Framing Cross-Cultural Competence (3C) Learning Outcomes in a Competency Model

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1. Introduction

1.1 Requirement

The Department of Defense (DoD) has recognized the critical need to develop Cross-Cultural Competence (3C) across military and civilian personnel for mission effectiveness. To support policy and implementation across the various Services and Agencies, a model is needed to define the required learning outcomes and their developmental sequence for 3C to support training, education and evaluation.

1.2 Background

To meet this requirement, the Defense Regional and Cultural Capabilities Assessment Working Group (RACCA WG), Subgroup 2 was convened to develop a "cross-cultural developmental and assessment model for military and civilian generalists," and they prepared an initial report on findings and recommendations (McDonald, McGuire, Johnston, Selmeski, & Abbe, October, 2008, p.2). This report was based primarily on a two-day working session of the group held in June 2008. The report centers around 40 learning statements, suggested levels of learning and assessment methods, and ten recommendations to support institutionalization of 3C. The recommendations of the report include advocating for the role of 3C as a fundamental competence; the creation of overarching guidance to the Services and Agencies regarding education, training, assessment and institutionalization; the need for a general curriculum for 3C development; and the need to share a general set of core competencies across organizations.

1.3 Purpose of the Current Effort

The stated goal of the current, limited scope effort was to refine the original set of 40 learning statements. The primary purpose of refining the learning statements was to clarify the learning requirements in order to form a basis for defining a DoD-level requirement for 3C education and training. In addition, the refined set of learning statements should help support a dialogue to gain support for a 3C DoD standard.

In addition to the primary purpose, the refined requirements were also used to propose a baseline for 3C competency for the General Purpose Force (GPF). Training implications are also discussed.

2. Approach

In refining the set of original learning statements, our primary purpose was to arrive at a set of high-level components of 3C to support the development of an acceptable DoD-wide requirement. Every Service has distinctly different, if overlapping, missions that create different training and performance requirements, making agreement challenging. We undertook three primary actions to create a product that could support a dialogue toward acceptance of a DoD standard, as well as to situate further development, learning assessment, program evaluation, and research within one framework.

The first step was to understand the Service point of view for an acceptable and useful product of this nature. To develop an understanding of the stakeholders likely to be engaged in future discussions of the DoD 3C requirement, we interviewed 13 representatives of DoD organizations variously responsible for 3C policy, research, education, training and assessment. In addition, we reviewed a limited number of current articles and reports reflecting the point of view of the Services.

The second step was to incorporate the multiple variables in the original report into a competency model. A competency model refers to a group of competencies required in a particular job, and they often number less than 10 total competencies. The number and type of competencies in a model will depend upon the nature and complexity of work along with the culture, values and mission of the organization in which the work takes place. Naturally, a DoD-level competency model for 3C encompasses a large number of jobs across various organizational cultures and missions. For this reason, a *simple* representation (though still based in existing research and operational findings) is more likely to be accepted as a basis from which a large organization can develop a common approach that still allows for variations due to unique missions and environments. The competency model most useful to such a diverse organization should contain a small set of high-level core competencies that make up 3C, which are easy to understand, remember and use. The model should not be overly prescriptive in regards to implementation and assessment. In creating this competency model, all of the original 40 learning statements were retained and integrated into a simpler, matrix-style framework shown at Appendix A and described in Section 3.3.

The third step was to create a graphic display of the competency model that indicates the developmental flow of the competencies and their core elements. Within that model, we indicated the baseline training and education requirements for the GPF given our understanding of time available and performance requirements based on our own research, Service interviews, and documents discussing the training and education of cultural competence. The graphic display is shown at Appendix B and described in Section 3.4.

3. Results and Discussion

3.1 A View from the Field

We interviewed 13 people from the USMC, Army, Navy and Air Force. Their responsibilities differed greatly and they provided candid responses to our questions about what was important in a DoD policy for 3C training and education under the condition that we did not attribute specific quotes or a general position to an individual.

Prior to and since the generation of the RACCA WG report, the Services and Agencies have continued to work to develop training and education programs and materials in the absence of an agreed upon common framework. At least half the people we interviewed were not familiar with the 2008 RACCA report. Various conferences and information exchange opportunities, as well as numerous publications and websites have allowed the organizations engaged in 3C (as well as regional) training, education and assessment to

compare their objectives and approaches, but Service-centric development was key to almost everyone interviewed. The following summary provides a view from the field about 3C policy, education and training.

The Services have made extensive progress in recent years in training and education in 3C as well as regional expertise. Some want their work recognized and reflected in any DoD capabilities statements. Any framework used should reflect what the Services are doing, but may also identify gaps across the Services, which could be helpful. One person noted that the Services appreciate how DLO listens to the field.

The primary feedback was that any framework that forms the basis for policy must not be overly detailed or directive so as to interfere with successes and ongoing plans or be difficult to implement given different missions, resources, and education and training systems across Services. Those interviewed agreed that a common set of learning statements is useful, but many felt those from the first report were too detailed and social science centric from an operational point of view. The Services are seeking broad guidance—short and simple, i.e., a general statement of broad capabilities (what people need to know and do) and reporting requirements. From that level of a statement, the Services will plan and execute the path to those outcomes for the GPF. The challenge is to provide guidance that is truly common across the Services and allow latitude for them to do what needs to be done to achieve the desired results.

Culture is an operational enabler to the Services. The knowledge is used to perform the mission in spite of the cultural constraints or because one knows how to leverage those knowledge and skills. Services address “culture general” or “operational culture” (USMC) now as their baseline training. Actual 3C takes a long time to develop, and is comprised of many skills. One interviewee noted that attitudes probably take a career to develop. At the baseline level, what is needed, or already in use in some cases, is a framework for understanding other cultures. This framework is necessary for all and begins the 3C developmental process.

Most people seemed to agree that a framework for understanding other cultures is fundamental. It is the basis over which a regional framework can be applied in deployment or education. What framework is used can vary across Services. Several others added that understanding how one’s own culture creates identity and affects perception is also fundamental. General skills mentioned beyond the framework were general communication skills including rapport building, non-verbal communication, perspective taking, and knowing when to suspend judgment.

It is probably overly prescriptive for DoD to differentiate what is training and what is education. Different Services approach those differently give resources, mission requirements, and composition of their force. Differences among the two are changing and merging in some areas, but some people still see a clear difference. One person remarked that education uses a developmental model, and training is what units do. As an example, one person noted that only 10-15% of USMC officers and enlisted go to formal Professional Military Education (PME), so training and distance learning (DL) must be

used well. The average Marine is about 20 years old and training is how this information will reach him or her. Whether something is achieved by training or education, whether DL or residential, differs across Services. A framework of training objectives or learning objectives is too prescriptive, and one person mentioned that 3C training should be integrated into existing training and education (such as leadership courses) and not considered as stand alone training.

For the GPF, we should go into the field and find out what different ranks need to perform. Not enough needs assessment has been done. Officers who do planning need 3C, but the real target is probably the average age of 20 and needs less flexible thinking in the training and more support to perform successfully in the context of a mission. For more advanced skills, (persuasion and negotiation, for example), we need to know if they work the same everywhere.

While people did not want an overly detailed and prescriptive framework as the DoD standard, one did suggest that information about training methods for difficult areas is appreciated, perhaps indicating a need to share research and knowledge on training and assessment methods. Conduct of research, as well as coordination and sharing of research at the DoD level to support 3C development is perceived as helpful. Refinement of the learning outcomes through research would be helpful, as long as competencies are validated with the field. We must demonstrate how 3C training and education saves time, money and is good for everyone to support institutionalization.

The field wants high-level commonly agreed upon 3C outcomes that they can operationalize and develop a path to achieve. Statements should not be constructed from too much of a social science perspective, but should emphasize the operational capability of 3C. The use of levels for the different learning outcomes may remind people of the language proficiency levels and be counter productive, because 3C expertise is not the same as the language or regional expertise paradigm. Any possible connection to equal opportunity (EO) compliance is seen as at odds with 3C performance requirements. Separation from EO is needed.[1]

3.2 Literature Review

We reviewed several documents to inform the organization of the competency model, review 3C performance of importance to the field, and to inform recommendations for a baseline competency. The purpose of this section is not to document a full literature review, but to provide a brief overview of several documents published in the last five years that we used to help us understand the operator's view of requirements and solutions. We reviewed five documents (Castro, 2009; Chandler, 2005; Hardison, et al., 2009; Lewis, 2006; and, Stringer, 2009).

Hardison, et al, (2009) conducted a study to define cross-cultural skills for Air Force personnel. They developed a framework of 14 cross-cultural behavior categories and

[1] However, a recent article suggests that consideration of the connection between diversity issues and 3C is being brought into the mainstream (Hajjar, 2010).

created 70 total statements for all the categories combined to describe all the aspects of these 14 cross-cultural categories. The categories and items mix together culture general and culture specific skill descriptions. A sample of 21,000 Airmen rated the importance of the 14 categories by rating all the items describing each category. For our purposes, we were interested only in categories that represented 3C and not regional performance or expertise.

Those 3C categories are as follows and are listed in the order of most important to the overall sample to least important. Importance ratings varied greatly depending on the respondent's job and experience when the data were further analyzed by those variables. All the categories were important to some element of the sample.

1) Gathering and Interpreting Observed Information
2) Respecting Cultural Differences
3) Self-Initiated Learning (e.g., motivation and willingness to engage)
4) Changing Behavior to Fit Cultural Context
5) Establishing Credibility, Trust and Respect
6) Verbal and Nonverbal Communication
7) Managing Stress in an Unfamiliar Cultural Setting
8) Negotiating with Others
9) Resolving Conflict
10) Influencing Others

Hardison, et al. specifically excluded frameworks used to differentiate cultures as a category, asserting that despite "the presumption that an awareness of these differences leads indirectly to improved performance, the effectiveness of current training interventions based on these approaches has not been thoroughly investigated" (pp. 5-6).

Stringer (2009) addressed the transformation needed in the US Army noncommissioned officer education system (NCOES) to meet the increasingly complex interagency, joint and multinational world and the new leadership challenges that have resulted. He described how officers no longer bear all the weight of interagency and intercultural interactions. Instead, we have entered the era of the strategic corporal (Krulak, 1999). Education changes must follow to prepare the NCO who influences not only the immediate tactical situation but the operational and strategic levels as well. *Specifically, development should expand to include language training, cultural education, and interagency opportunities*. Existing NCO schooling is shifting from narrowly focused training to education and provides an opportunity to integrate this new material as we enter a time of persistent conflict.

The US Army Sergeants Major Academy's new curriculum will focus on critical thinking and problem-solving skills formerly reserved for officer-level instruction. Stringer suggested that "soft skills" also be added in terms of interpersonal communication and personal relations to facilitate engagement of the populations during nonkinetic operations, as well as in support of interagency cooperation. Stringer describes Gray's (2005) 12 characteristics of the American way of war, one of which is cultural ignorance.

Gray (as quoted in Stringer) wrote that Americans are not inclined "to be respectful of the belief, habits, and behaviors of other cultures…" Stringer asserts that cultural understanding will help to rectify the self-inflicted damage of this American way of war.

While Stringer discussed the need for more language training, he clearly distinguished cultural knowledge from language learning and proposed exposing students to operational cultural constructs (presumably such as those used by the USMC as a framework for understanding culture), as well as education on interagency and joint relationships, to support attaining an adequate level of basic language and cultural capability among NCO leaders in the GPF. Stringer also recommended the Army look to USMC's Center for Advanced Operational Cultural Learning and the US Air Force University for their growing cultural awareness and language programs for ideas.

Lewis (2006) discussed five key dimensions of cultural variability that influence cross-culture communication. He explored methods for training cultural competency to avoid "the strategic Corporal syndrome" in which a cultural misstep turns a local misunderstanding into a situation with strategic implications. Lewis alluded to the fact that cultural insensitivity or behaving culturally irresponsibly can be institutionalized and could sow the seeds for future conflict or challenge efforts to bring about stability. The Army's transformation from a forward-based force to an expeditionary one limits opportunities to develop cultural understanding, as does disparate and scattered training that is largely up to the unit commander. Therefore, it is incumbent upon the Army to institutionalize cultural competence.

Development is dependent on putting on "cultural spectacles" by knowing oneself and understanding how core values influence how one looks at other cultures. He notes that current doctrine does not support self-awareness training.[2] Lewis asserts that respect, a Soldier value, is the unifying component for achieving cultural competency, and he excludes language proficiency as an essential component.

To achieve self-awareness and cultural awareness, variables along which cultures may differ must be brought to the surface and examined. Lewis selected five key variables that influence cross-culture communication as a framework for all Soldiers to adopt as a basis for competence. They are familiar to many in the 3C field: 1) individualism-collectivism, 2) low- and high-context communication, 3) power distance, 4) uncertainty avoidance, and 5) masculinity-femininity. Training should also include anticipation of culture shock and strategies for dealing with anxiety and stress, as well as building the confidence to successfully adapt to a new culture and what that process is like. Finally, communication skills, including nonverbal communication and the ability to understand communication breakdowns, must be understood. He advocated inclusion of training and education from basic training through senior Service colleges by developing rank specific competencies and gives recommendations for initial, mid and senior level training.

[2] cf. US Army Field Manual 6-22, *Army Leadership*, October, 2006 on developing self-awareness, paragraphs 8-40 through 8-43. This manual was published after the Lewis (2006).

Chandler (2005) developed an empirically-based pre-deployment training framework to analyze specific deployment situations in terms of the operational environment and the culture to create training at basic, intermediate and advanced levels. Her goal was to improve effectiveness for stability operations and today's "strategic sergeant" environment. She recommends a systems approach toward culture training linked to long-term regional and language educational studies to improve operations across the spectrum of military missions.

At the basic level of training, elements of regional specific training and 3C are blended. In terms of 3C, Chandler advocated three elements: 1) studying historical examples of failure to increase motivation, 2) the use of a framework to understand one's own culture first and then make comparisons with other cultures, and 3) an examination of ethnocentrism issues and examples that impact mission effectiveness. Chandler recommended an amended version of Klein's (2004) Cultural Lens Model.

Castro (2009) asserted that attaining the skills to understand a new culture cannot be done in a single seminar, but it is a career-long process. He advocated three levels of learning to be introduced into professional military education for Marines. The first level would be held at the Basic School for officers, at the Marine Combat Training facilities for enlisted, and at the Military Occupational Specialty schools for both. These courses would be tactical, include concepts about culture, and stress the importance of information on the ground. The second, or intermediate level, would be courses for captains, majors and Staff NCOs (E-6 and E-7) including the tactical and operational levels. The third level, for senior field-grade officers and senior staff NCOs would be the "Advanced and Master I Courses" to apply cultural models to operational and strategic levels of war. The final Master II course for general officers concentrates on applying cultural aspects to the strategic level. The curriculum would rely heavily on anthropology as a means to understand culture in order to apply that understanding at various levels of warfare.

3.3 A Competency Model for 3C

We developed a revised framework that incorporates all 40 of the learning statements found in Table 3 of the RACCA WG report (McDonald, et al., 2008). As stated above, the purpose was to facilitate discussion and agreement on common goals for 3C education and training across Services and Agencies with diverse missions. Therefore, our objectives were to simplify the framework by 1) creating a competency model using a small set of high-level, core competencies, and 2) combining existing learning statements into fewer components under each core competency, thus allowing the field flexible implementation and assessment across Services and Agencies. The results are presented at Appendix A.

"Developmental or personal-growth models ideally are based upon key organizing concepts" (Bennett, 1993, p. 23). The competency model presented here is built around the organizing concept of interaction—developing attitudes, conceptual frameworks for understanding self and others, and cognitive and affective skills for working effectively with others who are culturally and linguistically different from oneself. We believe that

the model applies across job categories, because the performance applies to effective work within diverse teams, as well as with local nationals. The competencies described also support understanding and interpreting people and situations with whom one does not interact directly, such as in the case of the intelligence analyst who may work "inside the wire," but whose performance impact is decidedly "outside the wire."

The elements making up the competency model are:

- Six core competencies
- Sub-components of each core competency
- A concise operational definition of each component
- Classification of components into cognitive, affective and behavioral types
- Levels of learning for each component
- Initial suggestions for training and education methods
- Initial suggestions for assessment methods
- Initial suggestions for priorities in training and education

We incorporated elements for categorizing the model that were of interest to the RACCA WG. However, the last three elements need to be examined as to usefulness or presentation. It would be a huge effort to wade into the literature and get the training and assessment methods best suited to different learning outcome statements, or to develop research to validate best approaches. The presentation here is a starting point for discussion and future research. Two meta-analysis efforts examining the effectiveness of cross-cultural training (Deshpande & Viswesvaran, 1992; Morris, & Robie, 2001) were brought to our attention during the interviews for this effort. These analyses may help our understanding of training method effectiveness and help to organize further research centered on military training and education effectiveness.

Perhaps the last three elements should be indicated in the model as supporting information and linked to the basic model in another manner. This framework contains competencies that have not been thoroughly investigated as producing performance improvement and are not based on a systematic needs assessment. It is our best representation given the literature, field experience, and research expertise applied to this framework to date. All the 40 competencies from the original report were integrated, since they appeared to be supported in the literature and/or interviews. No new competencies or sub-components were added to the model.

In creating the competency model, we considered the input from our field interviews and a range of literature in the area. We suggest that future efforts could create an interactive model in which a variety of documents, case studies and other material could be linked to a competency or a sub-component. For example, current efforts to create a knowledge portal could use the model as an organizing mechanism for relevant material.

3.4 Initial Cross-Cultural Competence Development Model

In this section we describe the developmental model, which is a simplified, graphic presentation of the competency model across the three levels of development. The

baseline competency for the GPF is also indicated in this depiction. The Developmental Model presented at Appendix B is a high-level representation of the progression of 3C. We also briefly discuss implications for training and leadership.

3.5 Training Implications

3.5.1 Baseline Competence for General Purpose Forces

We have selected several components of the 3C framework presented here to comprise the baseline competence important to GPF success. The model representation at Appendix B highlights the components that we believe are necessary for basic success in the field. Those seven components are listed here and divided into cognitive, affective and behavioral types.

- Cognitive
    - Conceptual knowledge about the impact of cross-cultural interactions and, *most importantly*, a working understanding of a framework for understanding cultures in general
    - Declarative. Regional knowledge presented in pre-deployment training
- Affective/Attitude
    - Willingness to engage
    - Openness
    - Self-efficacy
- Behavioral
    - Active Listening skills
    - Collaboration skills

In the cognitive area, the most important area to begin 3C development is a framework of some sort to organize what one is observing and experiencing in a new culture, as well as to understand one's own views. Knowledge of a framework and the ability to simply recall or understand the framework is not sufficient. To support field performance, a conceptual understanding is needed and must be taught to the level of analysis of situations and some application. In addition, the impact and importance of this conceptual knowledge on operations must be portrayed through case study, for example. The idea of a framework as an organizer for the developing mental model and behavioral skills is discussed in much of the literature and in our interviews, despite Hardison, et al, (2009) rejecting such a framework as important to cross-cultural performance. Using a conceptual framework to organize pre-deployment knowledge also provides an enduring tool for new deployments. Therefore, we have indicated by the order of the cognitive skills above that the framework provides the structure over which declarative regional knowledge is overlaid.

Though we describe 3C as an area of competency or expertise, it is different from other domains. It is not a prescribed domain of practice such as firefighting or emergency medicine for which people self-select and for which there are existing processes for development. It is more like a competence such as leadership, but again, people do not generally self-select or earn positions where 3C is key, and there are no courses or

expectations for success at different ranks. Working directly with the attitudes of the GPF is, therefore, necessary to support performance as development begins. Some affective skills may take years to develop, but the military has shown that they can change attitudes and expectations through training. Interviews we have conducted in other projects indicate to us that the attitudes we have assigned to the baseline can be discussed, demonstrated through case study/lessons learned, and modeled by good leaders and peers. Doing so is especially important because the Services do not have luxury of selecting only those most willing and able for placement in cross-cultural communication roles. These basic attitudes (Willingness to Engage, Openness and Self-Efficacy) precede and support development of crucial skills in the competency area of Engagement.

The "Interpersonal Awareness and Situation Management" component of Engagement is a very complicated skill that takes practice and cannot be attained in baseline training for GPF. However, many GPF service members have attained this ability during deployments as evidenced in our interviews for other projects. Introducing the attitudes above, as well as the skills of active listening and collaboration in baseline training will prepare them for on-the-job training and learning from experience.

"Interpersonal Awareness and Situation Management" is behavioral but requires management of one's attitudes and emotional response. It requires discussion, training, and experience to develop insight and proficiency. Therefore we classified it as Level II in our current structure. This component encompasses the more difficult learning statements classified as meta-cognitive by McDonald et al. They noted that meta-cognitive skill training (see Driskell et al., 2006; Inzana et al., 1996) supports controlling affective reactions to difficult task stressors such as ambiguity and workload. Interviews in our other projects (McCloskey, Behymer, & Ross, in publication), have caused us to conclude (as does Bennett, 1993) that progression is not one-way or permanent. Retreat to a lower level of performance (burnout) can be induced by stressors. Therefore, training for attitudes and for coping with stressors, as well as support from leadership and peers are crucial for the overall competence we have labeled as Engagement.

Our initial recommendation for overall assessment of the 3C baseline is 1) to administer the Cross-Cultural Competence Inventory (3CI) to assess level of readiness, and 2) to administer the IDI to assess overall orientation to other cultures. Feedback from these instruments can prime the individual for training, as well as provide a composite view of a group for a Commander to assess the starting point for his unit an assessment for an instructor to understand a new class.

In summary, our baseline reflects the USMC and Navy approach to entry level concepts for GPF in part. It is also similar to basic toolkit put together by the TRADOC Culture Center that includes the components "What is Culture," "Self-Awareness," and a skill kit in cross-cultural communications including rapport building. We believe including the attitudes in our baseline, in part, produces an appetite for 3C and an ability to use the conceptual information in practice at the lower levels. We believe those attitudes can be shaped and assessed in training and education.

3.5.2 Cross-Cultural Competence as Tactical Thinking

Tactical thinking is the paramount expertise in the military. The ability to "maneuver" in relation to a threat is tactical thinking whether it is on the field of battle in a "meeting engagement" between two large forces or in the application of persuasion to create stability in a fragile state. Because 3C is best accepted when it is presented as a force capability, it should be presented as an aspect of tactical expertise and not a separate skill to be managed as a strategic asset like language. Everyone needs some level of 3C to support successful deployment. Individuals engaged in the planning, preparation, and execution of tactical missions must have a baseline of 3C and continued education for success over their career. Cross-culture competence is best presented by connection to available doctrine and integration into tactical, operational and strategic scenario development and course development for the range of military education and training as opposed to promulgation as an isolated, specific skill set taught primarily in separate training and education courses.

The Army Field Manual 3-07, *Stability Operations* (Headquarters, Department of the Army, 2008) indicates three types of operations that comprise full spectrum operations—Offense, Defense and Stability (p. 2-7). Although 3C applies across the range of full spectrum operations, stability operations are most heavily dependent on 3C. The Joint Doctrine Development Community (JDDC) noted that the 2008 publication of Field Manual 3–07 provides a proven framework for discussing stability operations and should be used as a model for development of a joint publication. They unanimously agreed in November 2008 to accept the proposal for a Joint Publication on stability operations, and USJFCOM was designated as the lead agent and began development in the first quarter of calendar year 2009.[3] Given the emphasis on stability operations in emerging doctrine and Department of State planning, 3C must be integrated into training and education for planning and executing stability operations at the operational level of warfare. Large scale exercises are often used for operational level training and education and should include exercise objectives for 3C that bring out the general principles that apply.

At the tactical level, two examples of integrating 3C into training are the Future Immersive Training Environment (FITE-JCTD) and *Immersive Mindset Training* for counter-IED (Improvised Explosive Device) training. Researchers working with DEOMI are involved in the development and assessment of each of these training programs. Both of these programs support small unit tactics, and currently new scenario development includes integration of cross-cultural interactions as part of mission success, indicating that 3C training, as well as regional specific training, can be integrated into existing efforts without costing additional time and resources.

[3] "Joint Doctrine Update - Joint Chiefs of Staff J7 Joint Education and Doctrine Division." *Joint Force Quarterly*, Issue 53, 2d quarter, 2009, p. 128. National Defense University. http://www.ndu.edu/inss/Press/jfq_pages/editions/i53/29.pdf

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Appendix A: Competency Model

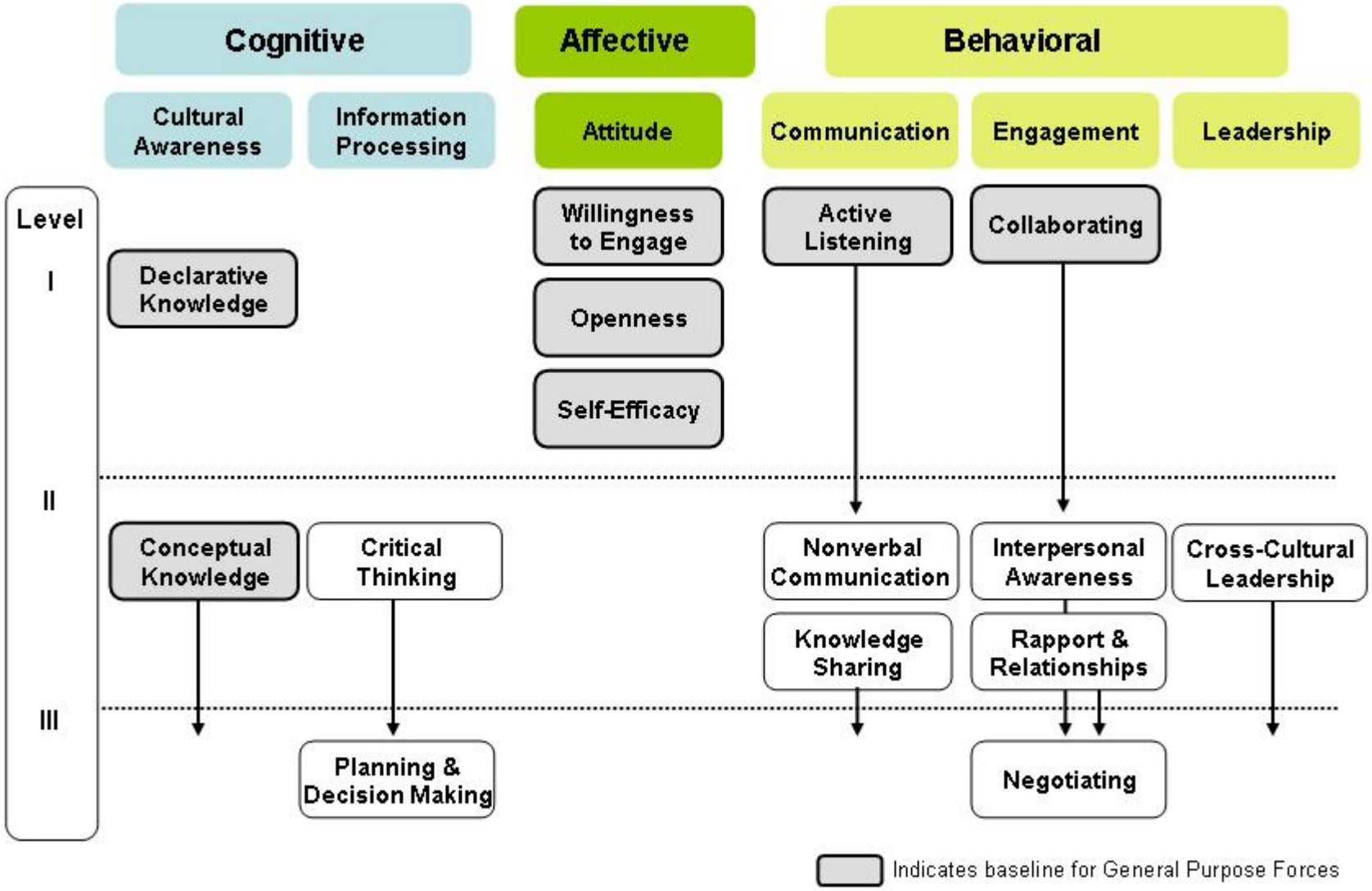
CORE COMPETENCY	COMPONENTS*	DEFINITION	KNOWLEDGE TYPE	LEVEL OF LEARNING	TRAINING OR EDUCATION METHODS	ASSESSMENT METHODS	PRIORITY/ TRAINING AND EDUCATION
Capability that supports mission success	Sub-level of core competency	Operational explanation and behavioral indicators of competency	Cognitive Affective Behavioral	*I = Comprehension & Recall II = Analysis & Application III = Synthesis & Evaluation*	Examples: Lecture, Reading Assignment, Computer-Based Training (CBT), Case Study	Examples: Written Test, Verbal test, Practical and Field Exercise, SJT, Simulation	Immediate Need Short-term Need Long-term Need
1. CULTURAL AWARENESS	a. Declarative Knowledge (1,3,4,5,13)	Identifying and understanding basic cultural facts, definitions, and concepts pertaining to the deployment region.	Cognitive	I	Reading material, Lecture	Written/Verbal Test (Recall, Essay, Information search capability)	Immediate (training)
	b. Conceptual Knowledge (2,6,7,8,9,10,11,12,14)	Displaying the knowledge to explain the relevance and impact of cross-cultural competence on operations. Incorporating one or more frameworks to understand cultures and impact of own culture on perceptions.	Cognitive	II-III	Class discussion, CBT, practical exercises, case study	Written/Verbal Test (Recall, Essay, SJT)	Short-term to Long-term (training and education)
2. ATTITUDE	a. Willingness to Engage (30,35)	Demonstrating a personal zeal for cultural knowledge, experiences, and challenges; regularly creating and capitalizing on learning and interaction opportunities.	Affective	N/A	Modeling /On-the-job training, case study	Peer or instructor evaluation	Short-term (training and education)
	b. Openness (29,37,38,40)	The ability to perceive information neutrally and withhold or suspend judgment until adequate information becomes available.	Affective	N/A	Lecture, case study	Verbal test, SJT, field exercise	Short-term (training and education)

	c. Self-Efficacy (34)	The belief in one's capabilities to mobilize the motivation, cognitive resources, and courses of action needed to meet situational demands	Affective	N/A	Reading, Lecture, case study, in-class exercise, case study, role play	Written test, role play, field exercise	Short-term (training and education)
3. COMMUNICATION	a. Active Listening (19,20,21)	Attends to messages from others; correctly interprets messages and responds appropriately.	Behavioral	I-II	Lecture, coaching, active practice	CBT, SJT, Field exercises, behavioral role modeling	Short-term (training)
	b. Nonverbal communication (22,23,24)	Projecting and employing appropriate nonverbal cues (i.e. hand gestures, facial expressions, etc.) to communicate a message.	Behavioral	II	Reading, Lecture, coaching demonstration,	Field exercise, behavioral role modeling	Short-term (training)
	c. Knowledge Sharing (17)	Using appropriate interpersonal styles and techniques to share ideas or plans.	Cognitive Behavioral	II-III	Lecture, coaching, active practice	AAR, Essay	Short-term (training) Long-term (education)
4. ENGAGEMENT	a. Collaborating (27)	Actively participates with homogeneous and heterogeneous teams to move the team toward the completion of goals.	Behavioral	I-II	Lecture, teambuilding activities	Field exercise	Immediate
	b. Interpersonal Awareness and Situation Management (18,31,32,33,36,39)	Noticing and making connections between one's self and outside cultural events; displaying the ability to interpret and anticipate events, and to regulate/adjust one's behavior or emotions based upon this perspective.	Affective Behavioral Cognitive	II-III	Facilitated discussion, in class exercise	Simulation, SJT, behavioral role modeling, field exercise	Long-term (education and training)

	c. Establishing rapport and relationships (25)	Engaging others in a manner that builds rapport for short-term tasks or builds and maintains relationships through appropriate use of terms, examples, and analogies that are meaningful to the audience.	Behavioral	II-III	Reading, Lecture, in class exercise	Behavioral role modeling, field exercise	Short-term
	d. Negotiating (26)	Effectively exploring alternatives and positions to reach outcomes that gain the support and acceptance of all parties.	Behavioral	III	Lecture, coaching, in class exercise	Computer simulation, SJT, Field exercise, behavioral role modeling	Long-term (training)
5. INFORMATION PROCESSING	a. Critical Thinking (15)	Gathering and integrating cultural information using a systematic process; recognizing similarities and differences of various cultures for tactical, operational, and strategic planning.	Cognitive	II-III	Lecture, facilitated discussion, computer based training	Written/Verbal test, SJT, computer simulation	Short-term (education)
	b. Planning and Decision Making (16)	Comparing cross-cultural data from different sources to draw conclusions and effectively choose a course of action for task or mission execution.	Cognitive	III	Lecture, facilitated discussion, review of case studies	Computer simulation, field exercise, SJT	Long-term (education and training)
6. LEADERSHIP	Employ cross-cultural leadership (28)	Employing leadership skills to perform effectively in other cultures.	Behavioral Affective Cognitive	II-III	Facilitated discussion, in class exercise, case study	Field exercise, peer evaluation	Short-term (training) Long-term (education)

* Numbers refer to the original 40 3C learning statements in McDonald et al. (2008).

Appendix B: Initial Cross-Cultural Competence Development Model


Cognitive
Affective
Behavioral
Cultural Awareness
Information Processing
Attitude
Communication
Engagement
Leadership
Level
I
II
III
Declarative Knowledge
Willingness to Engage
Openness
Self-Efficacy
Active Listening
Collaborating
Conceptual Knowledge
Critical Thinking
Nonverbal Communication
Interpersonal Awareness
Cross-Cultural Leadership
Knowledge Sharing
Rapport & Relationships
Planning & Decision Making
Negotiating
Indicates baseline for General Purpose Forces