiple identities and their sources (cultural lens). Cognitive skill for exploring multiple sources of identity with those of others; focusing on the social categories, group memberships, and other affiliations that together both make people unique and connect individuals to others (Boyacigiller, Goodman, & Phillips, 2003, p.49).
19.	Procedural Skills: Sensemaking/ Interpreting	Interpret verbal and nonverbal cues	Cognitive skill for interpreting behavioral verbal and nonverbal cues in order to establish rapport through communications. Cognitive nonverbal decoding and encoding skills work to enable rapport through interpersonal coordination and synchrony (Blascovich & Hartel, 2008, p.429).
20.	Procedural Skills: Sensemaking/ Interpreting	Interpret cross-cultural communications	Cognitive skill for interpreting non-verbal and verbal statements and gestures during communications with people from other cultures.
21.	Procedural Skills: Sensemaking/ Interpreting	Interpret complex behaviors and situational cues	Using skills 18-20 to enable interpretation/understanding and reacting to complex behaviors such as anger, fear, emotion, tears, withdrawal, quietness, etc., in given conversations or cultural situations such as negotiating, bargaining, political discussions and military operations.
22.	Procedural Skills: Projecting/Behaving	Project verbal and non-verbal cues	Behavioral skill for projecting behavioral verbal and nonverbal cues in order to establish rapport through communications. Using nonverbal decoding and encoding skills to enable rapport through interpersonal coordination and synchrony (Blascovich & Hartel, 2008, p.429).
23.	Procedural Skills: Projecting/Behaving	Employ cross-cultural communication strategies	Behavioral skills for effectively communicating in other cultures. Behavioral skills for using appropriate hand gestures in a given culture. Skills for gender

			type communications are included in this objective (i.e., when a man can communicate with a woman or vice versa, eye contact, special differences etc.).
24.	Procedural Skills: Projecting/Behaving	Projecting complex behaviors	Behavioral skill for communicating or interacting within a culture. Body language includes facial expressions and loudness of voice or manner, gestures, and degree and type of eye contact (Lewis, 2006, p.157).
25.	Procedural Skills: Complex Interactions	Build rapport and relationships	Using both cognitive and behavioral skills for rapidly building a positive, short-term interpersonal cross-cultural relationship (Ross, 2008).
26.	Procedural Skills: Complex Interactions	Negotiate	Using both cognitive and behavioral skills to share information directly or indirectly whether within one's own culture or another culture. Negotiation processes (e.g., deal-making and dispute resolution) are influenced by roles, teams, constituents, the communication form (e.g., email or face to face) and the use of third parties. The temporal context of negotiations deserves much more attention in cross-cultural negotiation research. For example, how does trust develop in negotiations, and how might this differ across cultures? Are there cross-cultural differences in the initial stages of negotiation that influence early levels of trust which provide a foundation for building trust in later stages? (Sanchez-Burks, Nisbett, & Ybarra, 2000).
27.	Procedural Skills: Complex Interactions	Collaborate (teamwork/cooperation)	Employ cognitive and behavioral skills to work with homogeneous and heterogeneous teams. Cross-cultural adaptability in leadership and development tends to expand a person's beliefs and behaviors to enhance effectiveness in leadership roles and collaborative relationships (Boyacigiller, Goodman, & Phillips, 2003).
28.	Procedural Skills: Complex Interactions	Employ cross-cultural leadership	Employ cognitive and behavioral leadership skills to perform effectively in other cultures. Leadership capacity develops with relation to culture; successful leaders push themselves to acquire expertise and evolve in their values and beliefs; effective leaders use their experiences to extract insights about themselves and cultures to employ those experiences within other cultures (Boyacigiller, Goodman, & Phillips, 2003)
29.	Meta-Cognitive Skills: Intra-personal Strategies/awareness	Suspending judgment	Suspending judgment until enough information about the other person becomes available (Triandis, 2006).

30.	Meta-Cognitive Skills: Intra-personal Strategies/awareness	Intra-personal cultural identity (e.g., relativism, empathy, openness)	One's interest and drive to learn about new cultures and to gain new cross-cultural experiences (Ang et al., 2004).
31.	Meta-Cognitive Skills: Intra-personal Strategies/awareness	Perspective taking	The ability to see events as another person sees them (Abbe et al., 2007, p. 20).
32.	Meta-Cognitive Skills: Intra-personal Strategies/awareness	Self monitoring	The ability to see self as others see you and to recognize subtle changes in your own personal affect and adjust outward behaviors accordingly.
33.	Meta-Cognitive Skills: Intra-personal Strategies/awareness	Emotional self-regulation	The ability to regulate/control one's own emotions and emotional expression to support mission performance.
34.	Meta-Cognitive Skills: Orientation (ability) to enact behaviors	Self-efficacy	The belief in one's capabilities to mobilize the motivation, cognitive resources, and courses of action needed to meet situational demands (Wood & Bandura, 1989, p.408).
35.	Meta-Cognitive Skills: Orientation (ability) to enact behaviors	Willingness to engage	The tendency to actively seek out and explore unfamiliar cross-cultural interactions and to regard them positively as a challenge.
36.	Meta-Cognitive Skills: Orientation (ability) to enact behaviors	Patience/persistence	The ability to endure waiting, delay, or provocation without becoming annoyed or upset or to persevere calmly when faced with difficulties.
37.	Meta-Cognitive Skills: Orientation for knowledge of self and others	Tolerance for ambiguity	The ability to perceive [vagueness] in information and behavior in a neutral and open way.
38.	Meta-Cognitive Skills: Orientation for knowledge of self and others	Low need for closure	The ability to withhold on finding "immediate answers and solutions and to" be open to "any new information that conflicts with those answers (Kruglanski & Webster, 1996).
39.	Meta-Cognitive Skills: Orientation for knowledge of self and others	Flexibility	The ability to switch easily from one strategy to another, adjusting behaviors as the situation demands. Flexibility may be subsumed under a specific skill set that includes other such skills as perspective-taking, frame-shifting, or code-switching as part of the ability to see a situation from different perspectives. Thus, flexibility in this context is the ability to adjust one's behavior or cognitive frames of reference in response to situational cues – in particular, in response to cultural cues (Abbe et al., 2007, p. 20).

40.	Meta-Cognitive Skills: Orientation for knowledge of self and others	Openness	The tendency to actively search and explore new situations and to regard them as a challenge. The ability to withhold personal or moral judgment when faced with novel experiences, knowledge and points of view (s). An individual's extent of interest and drive to adapt to new cultural surroundings (Ang et al., 2004) or the willingness or persistence to stay engaged in the process of making sense of unfamiliar social events and situations in dissimilar cultures (Earley & Ang, 2003).

Learning and Development Framework

Table 3 shows that 3C is mainly comprised of complex cognitive skills. Consequently, the job requirement to *simultaneously* employ these 40 competencies demonstrates the intense complexity and difficulty involved in cross-cultural interactions. Therefore, careful consideration and effort must be applied to developing a 3C education and training curriculum to ensure individuals can achieve mission effectiveness. But, currently, *no validated pedagogical model exists* to fully specify a 3C learning and development curriculum. Fortunately, some guidance can be drawn from existing theory and past empirical research on learning and performance in military job domains that require a combination of complex cognitive skills (e.g., decision making, stress management, and team coordination). Research has shown that higher levels of individual knowledge, skills, and positive (motivational) personality factors are needed to learn and succeed in demanding and complex jobs (e.g., Colquitt et al., 2000). Such affective factors as emotional stability and emotion regulation are especially important to job success.

Therefore, in this report we draw from these previous findings and adopt an initial learning and development framework for organizing and categorizing learning objectives that emphasize information processing requirements. The Anderson and Krathwohl (2000) learning taxonomy was adopted for this purpose because it updates Bloom's taxonomy to more effectively describe the "meta-cognitive" processes involved in declarative knowledge, conceptual knowledge, and procedural skills. Meta-cognitive processes involve one's ability to learn about one's self, learn how to learn, and control thinking processes. This is viewed as a "cognitive gateway" to one's development of self awareness and self-understanding of such "affective" factors as empathy, appreciation, and sensitivity. The Anderson and Krathwohl taxonomy describes six levels of mastery, they are:

Remembering**:** Retrieving, recalling, or recognizing knowledge from memory. Remembering is when memory is used to produce definitions, facts, or lists, or recite or retrieve material.

Understanding: Constructing meaning from different types of functions, be they written or graphic messages activities such as interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining**.**

Applying**:** Carrying out or using a procedure through executing, or implementing. Applying refers to situations where learned material is used through products such as models, presentations, interviews or simulations.

Analyzing: Breaking material or concepts into parts, determining how the parts relate or interrelate with one another or with an overall structure or purpose. Mental actions included in this function are differentiating, organizing, and attributing, as well as being able to distinguish between the components or parts. When one is analyzing he/she can illustrate this mental function by creating spreadsheets, surveys, charts, or diagrams, or graphic representations.

Evaluating and Creating: Making judgments based on criteria and standards through checking and critiquing. Critiques, recommendations, and reports are some of the products that can be created to demonstrate the processes of evaluation. Evaluation is often a precursory behavior to creating.

It is important to note that the Anderson and Krathwohl taxonomy guides establishing learning objectives for mainly cognitive development, some of which can result in personal outcomes. Modeling for *how* each of them plays a role in 3C does not exist. In particular a model of learning is needed that fully specifies a strategy for how best to impart learning objectives for the "affective" components of 3C. Past research has demonstrated that systematic training strategies must be employed to develop the meta-cognitive skills needed for effective decision making, stress management, and team performance (e.g., simulation-based exercises with practice and feedback) (Salas & Cannon-Bowers, 2001). In particular, meta-cognitive skill training helps individual control affective reactions to such task stressors as ambiguity and work overload (Driskell et al., 2006; Inzana et al., 1996). It is strongly recommended that research be conducted in order to fully understand the impact and importance of the 3C affective factors on military and civilian performance outcomes.

Levels of Learning

Because specific guidance on 3C education and training is lacking, the levels of learning (e.g., beginning, intermediate, advanced) required for each objective was of some debate among the group. Furthermore, the group agreed they should be based on agency and service specific requirements. The group agreed that a foundation for 3C at and beyond service and agency accession points (Levels 1, 2, and 3) could be established with learning objectives for *remembering, understanding, and applying* facts, concepts and frameworks, procedures and meta-cognitive skills. Column 2 in Appendix B reflects the group's perspective that required levels of learning could be presented as a progression of overlapping "Course Levels 1, 2, and 3" to allow the DoD Services and Agencies sufficient latitude to prescribe actual level requirements for a given group (e.g., how it should be applied across such populations as enlisted, officer, junior military, senior military, and civilians). The group recommended that achieving an advanced level of 3C would require developing the skills to analyze, evaluate and create information, and would require additional education, training, and developmental assignments situated in a specific culture/regional context.

3C "Level 1" Learning Objectives. Level 1 learning objectives introduce the learner to the basic required cognitive, meta-cognitive, and affective concepts. This could take place at accession points as part of PME, via required annual training for military, and as part of new civilian orientation for DoD employment. Level 1 training can provide operational context in order to illustrate 3C relevance. The learning strategies could include a combination of classroom instruction, computer-based training (CBT), and simulation-based training (SBT). Experiential and situational exercises are recommended.

3C "Level 2" Learning Objectives. Level 2 learning objectives provide the learner with more experience in developing and applying the required cognitive and meta-cognitive concepts for cross-cultural adaptation and operation. This could take place as part of Professional Military

Education (PME) and/or required annual training for military after accession, or as part of pre-deployment training. For civilians, learning would most likely be associated with required training and be introduced as part of civilian performance plans, but civilian professional development does not follow the model of military. In addition to the learning methods described in 3C Level 1, the learning methods of 3C Level 2 should require and encourage practice in applying the knowledge and skills and be reinforced in daily operations within and across units. Increased familiarization with the operational contexts within which the learned materials are relevant is important in order to illustrate the relevance of applying such learning in daily practice. For example, situation judgment training and simulation-based training could be used to provide a realistic context for developing such skills.

3C "Level 3" Learning Objectives. Level 3 learning objectives should be increasingly applied in a specific cross-cultural context. Increased emphasis should be placed on the international context, specific ethnicities and language; however other operational contexts can be emphasized such as within the military. 3C Level 3 should be part of PME and/or required annual training for military later in a professional development lifecycle and rely more heavily upon experiential learning. For civilians, 3C Level 3 would be associated with required training and be introduced as part of civilian performance plans. The learning methods should encourage practice and be reinforced in daily operations within and across units. The methods of training used to achieve the desired level of learning and retention should rely on simulation, experiential and situational exercises.

3C & DoD Guidelines for Language/Regional Proficiency

Group members discussed how the Level 1, Level 2, and Level 3 courses/curriculums would relate to the DoD's prescribed guidelines for language and regional proficiency requirements. Figure 1 presents a conceptual diagram that proposes that 3C (blue cone) expertise *works in conjunction with and as a prerequisite for* language/regional expertise (yellow cone). The published DoD guidelines define individual levels of experience, performance and training with respect to interacting and communicating within a particular region of the world. The prescribed levels are listed below in conjunction with the yellow cone above, with the higher levels of expertise indicated from left to right: Pre-novice (0+), Novice (1), Associate (2), Professional (3), Senior Professional (4), and Expert (5). Validated guidelines are important to provide the capability to assess, tract, and assign resources to a region and culture.

According to scientific consensus, while progression at the middle to higher end of language and regional expertise may be required for those in specialized positions (e.g., Intel Officers, Foreign Area Officers), preparation with generic 3C for the majority of the general forces and civilians is critical. The result should be a more adaptable general force, capable to adjusting to any cross-cultural environment. Generic 3C learning dovetails with the guidelines for regional and cultural expertise at the lower end of the proficiency guidelines (e.g., 0+, 1). Therefore, Figure 1 suggests 3C as a pre-requisite and an enabler for advancing to the higher levels of language and regional expertise, beginning prior to the 'pre-novice' level and extending to the right of the blue cone with greater levels of competence. Instilling 3C early on for those requiring specialized or pre-deployment training may result in increased/accelerated learning and retention of essential

regional-specific knowledge/skills. Lastly, the continued development of 3C is seen as continuing with the development of more advanced regional and language skill sets.
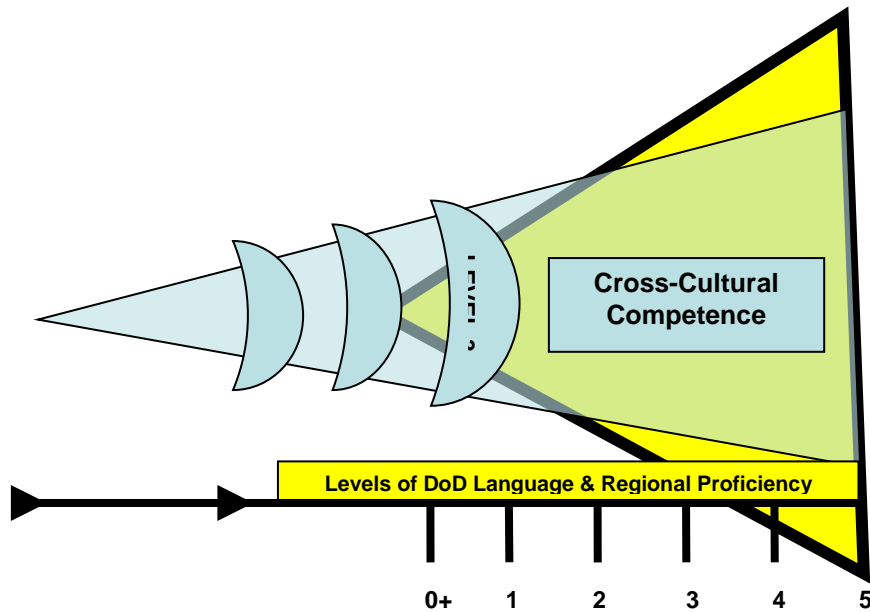

Figure 1. Conceptual Diagram of 3C integrations with DoD regional an cultural proficiency levels.

3C, Mission Readiness, and Assessment

Figure 2 depicts a nested diagram of 3C factors that may affect mission effectiveness. This model begins to illustrate the complexity of the operational environment with respect to cross-cultural interactions. This model represents the group's view that 3C knowledge, skills, and personal characteristics (attitudes and abilities) are central to performing effectively within one's own culture, within and across services, in joint and coalition teams, and in host regions/countries. It is also critical to understanding the motivations and intents of potentially hostile adversaries. While Figure 2 presents a unified concept, suggesting a set of transferable knowledge, skills, and attitudes that will emanate from the center and more proximal cross-cultural interactions to more distal, international interactions. Therefore, the commonality and differences between these interactions and environments must be known in order to promote an effective strategy developing and managing 3C.

Establishing mission-based job requirements for 3C proficiency will result in effective job placement strategies, as well as support creating individual development strategies for education and training. An exemplary start on this approach is described in McCloskey (2008) in support of the Army Research Institute. A study was conducted to determine how 3C develops in Army Soldiers, and how it supports mission success. The researcher identified mission level requirements, conducted job task analyses, and developed an Army mission-centric model of 3C, describing the critical knowledge, skills, abilities and attitudes and specific stages of development. It was determined that an individual's 3C requirements varied considerably across

specific missions, such as "joint operations" and "long-term negotiations." McCloskey (2008) identified the stage model (e.g., foundational, task oriented, mission centric) of 3C development as an important tool in describing an individual's capacity for mission readiness.
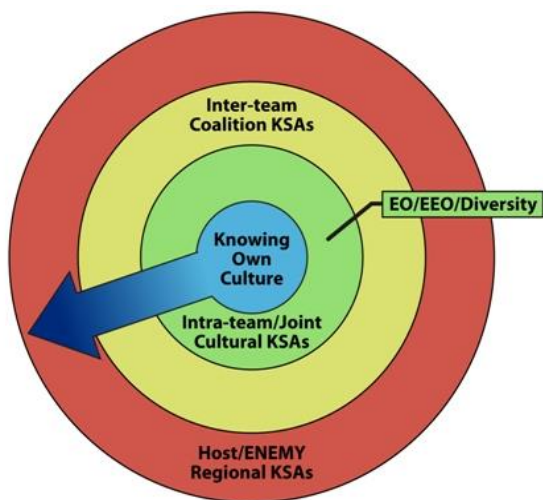

Figure 2. Nested diagram 3C factors that may affect mission effectiveness.

The stage model is a highly useful for understanding how an individual is developing 3C. It can be used both as a developmental tool (for individual feedback and awareness), as well as a job placement tool. Reliable and valid 3C assessments are crucial for implementing this model. Assessment strategies may require a combination of methods to include valid self-report, performance, and observation. If validated 3C predictors of on-the-job performance are established, cut-off scores can be created for job placement/assignments. These same assessments can also be used in education and training plans, and to establish training effectiveness. From these data, an effective readiness reporting system can be created (e.g. Defense Readiness Reporting System (DRRS)).

Existing 3C assessment tools could be used initially in 3C education and training courses to develop an individual's awareness of their own capabilities. Currently, however, the state of 3C assessment for a comprehensive training and placement program is non-existent. The last column in Appendix B indicates that very few measures exist for assessing specific aspects of 3C. For example, the Cultural Intelligence test (CQ) (Ang et al., 2004; Earley & Ang, 2003) assesses some culture-general knowledge, and there are some tools that assess culture-specific knowledge, but most of the existing tools would not be appropriate for many of the knowledge dimensions. Abbe (2008) explored the availability of assessment tools to determine 3C proficiencies and found very little research on the predictive validity of any of the instruments. She found the MPQ and the ICAPS have done the best job of predicting adjustment outcomes, but their development is based on students, expatriate workers, and immigrants. Furthermore, she noted the existing instruments do not address job performance outcomes (e.g., mission success) and that validation in military populations is needed.

Studies are needed to validate proficiency and readiness assessment requirements, to establish learning and development assessment requirements, and to develop validated assessment tools.

Assessments should be developed to apply not only to the individual, but also to the unit level and above (e.g., climate measures).

Institutionalization of 3C

The group agreed that an essential enabling capability for a 3C program includes enacting, enforcing and supporting policy, doctrine and institutional practices that lead to cultural changes within the Agencies themselves. First, historically the DoD has not paid much attention to social sciences research with respect to 'emotional' components or drivers of performance. Furthermore, "soft" science related to self awareness or sensitivity has been viewed as less relevant when it comes to program funding. Instead, the US has typically taken the approach of discovering what is important about other cultures as opposed to its own, with less than an introspective approach to the cultural problem. Second, 3C must be viewed as equally important within our own teams and agencies as it is during pre-deployment training.

Furthermore, there is a strong parallel between 3C and competencies required for implementing equal opportunity and diversity practices. Equal Opportunity and diversity practices should be bolstered and enforced within commands to foster the necessary attitudes and behaviors that are deemed important in international interactions. Policy and Doctrine has already been established, but Diversity and Equal Opportunity has less focus because of the lack of clear ties to mission effectiveness. Diversity and Equal Opportunity programs can be leveraged to provide institutional support for the development and maintenance of 3C within organizations in conjunction with PME and pre-deployment training. Without the organizational support, it is unlikely that 3C across the DoD will develop.

RECOMMENDATIONS

In addition to the identification of general cross-cultural learning objectives for accession points and beyond, a set of implementation recommendations were developed to ensure proper application and institutionalization of the competencies within education, training, assessment and daily application. Subgroup 2 recommendations include:

1. ***Closely link 3C to policy requirements, organizational values, and service delivery objectives; and enjoin Service, Combatant Command (COCOM) and Agency leadership to advocate 3C as a fundamental competency practiced across DoD.*** Disjointed education, training and assessment practices present a challenge to sustaining 3C DoD-wide. Furthermore, due to the nature of the subject matter, a solution of Professional Military Education (PME) will most likely be insufficient to ensure skill retention and professional maturation related to 3C. *PME, Training, Institutional practices*, and *Assessment* should be aligned to ensure continuity and create a culture of 3C development. Organizations should ensure that learning opportunities, developmental milestones, and incentives for applying cross-cultural knowledge and skills are available for both the military and civilian personnel. Equal opportunity and diversity education, training, instructional practices, and policy can be leveraged as they support some of the recommended solutions for training cross-cultural awareness and interpersonal interactions.

2. ***In the near term, the DoD should provide guidance to the Services and Agencies to educate, train, assess, and institutionalize 3C, and establish its relationship with developing regional knowledge and expertise.*** A core set of fundamental learning objectives are proposed in this paper. The RACCA subgroup 2 recommend these objectives are most likely to ensure effective cross-cultural interactions both within US teams and in international settings, and for both military and civilian personnel. Services and Agencies also have unique mission requirements, and therefore should develop requirements for achieving their specific and higher levels of 3C proficiency. 3C learning objectives must be tied to specific performance and mission requirements. Also, work must still be done to establish a developmental model for 3C expertise that prescribes the progression of competency development and its relationship to regional knowledge and expertise. This is especially important when developing more complex cognitive skills.

3. ***All general forces and civilians should participate in a robust general 3C curriculum and professional development. Furthermore, this general curriculum should ensure the competencies are pre-requisite to developing more regional and language expertise.*** A basic 3C education should be provided at or around accession points and beyond throughout a career. The learning strategies should be based on the critical knowledge, skills and personal characteristics required for effective 3C identified in this report. These should include remembering, understanding, and applying facts, concepts, procedures, meta-cognitive skills, and affect/motivation that improve 3C. Training requirements to achieve advanced 3C for specialized jobs should be based on a pedagogical progression from these basic 3C objectives. The Services and Agencies could specify advanced levels according to specialized needs. 3C should be developed in conjunction with regional and language skills and can be prerequisite and/or part of pre-deployment training.

4. ***Develop a plan to address 3C training, education, assessment and practices for civilian personnel.*** General 3C requirements for DoD civilian personnel will share many core competencies with military members. This is because these competencies are those which may generalize across job domains, and promote effective cross-cultural interactions within the workplace and on the battlefield. Furthermore, civilians are increasingly being deployed and integrated within military operations. Currently, there is no overarching formalized career development program, such as PME for civilians. Therefore, a comprehensive 3C plan for them would include new training requirements, and education and training curricula. Institutionalized practices also play a role in ensuring maturation of these competencies over time through on-the-job training and experience.

5. ***Conduct an extensive examination of the currently available assessment tools within in the public domain, adapt and test within military contexts (where applicable) for predicting cross-cultural adjustment and performance. Complete a pilot study by December 31, 2009***. Although there are several candidate assessment tools for cross-cultural competence, most are not validated with a military or government context. A near-term study should be conducted to select candidate off-the-shelf assessment tools and assess their validity within the DoD context(s). Tools that characterize the cross-cultural context, climate, competence, interactions, and performance should be considered. Outcome metrics must also be established to help link to program outcomes and establish effectiveness.

6. ***Develop a Concept of Operations document that describes the end-state, processes, functions, and outcomes of a successful DoD 3C program.*** The end state description of a successful DoD 3C program must be defined by a strategic plan that describes the concept of operation that includes desired outcomes, metrics, functions, and processes, products and customers. Feasibility and expected return on investment must be determined. Policy gaps and research needs must be identified and addressed.

7. ***Characterize the relationships among the critical knowledge, skills, and personal characteristics that represent 3C, and link them to effective job performance and mission effectiveness***. Required 3C learning objectives must be validated and tied conceptually and empirically to specific job performance and mission requirements. 3C learning requirements must be adjusted to continually enhance program effectiveness. A validated model that prescribes development of 3C expertise must be developed.

8. ***Establish recruit, novice, journey, and expert/mastery performance proficiency standards for 3C, both as a set of standards separate from regional/cultural expertise and as it relates to developing regional or cultural expertise. Implement a systematic career tracking process and system for higher levels of 3C.*** 3C should be integrated into the standards and competency frameworks of professions and occupations of both military and civilian personnel. 3C development must begin at accession points and continue throughout careers. Standardized developmental guidelines must be established that prescribe progression through novice, journey, and expert/mastery performance based on proficiency standards. Assessments should be used to determine baseline knowledge, skills, and personal characteristics, establish learning goals and performance objectives, and track 3C

progression. A tracking system for 3C should be developed to identify personnel at the higher levels of 3C, assess unit competency, and ensure that individuals at the lower levels of proficiency have participated in required validated education, training, and activities.

9. ***Develop standardized guidelines for educating, training, and developing cultural competence from empirically-based behavioral principles***. Principled guidelines based on the science of learning are needed to ensure consistency in quality of education and training across the DoD.

10. ***Place concentrated emphasis on research and organizational learning related to personal development, self-awareness, motivation, knowledge and affect related to cross-cultural interactions.*** It is widely accepted that self-understanding and motivation are important determinants in effective cross-cultural interactions. However, it is unclear how knowledge about culture will enhance one's ability to perform their job. Furthermore, little attention has been paid to understanding how human motivation, self understanding, and affect can impact performance and adjustment in military cross-cultural environments. Identifying which motivational/self-awareness factors play the largest role, how they play, and what universal types of knowledge/cultural aspects are most important to know has yet to be accomplished. A well-funded research program must be dedicated to pursuing these questions and then transitioning results to current programs. Emphasis should be placed on linking mission readiness to professional development, leadership, and institutional values and practices.

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APPENDIX A

RACCA WG agencies and related organizations

Agency	Organization
OSD	Office of Secretary of Defense- OSD-Personnel, OSD-Information Management, OSD-Intelligence
	FAO - Proponent Foreign Area Officer
	DLIFLC-Defense Language Institute Foreign Language Center
DoD	DSCA-Defense Security Cooperation Agency
	DEOMI-Defense Equal Opportunity Management Institute
	DMDC-Defense Management Data Center
	DLO-Defense Language Office
	National Geo-Spatial Intelligence Agency -Senior Language Authority
	DIA-Defense Intelligence Agency-Senior Language Authority
US Air Force	AFSTAF-Air Force Staff
	AF Foreign Language and Culture programs
	AFCLC - Air Force Culture and Language Center/Air University
	Air Force International Affairs Office- AIOL
US Army	Headquarters Department of the Army-HQDA- Deputy Chief of Staff G-3/5 - Asia Regional Manager
	Army Foreign Language Proponency Office Headquarters
	TRADOC TCC- Training and Culture Center and Doctrine Command
	ARI-Army Research Institute
US Navy	NSLA - Navy Senior Language Authority
	Navy FAO Program Office
	NCIS - Naval Criminal Investigative Service
	NPC - Navy Personnel Command
	USNA - US Naval Academy
	ONI-Office of Navy Intelligence
USMC	CAOCL - Center for Advanced Operational Culture Learning
	FAO Office
NSA/CSS	National Security Agency/Central Security Service -Senior Language Authority
	NCS- National Cryptologic School
ODNI	Officer of the Director of National Intelligence- Manager for Foreign Language Activities

APPENDIX B: 3C Knowledge, skills, and personal characteristics, learning objectives, and assessment tools.

Competencies	Learning Objectives						
	Remember	Understand	Apply	Analyze	Evaluate	Create	Current Assessment Tools
1. Declarative (Factual)							
1.1 Definitions	Course Levels			*TO BE DETERMINED*			
1.1.1 Operational definitions of Cultures	Level 1 / Level 2 / Level 3						Recall tests, Situation Judgment Tests (Rust & Golombok, 1989)
1.1.2 Definition/Explanation of Cross-Cultural Competence	Level 1 / Level 2 / Level 3						Written tests, Experiential Performance Exams (Rust & Golombok, 1989,
1.1.3 Why it is important to be Cross-Culturally competent	Level 1 / Level 2 / Level 3						Experiential Performance Test, Situational Judgment Tests (Dunn, T. W., Smith, T. B., & Montoya, J. A. 2006)
1.2 Regional/Ethnic-specific							
1.2.1 Basic facts about a specific region or ethnicity		Level 2 / Level 3					Verbal Response Tests (Knowledge Retention Tests), SJT's (Cohen, R. J., & Swerdlik, M. E. 2002)
1.2.2 Basic words within a specific language (words phrases)		Level 2 / Level 3					Experiential Performance Exams, Verbal Response Tests (Cohen, R. J., & Swerdlik, M. E. 2002)

Competencies	Learning Objectives						
	Remember	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**	**Current Assessment Tools**
2. Concepts							
2.1.1 How Cultures and Cross Cultural Competence impacts interactions, behavior, mission	Level 1 / Level 2 / Level 3						Written tests, Experiential Performance, Intercultural Development Inventory IDI, Scottsdale Community College Report, Cultural Awareness Assessment Team, 2005-2006
2.1.2 Relevance of multiple layers of cultures in operational environment e.g. Own, US, Team, military, coalition, host, enemy	Level 1 / Level 2 / Level 3						Written tests, Experiential Performance (Cohen, R. J., & Swerdlik, M. E. 2002)
2.1.3 Common Cultural Concepts (e.g., holism, relativism, symbols, reciprocity etc.)	Level 1 / Level 2 / Level 3						Written tests, Experiential Performance Exams (Cohen, R.J. & Swerdlik, M.E. 2002)
2.1.4 Universal aspects of all culture (e.g., kinship, gender, time, exchange, religion, cosmology etc.)	Level 1 / Level 2 / Level 3						Written tests, Experiential Performance Exams
2.1.5 Common Cultural Processes and variations (e.g., decision making, collective organization, communication, mobilization)	Level 1 / Level 2 / Level 3						Experiential Performance Exams, Situational Judgment Tests, Intercultural Development Inventory IDI, Scottsdale Community College Report, Cultural Awareness Assessment Team, 2005-2006

Competencies	Learning Objectives						
	Remember	Understand	Apply	Analyze	Evaluate	Create	Current Assessment Tools
2.1.6 How cultures evolve and are different	Level 1	Level 2	Level 3				Written tests, Experiential Performance, Situational Judgment Tests, Intercultural Development Inventory IDI, Scottsdale Community College Report, Cultural Awareness Assessment Team, 2005-2006
2.1.7 Military cultures and the joint environment, civilians within military environments	Level 1	Level 2	Level 3				Experiential Performance Exams, Written exams, Essays
2.1.8 Where to find relevant information, resources to facilitate cross-cultural interactions	Level 1	Level 2	Level 3				Online Library Catalogs, Written Tests , Assessment of Intercultural Competence (AIC, Fantini, 2000, 2006)
2.1.9 Cross-cultural aspects of the US population	Level 1	Level 2	Level 3				Written Tests, Experiential Performance Exams. Cultural Awareness Assessment Test (CAAT) Scottsdale Community College Annual Report, 2005-2006
3. Procedural							
3.1. Planning and Execution							
3.1.1 Integrating cultural knowledge/skills into planning (tactical, operational, strategic)	Level 1	Level 2	Level 3				Though not validated with military, use of Experiential Performance Exams, CCAI (Myers, 2001)

Competencies	Learning Objectives						
	Remember	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**	**Current Assessment Tools**
3.1.2 Integrating cultural knowledge/skills into mission execution (tactical, operational, strategic)	Level 1	Level 2	Level 3				Though not validated with military, use of Experiential Performance Exams, CCAI (Myers, 2001)
3.1.3 Integrating cultural knowledge/skills into feedback/learning		Level 2	Level 3				Experiential Performance Exams, CCAI (Myers, 2001)
3.2. _Sense making (interpreting)_							
3.2.1 Influence of Culture on own and others' perception of self and others (Cultural Lens)	Level 1						Experiential Performance Exams, (Armour et al., 2004; De Meuse et al., 2007)
3.2.2 Interpreting Verbal and nonverbal cues	Level 1	Level 2 / Level 3 / Level 2	Level 3				Experiential Performance Exams, Intercultural Communicative Competence (ICC), Ruben, B.D. 1976-1979, Fantini, 2006
3.2.3 Interpretation of Cross-cultural communications		Level 2	Level 3				Experiential Performance Exams, Intercultural Communicative Competence (ICC), Ruben, B.D. 1976-1979, Fantini, 2006
3.2.4 Interpretation of complex behaviors and situational cues		Level 2	Level 3				Experiential Performance Exams, Intercultural Communicative Competence (ICC), Ruben, B.D. 1976-1979, Fantini, 2006

Competencies	Learning Objectives						
	Remember	Understand	Apply	Analyze	Evaluate	Create	Current Assessment Tools
3.3 _Projecting/Behaving_							
3.3.1 Projecting verbal and non-verbal cues	Level 1 Level 2 Level 3						Experiential Performance Exams, Intercultural Communication Competence (ICC) Ruben, B. D. (1976-1979, Fantini, 2006
3.3.2 Communicating cross-culturally	Level 2 Level 3						Experiential Performance Exams, Intercultural Communicative Competence (ICC), Ruben, B.D. 1976-1979, Fantini, 2006
3.3.3 Projecting complex behaviors	Level 2 Level 3						Experiential Performance Exams, Intercultural Communicative Competence (ICC), Ruben, B.D. 1976-1979, Fantini, 2006
3.4 _Complex interactions_							
3.4.1 Relating (building rapport and relationships)	Level 2 Level 3						Experiential Performance Exams, Developmental Model of Intercultural Sensitivity (DMIS) (Bennett, M. J. 1993, Hammer et.al., 2003)
3.4.2 Negotiating	Level 2 Level 3						Experiential Performance Exams, Developmental Model of Intercultural Sensitivity (DMIS) (Bennett, M. J. 1993, Hammer , M.R.et.al., 2003)

Competencies	Learning Objectives						
	Remember	Understand	Apply	Analyze	Evaluate	Create	Current Assessment Tools
3.4.3 Collaborating (teamwork/cooperation)	Level 1 / Level 2 / Level 3						Experiential Performance Exams, Developmental Model of Intercultural Sensitivity (DMIS) (Bennett, M. J. 1993, Hammer , M.R.et.al., 2003) (
3.4.4 Leading/Leadership cross-culturally	Level 1 / Level 2 / Level 3						Experiential Performance Exams, Developmental Model of Intercultural Sensitivity (DMIS) (Bennett, M. J. 1993, Hammer , M.R.et.al., 2003).
4. Meta-cognitive/ Affective							
4.1 Intra-personal Strategies/awareness							
4.1.1 Suspending Judgment	Level 1 / Level 2 / Level 3						Written and Verbal Tests ICSI (Intercultural Sensitivity Inventory (Bhawuk & Brislin, 1992)
4.1.2 Intra-personal cultural identity (e.g., relativism, empathy, openness)	Level 1 / Level 2 / Level 3						Written and Verbal Tests ICSI (Intercultural Sensitivity Inventory (Bhawuk & Brislin, 1992)
4.1.3 Perspective Taking	Level 1 / Level 2 / Level 3						Written and Verbal Tests ICSI (Intercultural Sensitivity Inventory (Bhawuk & Brislin, 1992)

Competencies	Learning Objectives						
	Remember	Understand	Apply	Analyze	Evaluate	Create	Current Assessment Tools
4.1.4 Self monitoring	Level 1 / Level 2 / Level 3						Written and Verbal Tests (Sodowsky, G. R., Kuo-Jackson, P. Y., Richardson, M. F., & Corey, A. T. 1998) ICSI (Intercultural Sensitivity Inventory (Bhawuk & Brislin, 1992)
4.1.5 Emotion Self-Regulation	Level 1 / Level 2 / Level 3						Written and Verbal Tests, Experiential Performance Exams (Sodowsky, G. R., Kuo-Jackson, P. Y., Richardson, M. F., & Corey, A. T. 1998) ICSI (Intercultural Sensitivity Inventory (Bhawuk & Brislin, 1992)
4.2 Orientation (ability) to enact behaviors							
4.2.1 Self-efficacy	Level 1 / Level 2 / Level 3						Written and Verbal Tests, Experiential Performance Exams ICSI (Intercultural Sensitivity Inventory (Bhawuk & Brislin, 1992)
4.2.2 Willingness to engage	Level 1 / Level 2 / Level 3						Written and Verbal Tests, , Experiential Performance Exams ICSI (Intercultural Sensitivity Inventory (Bhawuk & Brislin, 1992)
4.2.3 Patience/Persistence	Level 2 / Level 3						Experiential Performance Exams ICSI (Intercultural Sensitivity Inventory (Bhawuk & Brislin, 1992)

Competencies	Learning Objectives						
	Remember	Understand	Apply	Analyze	Evaluate	Create	Current Assessment Tools
4.3 Orientation for knowledge of self and others							
4.3.1 Tolerance for Ambiguity		**Level 2** **Level 3**					Experiential Performance Exams Intercultural Communicative Competence (ICC), Ruben, B.D. 1976-1979, Fantini, 2006
4.3.2 Low need for Closure		**Level 2** **Level 3**					Experiential Performance Exams (Intercultural Communicative Competence (ICC), Ruben, B.D. 1976-1979, Fantini, 2006
4.3.3 Flexibility		**Level 2** **Level 3**					Experiential Performance Exams (Ang, S., Van Dyne, L., Koh, C.,& Ng, K. Y. 2004, August) Intercultural Communicative Competence (ICC), Ruben, B.D. 1976-1979, Fantini, 2006
4.3.4 Openness		**Level 2** **Level 3**					Experiential Performance Exams (Ang et al, 2004, August) Intercultural Communicative Competence (ICC), Ruben, B.D. 1976-1979, Fantini, 2006