

## **ARI Contractor Report 98-06**

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### **Methods to Improve Cultural Communication Skills in Special Operations Forces**

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**United States Army Research Institute for the Behavioral and Social Sciences**

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# METHODS TO IMPROVE CULTURAL COMMUNICATION SKILLS IN SPECIAL OPERATIONS FORCES

## EXECUTIVE SUMMARY

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### Research Requirement:

Special Forces soldiers perform missions requiring them to teach, negotiate, guide, and lead people from different cultures. To succeed in such missions, Special Forces soldiers must possess an understanding of these cultures, and the cultural communication skills necessary to work effectively with host nation counterparts, coalition forces, and others whose cultures are different from our own. This research focused on developing methods for identifying and prioritizing cultural communication skills training requirements for specific cultures and Special Forces missions.

### Procedure:

The project involved three major activities:

- Identify world cultures of operational relevance to the Special Forces (Task 1 of project).
- Develop a methodology to identify and prioritize cultural communication skills specific to a particular culture and a specific mission, and apply this methodology to three combinations of culture and mission (Tasks 2 and 3 of project).
- Design, develop, and deliver courseware addressing the methods developed during this project and for one culture/mission combination (Tasks 4, 5, and 6 of project).

Initially the project focused on identifying cultures that were operationally-relevant to the Special Forces. Based on a literature review and conferences with academic, diplomatic, and military subject-matter experts, an operational definition of culture was developed. Criteria were developed and applied to identify world cultures and grouped them into regions. Applying criteria of size, location, and impact on world events, cultures that are operationally relevant to the Special Forces were identified.

A generic culture template was then developed based upon literature review and conferences. The generic template provides a structured, topical taxonomy of the cultural information domain and notional behaviors that could be found in any culture — e.g., understand/recognize/react appropriately to religious activities, gestures, members of the opposite sex, authority, sense of private space, and greetings. Using the generic template as a starting point and additional literature review, culture-specific templates were developed for three cultures. The cultural behaviors included in the culture-specific templates were then prioritized using focus groups of cultural informants and cluster analyses.

Special Forces mission templates were developed to identify the elements of two Special Forces missions (foreign internal defense, or FID, and unconventional warfare, or UW). Each mission element was then weighted using Special Forces subject matter experts who ranked and made paired comparisons of the elements involved in each mission.

A crosswalk analysis identified the relationship of each behavior in the culture-specific templates to each element in the mission templates. The weights of the culture-specific behaviors and mission elements were combined, resulting in a prioritization of cultural communication skill training requirements.

Two courses were developed. One course, *Methods to Improve Cultural Communication Skills in Special Operations Forces*, presented an overview of this project's activities through application of the methodology to one culture and one mission. The second course, *Cultural Communication Skills Training for Special Forces Conducting a Foreign Internal Defense Mission in the Sultanate of Oman*, addressed cultural communication skills critical to the success of a FID mission conducted in Oman. Both courses were delivered at the U.S. Army John F. Kennedy Special Warfare Center and School.

#### Findings:

Culture was defined as the set of traditional behaviors acquired through transmission from one generation to another within a discrete segment of the human race, sharing a racial or ethnic identity, a geographic location, a specified period of time, or any combination thereof.

Using the definition and additional criteria, 839 distinct cultures were identified and grouped into 10 regions based on cultural linkages, history, and geography.

Applying additional criteria (size, location, and participation in world events) to determine operational relevance, 187 of the 839 cultures were identified as being operationally-relevant to Special Forces requirements.

The generic culture template in its final form describes any culture and contains 919 notional behaviors or skills. This document, essentially a structured outline, was used as the primary investigative tool and interview protocol for the development of culture-specific templates.

Using the generic template, three culture-specific templates with their weighted behavior lists were developed: Arabs of West Asia (448 behaviors), Russian (419 behaviors), and Cuban (455 behaviors). Using cluster analyses, behaviors were assigned unique values on a seven-point scale by cultural informants in facilitated focus group sessions.

Mission templates identified the key elements of the foreign internal defense and unconventional warfare missions. These elements were weighted using paired comparisons and ratings made by Special Forces subject-matter experts.

A crosswalk was accomplished by first linking the mission elements to topics in the generic template, assigning the values of those mission elements to the behaviors associated with the same topics in the culture-specific templates, and then combining the mission element and behavior weights for three culture/mission pairs: Arabs of West Asia/Foreign Internal Defense, Russian/Unconventional Warfare, and Cuban/Foreign Internal Defense. Tables showing the final rank-ordering became the lists of behaviors prioritized for training for those mission/culture combinations.

The Government required that two courses be developed and delivered: a four-hour course describing the project activities through the prioritization of behaviors for the Arabs of West Asia/Foreign Internal Defense pairing; and a six-hour course for Special Forces soldiers going to Oman using the results of the same pairing. The second course considered additional parameters specified by the Government: one Detachment A of soldiers unfamiliar with the culture; mission

duration would be six months; soldiers would live in civilian quarters and work during a normal Omani workweek; and their primary task would be to train the Royal Omani Police.

#### Utilization of Findings:

The information domain for any culture is voluminous and not expressed in behavioral terms. As such, this domain by itself is of little use in identifying and prioritizing cultural communication skills training requirements. The methods developed during this project represent a systematic procedure for performing cultural communication skills training needs assessments. Specifically, the methods facilitate the identification and prioritization of cultural communication skills training requirements, expressed in behavioral terms, that is sensitive to both the culture and the mission involved.

The products of this methodology enable Special Forces commanders and training managers to make informed decisions regarding what cultural communication skills should be taught. This enables precise instructions to be given to course developers and cultural subject-matter experts. As a result, distortions caused by the subjective bias and personal interests are avoided, the training is specifically linked to mission requirements, and maximum productive use is made of limited training time.

The methodology developed offers promise in other applications, such as integrating cultural communication skills training in language programs, structuring area studies and analytical efforts, evaluation of existing cultural skills training programs, and enhancing the success of private sector and Government personnel assigned overseas.

# METHODS TO IMPROVE CULTURAL COMMUNICATION SKILLS IN SPECIAL OPERATIONS FORCES

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# METHODS TO IMPROVE CULTURAL COMMUNICATION SKILLS IN SPECIAL OPERATIONS FORCES

## I. INTRODUCTION

Members of the U.S. Army's Special Forces must be able to communicate with a variety of peoples belonging to other cultures, people whose values, motivations, and norms of behavior differ from those of typical Americans. They must be able to communicate effectively. Effective communication requires both understanding the basis for their own behavior and for the behavior of the target culture. To do this, the soldiers must be trained.

The task of dealing with this cross-cultural communications challenge is not easy. Behavioral science literature in the United States concentrates on American values, motivations, and behavioral norms. This literature then, generally addresses only one side of the equation.

Further, the literature concentrating on non-American cultures provides only a beginning. Instead of focusing on the operational dimensions — on practical relevance to very specific needs — this literature generally addresses the concept of culture as follows:

- Culture (with a "big C") — e.g., literature, history, and social organization.
- Culture (with a "little c") — e.g., holidays, sports, customs, and business practices.
- Cultural practices — the culture of the street and daily life.
- Cultural literacy — the shared history and iconography of a culture's mentality, a culture's *Weltanschauung*, or outlook on life.

The foregoing topics are based on the characteristics of the culture itself. As such, they ignore the issue of operational relevance, where the person to be trained may need appropriate and discretely-focused items selected from all four of the major topics.

As a result of the focus on the American culture on the one hand and the efforts to classify cultural aspects on the other hand, training regarding other cultures — especially training relevant to particular operational contexts — has yet to be addressed. While perhaps overstated, the following paradigm illustrates the approach to cultural training needs assessment (or analysis) that tends to be the norm:

- Cultural training *requirements* are notionally conceived and based on anecdotal evidence — with the anecdotal evidence generally being from the personal experience of the individual performing the needs assessment.
- Once the *need* for cultural training has been identified, the normal method of satisfying it is to hire a cultural expert, provide him or her a set amount of time, and hope that he or she somehow meets an inchoate need. As a result, what one cultural expert will provide to a particular audience will be very different from what another equally qualified cultural expert will provide to the same audience.

Training developed under the foregoing paradigm generally focuses on the superficial manifestations — such as the social structure of a culture — and the training content only casually

approaches a perceived need. More important, a systematic way of assessing the need and measuring to see if the need has been satisfied was not found in the literature.

Intensive language instruction is a partial, and often recommended, solution to this requirement. However, this approach has several weaknesses. First, different cultures can share the same language. For example, the cultural context of the French spoken in Cameroon is radically different from the cultural context of the French spoken in Algeria. Secondly, intensive language acquisition is difficult, aptitude-dependent for adults, and costly in terms of both time and resources. Finally, because the cultural component of the training is based on the subjective, anecdotal perceptions of the language teacher, the value of the cultural training remains questionable.

With the assistance of the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) and the Human Resources Research Organization (HumRRO), the U.S. Army John F. Kennedy Special Warfare Center and School (SWCS) commenced an effort to systematically define Special Forces requirements for cultural knowledge and skills. Results of the initial effort are contained in the analysis of critical incident data in HumRRO's report, *Job Analysis of Special Forces Jobs* (Russell, Crafts, Tagliareni, McCloy, & Barkley, 1994), and further developed in *A Review of Intercultural Communications Requirements for Special Forces Teams* (Russell, Crafts, & Brooks, 1995) and *Development of a Roadmap for Special Forces Selection and Classification Research* (Russell, Crafts, Peterson, Rohrback, Nee, & Mael, 1995).

This work provided a foundation for the work summarized in this report — the development of a *systematic* method of determining what cultural communication skills needed to be trained to perform specific Special Forces missions within specific cultures.

## **II. APPROACH**

The approach to achieving the objectives of this project consisted of seven tasks:

Task 1: Identify cultures that are of operational relevance to Special Forces requirements.

Task 2: Develop a methodology to identify those cultural communication skills, or behaviors, that are required to perform a specific mission within a specific culture and apply this methodology to one specific Special Forces mission to be performed within one specific culture. Herein, the Government selected both the mission and the culture.

Task 3: Apply the same methodology to two additional missions to be performed within two additional cultures. Again, the Government selected both the missions and the cultures.

Task 4: Develop two courses of instruction, the first explaining the methodology and the second illustrating how those cultural communication skills identified as critical to a specific mission within a specific culture might be taught.

Task 5: Teach the two courses developed during Task 4.

Task 6: Evaluate the courses.

Task 7: Prepare and submit a technical report describing the project.

### III. CULTURES

The objective of Task 1 of the project was to identify cultures that are of operational relevance to the Special Forces.

The following specific requirements were required to achieve the Task 1 objectives:

- Define culture.
- Develop criteria for identifying world cultures.
- Identify world cultures.
- Develop criteria for identifying world cultures that are operationally-relevant to the Special Forces.
- Identify cultures of relevance to Special Forces operational requirements.

#### Define Culture

The development of an operational definition of culture began with a literature review of:

- The *Human Relations Area Files* and related publications produced by Human Relations Area Files (HRAF), Inc. The *Human Relations Area Files* is an extensive collection of materials with data existing in text and in electronic formats. HRAF publications include *The Outline of Cultural Materials* (Murdock, 1971) and *Outline of World Cultures* (Murdock, 1972).
- The *Background Notes* produced by the U.S. Department of State.
- The *Culturegram* series produced by the David M. Kennedy Center for International Studies, Brigham Young University (Skabelund & Sims, 1996).
- Standard encyclopedia and gazetteers.

It proved impossible to find a single, comprehensive definition of culture suitable for use in an operational context based on this initial literature review. It proved equally impossible to find a useful culture classification scheme from among those in the literature. It became apparent that the development of both were necessary project objectives.

To ensure a sound basis both for a new definition and for a new classification scheme, the literature review was broadened. It transpired that much detailed anthropological and lexicographical work has been done in languages other than English, German and Russian literature proving most fruitful. This review ultimately resulted in a working draft of an annotated bibliography of cultural references that identified 332 sources written in seven languages. Of particular value were comments by Margaret Mead (1961), discussions in Kroeber and Kluckhohn (1963) which assembled some 164 definitions, Fairchild (1968), Freilich (1972), Geertz (1973), Goodenough (1981), Lloyd (1988), Hall (1989), and Durham (1991).

From this review, core elements were extracted, leading to the following operational definition of culture (note that embedded in this definition is the concept that culture is *learned*):

*Culture is the set of traditional behaviors acquired through transmission from one generation to another within a discrete segment of the human race, sharing a racial or ethnic identity, a geographic location, a specified period of time, or any combination thereof.*

### Identify World Cultures

Having defined culture, it was necessary to develop a set of criteria to differentiate between cultures. These criteria would then be used to identify world cultures. Specifically, the individual cultures, nationalities, ethnic groups, and linguistic groups previously identified would individually be assessed against the definition and the set of criteria to determine their distinctness and uniqueness.

As noted previously, it initially seemed that a review of the literature would quickly provide a classification scheme that was both comprehensive and useful in an operational context. This did not prove to be the case. For example, Murdock (1981) used the following six criteria to classify cultural groups:

- Geographic location.
- Identification in the social science literature as a distinct group.
- Distinct language.
- Shared traditions, religion, folklore, or values.
- Maintenance of group identity in the face of strong assimilative pressures.
- Previous listing in an inventory of the world's cultures.

Two of the criteria above — *identification in the social science literature* and *previous listing in an inventory of the world's cultures* — were not very useful. For example, both the Meo and the Miao are identified in the social science literature as distinct cultures, the former identified by anthropologists approaching the culture from Southeast Asia and the latter identified by anthropologists approaching the same culture from China. Yet the Meo and the Miao are the same people. Similarly, the *maintenance of group identity* can occur within ethnic groups that are subsets of larger cultures.

On the other hand, once sufficient sets of criteria were examined, it became obvious that there was a fairly high level of consistency regarding individual criteria. For example, language, traditions, religion, and folklore were included in virtually all sets of criteria. These criteria were identified and consolidated into a single listing. Each criterion was then reviewed, resulting in deletions, additions, and modifications. The final criteria focused on two principal organizing elements: *psychological profile* (a unique set of attitudes) and *shared history* (a unique set of how those attitudes are expressed and the experiences arising therefrom, as well as the experiences imposed from outside the culture). This classification scheme is far broader and more detailed than normally used for classification of cultures. Furthermore, it proved both useful and flexible because, as long as it met most of the criteria, a culture could still rank as unique and distinct even though it failed to meet one or more specific criteria.

Within the broad sets of psychological profile and shared history, the full set of criteria used to identify distinct cultures is as follows:

#### Psychological Profile

(a unique set of attitudes)

- Values — attitudes toward:
  - Ethics
  - Morality
  - Money, wealth, and property
  - Religious customs
  - Time
    - Concept
    - Clock/calendar time
    - Importance
    - Relativity
    - Historical time
    - Culture-initiated history (from internal development)
    - Imposed history (from subjugation to dominant cultures)
  - Interpersonal relationships
    - How genders relate to each other
    - How generations relate to each other
    - The role interpersonal space plays
    - Psycholinguistic behaviors
    - Turn-taking behaviors
    - Negotiation of meaning behaviors
    - Initiation of conversation behaviors
  - Person-society relationships
    - Attitudes toward legal system
    - Attitudes toward authority
    - Responsibilities of authority
    - Importance of order and structure
    - Duties vs. rights
- Motivations — issues most important in forming opinions/taking actions:
  - The relative importance of the group
    - Importance of the larger group: clan, tribe, social circle, polity
    - Importance of the extended/nuclear family
    - Importance and role of the individual
  - Response to the legal system
  - Response to authority
  - Response to the concept of authority
  - Educational philosophy
  - Self-perception of culture as unique
  - Means of conflict resolution
  - Political customs and beliefs

#### Shared history

(a unique set of how those attitudes are expressed and the experiences arising therefrom, as well as the experiences imposed from outside the culture)

- The arts
  - Mythology
  - Applied arts
  - Architectural tradition
  - Literary tradition
  - Musical tradition

- Historical tradition
- Culinary tradition
- Social structures
  - Class structure
  - Economic structure
    - Agriculture
    - Subsistence technology
    - Information & service technology
    - Industry
  - Property system
- The polity
  - Political structures
    - Durative (arising from within the culture itself)
    - Temporary (imposed from outside the culture)
  - Legal system
    - Laws
    - Manner in which laws are enforced
    - Process for legal change (development, amendment of laws)
  - Political cohesion
  - Patriotism
- Power structure
- Linguistic characteristics
  - Linguistic history
  - Language(s) used

These criteria represent a departure from what is commonly found in the literature. As can be seen, the linguistic element — upon which most of the anthropological literature focuses — forms only a small (albeit important) aspect of the whole. Similarly, the ethnic, racial and national components play smaller roles in identifying specific cultures.

Applying the definition and the set of criteria described above, 839 distinct and unique cultures were identified (see Appendix A). There is no claim that this is a comprehensive list of all possible cultures that conform to the definition and the established criteria. Instead, the assertions are made that:

- Each of the 839 cultures identified conform to the definition and the criteria.
- Further analysis would have focused on groups comprising no more than 100,000 people, i.e., the identification process would have gone beyond a point of diminishing returns.

Building upon the definition of culture, the criteria with which to identify distinct cultures, and the 839 cultures identified in the preceding phase, attention turned to developing a logical method for grouping cultures into larger sets or regions. The Government specified that the grouping scheme should consider, but not be bound by, the geopolitical division of the world used by the Joint Chiefs of Staff (JCS) to assign responsibilities to the Unified and Specified Commands.

With discrete cultures identified, patterns were sought that would enable identification of logical cultural regions. Again, the literature was of little value. Most sources, to include the HRAF and the *Culturegrams*, organize cultures by the political boundaries extant at the time the organization was done. This approach was rejected because, in all too many instances, political boundaries and cultural boundaries are not congruent. The Kurds, located in modern Turkey, Iraq, and Iran, provide an excellent example — and an example that, based on the immediate past,

is operationally-relevant. Similarly, the JCS division of the world was rejected because this is based on political entities and on geographic relativity. It ignores cultural relationships. For example, Haiti and Francophone Africa fall within the jurisdictions of different major commands. Yet, failing experts in Haiti, specialists in Francophone Africa likely can be taught the idiosyncrasies of Haitian culture more quickly than can specialists in Latin America.

Preliminary leads were provided by Murdock (1981). Another useful notional method of organizing world cultures proved to be that developed by *Trade and Culture Magazine* (e.g., Field, 1996) which organizes the world into 22 trade zones, based on trading patterns, cultural links, religion, history, politics, and geography.

The 839 cultures were grouped into cultural regions defined by a combination of cultural linkages, history, and geography. While not discounting politics and geography, the greatest emphasis was ultimately placed on the relationships of cultures with each other. In most instances where a choice had to be made between cultural linkages and geographical location, cultural linkages prevailed. Consequently, not all cultural regions are geographically cohesive. More important, and of potential impact to operational requirements, some geographical locations demonstrably have multiple cultures. Identifying these overlays illuminates the complications that may accompany operations in such locations.

Finally, research led to the creation of a category of *hybrid cultures* — for which the following definition was developed:

*A hybrid culture is one in which two or more cultures have intermixed through marriage and/or co-location to the extent that no component is fully identifiable with its mother culture. The hybrid culture forms a new psychological profile and shared history with elements from each mother culture as well as new elements that develop through the intermix.*

The 839 cultures previously identified were then placed into ten regions:

- **Circum-mediterranean:** Cultures located on, or with their roots deriving from, the littoral of the Mediterranean Sea. Significant cultures geographically located in Central and South America but stemming from the Mediterranean region are included. The region contains 55 distinct cultures.
- **Continental Eurasian:** Non-Mediterranean cultures located on, or with their roots deriving from the European continent south of the Arctic Circle. Also included are those significant cultures elsewhere in the world that derive from the Continental Euro-Asian land mass. The region contains 107 distinct cultures.
- **African:** Non-Mediterranean cultures located on the African continent, generally south of the Sahara Desert. The region contains 129 distinct cultures.
- **Central Asian:** Cultures located on, or with their roots deriving from the Central Asian land mass. They generally are those cultures with Turkic, Persian, or Mongol roots. Most also have heavy Islamic influences. The region contains 42 distinct cultures.
- **East Asian:** Cultures in East Asia that generally have Chinese or non-Turkish Altaic roots. It contains 27 distinct cultures. (Note: China forms an interesting example of overlapping cultural regions; most of its minorities are members of cultures falling within the Central Asian and Indo-Asian Regions while Chinese culture itself heavily overlays the Oceanian Region.)

- Indo-Asian: Cultures located on, or with their roots deriving from Tibet, from South Asia, and from Southeast Asia. They are marked by Buddhist, Hindu, and/or Islamic influences. The region contains 54 distinct cultures.
- American: Amerindian cultures; cultures with Asiatic roots that have evolved independently in a variety of directions, resulting in 256 distinct cultures.
- Circumpolar: This region recognizes the development of cultures from a variety of ethnic and racial stocks apparently evolving along similar lines as a result of encountering a common environment, generally north of the Arctic Circle. A total of 40 distinct cultures was identified within this region.
- Oceanian: Seafaring and trading cultures of the Southeast Asian coast and the Pacific islands — a total of 118 distinct cultures.
- Hybrid Cultures: As will be noted by their geographic locations, many of these cultures appear to be the historic result of mass migration (forced or voluntary) for the purpose of plantation agriculture (Africans and Indians in the Caribbean, Indians in the Pacific, etc.). A total of 11 separate hybrid cultures was identified.

Appendix B contains maps showing each of the cultural regions.

### Operational Relevance

Building upon previous work, the objective of this activity was to identify those cultures of operational relevance to the Special Forces.

Various government documents were reviewed to examine Special Forces capabilities, missions, functions, and historical use. These included *Doctrine for Army Special Operations Forces (FM 100-25)* (Department of the Army, 1991), the *Joint Special Operations Awareness Program (JSOAP) Reference Manual* (Kapos Associates, 1994), *Special Operations and International Studies: Political-Military Analysis Handbook* (USJFKSWCS, 1990) and *Planning in the Special Forces Operational Detachment Alpha* (Morrison, Smith, Sticha, & Brooks, 1994). Similarly, standard texts on strategy and geopolitics such as Cline (1975) were reviewed.

Three criteria that could contribute to a culture's operational relevance to the Special Forces were identified. These criteria were:

- Size: Independent of location or participation, a culture that is of sufficient size to make an impact on regional or global affairs. Cultures composed of less than a million people were generally eliminated.
- Location: Independent of size or participation, a culture that is located at or controls a strategically significant site (mineral resources, straits, passes, political boundaries, etc.).
- Participation: Independent of size or location, a culture is in the recent (post-1945) historical record as playing a political and/or military role in the affairs of its region.

Once determined to be unique, a culture assumed operational relevance if it met any of the criteria regarding size, location, or participation. The three final criteria were applied to data concerning all 839 distinct cultures to identify those of operational relevance. Apart from the

pass/fail determination of operational relevance, no effort was made to prioritize the cultures with each other — partly because such a ranking will change frequently. Nevertheless, even though the relative priority may be dynamic, the culture's operational relevance should remain constant.

Applying the three relevance criteria, 187 cultures were determined operationally-relevant to Special Forces requirements (see Appendix C):

- Circum-mediterranean: 22 of the 55 cultures.
- Continental Eurasian: 57 of the 107 cultures.
- African: 36 of the 129 cultures.
- Central Asian: 20 of the 42 cultures.
- East Asian: 11 of the 27 cultures.
- Indo-Asian: 22 of the 54 cultures.
- American: 4 of the 256 cultures.
- Circumpolar: None of the 40 cultures within this region were determined to be of operational relevance to Special Forces requirements.
- Oceanian: 13 of the 118 cultures.
- Hybrid Cultures: 9 of the 11 cultures.

#### IV. IDENTIFY AND PRIORITIZE CULTURAL SKILLS

Task 2 of the project was to develop a methodology to identify and prioritize cultural communication behaviors required to perform specific missions within specific cultures and apply this methodology to a Special Forces mission to be performed within a culture. Foreign internal defense (FID) was selected as the mission and Arabs of West Asia as the culture.

Task 3 of the project was to refine the methodology by applying it to two additional missions to be performed within two additional cultures. The Government selected an unconventional warfare (UW) mission to be performed within the Russian culture and a foreign internal defense mission to be performed within the Cuban culture.

The methodology used was the development and application of the Cultural Communication Skills Template concept. This methodology begins with hierarchically-structured outlines intended to encompass the complete information domains (all possible information) that could pertain to individual cultures and missions. The templates are deliberately structured to distill and organize these information domains to provide logical links to specific cultural communication behaviors and specific mission elements.

Achieving the outcomes of both tasks within this concept involved the development of: a *generic cultural communication skills template* that could be used to describe any culture and that identified notional behaviors; *culture-specific cultural communication skills templates* to describe specific cultures and identify culture-specific behaviors; *mission templates* to identify mission elements; *weighting methods* to assign values to cultural behaviors and mission elements; and *crosswalks* to link mission elements to cultural topics and to merge cultural behavior and mission element weightings to create values that could be used to rank-order cultural communication skills training requirements.

##### Generic Cultural Communication Skills Template

The objective of this step was to develop a master or generic culture template that could be applied to any of the 839 distinct cultures identified during Task 1. The generic template represents a taxonomy for organizing the information domain of *any* culture. It is essentially a structured outline with headings designed to cover all possible information that could pertain to any culture with the objective of providing sufficient detail in a logical format to enable identification of notional communication behaviors. Development of the generic template required:

- Reviewing the literature, with an emphasis on the organizing principles employed by cultural anthropologists.
- Modifying the organizing principles by adding criteria developed in Task 1.
- Developing drafts for internal review.
- Organizing a working conference attended by experts in the field.
- Reviewing and modifying the drafts based on further literature review and on inputs by cultural experts.
- Making periodic judgments regarding the utility of the template as a method for developing lists of behaviors.

- Applying the generic template to the development of culture-specific templates.
- Revision based on insights gained from using the template.

Cultural communication behaviors were defined as:

*Acts that can carry positive emotional value within a culture if done correctly or negative emotional value within a culture if done incorrectly; and skills needed to survive and operate within a culture.*

To identify notional communication skills or behaviors, attention was initially focused on the sets of criteria — psychological profile and shared history — developed during Task 1 to identify distinct cultures. These criteria, as shown below, formed the basis for the first sets of template topics:

I. Cultural Core/Psychological Profile/Human Factors

- A. Cultural values
- B. Relationships
- C. Motivations

II. The Culture's Shared History

- A. Historical tradition
- B. Social structures
- C. Manners/protocol
- D. Linguistic characteristics
- E. The arts
- F. Science and technology
- G. Culinary tradition
- H. Recreation and leisure
- I. Sports
- J. Vice
- K. Hygiene
- L. Ethnic or minority groups

Each of the topics noted above was expanded, creating logical subtopics to narrow the focus to a level of detail that enabled specific communication or behaviors to be identified. As noted above, these communication behaviors were identified by examining a specific topic area of the template and responding to two questions:

- Is there a behavior associated with the topic that could carry emotional value if done correctly or incorrectly?
- Is there a behavior associated with the topic that could be needed for survival (operating in the culture) — or that would make survival easier?

Although the thrust of this project was to focus on culture, it is impossible to avoid dealing with topics driven by the interaction of culture with nationality and geographic location. Consequently, a third major category was developed to accommodate these national and regional considerations:

### III. National/Regional Considerations

- A. Geography
- B. The polity — relationship between the cultural and political organizations
- C. Legal system
- D. Military Institutions
- E. Economic structure
- F. Finance
- G. Buying/leasing/selling goods and services
- H. Housing
- I. Health
- J. Communications
- K. Transportation
- L. Educational system

The then-current working draft of the generic culture template was presented to a panel of experts for their review (see Appendix D for the conference report). The experts confirmed the concept and suggested detailed revisions to the template's organization. Of equal value, they added topics for consideration and identified additional generic behaviors. In addition, while confirming the generic template's value as a training needs assessment tool, the experts found its applicability considerably broader than originally envisaged, e.g., use as an interview protocol or as a tool for strategic analysis.

Experts at the conference stressed that gender differences, differences between rural and urban outlooks, and differences between civil and military outlooks can modify the basic behavioral patterns within a given culture. One suggestion to accommodate such differences would be to use modern computer technology to develop a multi-dimensional version of the template. While this suggestion had genuine merit, the resources, time, and cost that would be involved lay far outside the scope of this project. Recognizing, however, that the template should be able to accommodate such distinctions, the following footer was placed in the template:

In each case consider: Both acceptable and unacceptable behavior; gender differences; differences between urban and rural segments of the culture; differences between civil and military segments of the culture; sources of tension within the culture regarding the issue; latitude/tolerance provided by members of the culture to non-members

Following the conference, the working draft of the generic culture template was refined by incorporating the experts' recommendations and adding information gleaned from continued literature review. The working draft was submitted to the Government at the end of Task 2 and was used to develop culture-specific templates of the Russian and Cuban cultures in Task 3. Of particular value in Task 3 were the comments of the additional outside cultural experts as they applied the generic template to their culture or area of expertise. Their insights led to further refinement of the generic culture template. The refinements improved the generic template's descriptive utility and more clearly linked the notional behaviors to the template topics.

The *Cultural Communication Skills Template: Generic* was submitted to the Government during Task 5.<sup>1</sup> This template covers the possible information domain of any culture and identifies 919 notional behaviors. In general, the notional behaviors are linked to the fourth level of the template (except where a fourth level does not exist). A description of the template and elements of the templating process is contained in the template's preface (see Appendix E).

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<sup>1</sup> See Wise, J. C., Leaver, B. L., Franke, E., & Kozumplik, P. (1997). *Cultural Communication Skills Template: Generic*. Misenheimer, NC: North Carolina Center for World Languages & Cultures.

## Arabs of West Asia Cultural Communication Skills

### Template Development

Using the generic template as a starting point, a culture-specific template that describes the Arabs of West Asia culture and pertinent behaviors was developed through:

- Further literature review, focusing on the Arabs of West Asia culture, with emphasis on the organizing principles contained in the generic template.
- Developing draft iterations of the culture-specific template for internal review and for review by outside experts from various disciplines.
- Organizing and conducting a conference attended by cultural experts.
- Reviewing and modifying the drafts based on inputs by cultural experts and cultural informants.
- Final review by an expert on Arab culture and final modification based on the comments provided by the expert.

Relevant literature pertaining to the Arabs of West Asia culture was reviewed (see Appendix F). The review resurfaced an issue originally raised during the identification of unique cultures — do the Arabs of West Asia represent one culture or is the culture of the Levantine Arabs substantively different from that of the Gulf Arabs? It was confirmed that the Gulf Arabs represent a conservative/traditional manifestation and the Levantine Arabs represent a cosmopolitan/modern manifestation of the same culture.

A draft Arabs of West Asia culture template that included a preliminary list of behaviors was developed and presented to a panel of experts at the conference for their review and input. During the conference (again see Appendix D for the conference report), the experts confirmed the culture's scope, provided editorial and substantive comments regarding the accuracy of the template in describing the culture, identified behaviors to add to the template, and modified proposed criteria for assessing the importance of those behaviors. The discussions also led to consideration of the various regional subsets of the culture and developed overall themes regarding the culture.

Following the conference, the Arabs of West Asia culture template was refined by incorporating the recommendations submitted by the experts and adding information gleaned from continued literature review. A qualified Arabist then reviewed the draft and made final recommendations. A *Cultural Communication Skills Template: Arabs of West Asia* was produced and presented to the Government at the end of Task 2.<sup>2</sup>

Of note are some structural differences between the generic template and the Arabs of West Asia template. In general, if a behavior from the generic template was not verified by review of the literature or by a culture informant, it does not appear in the Arabs of West Asia template. Furthermore, in this instance, a country was not specified by the Government. Because specific behaviors could not be associated with some topics, significant portions of Part III (National/Regional Considerations) in the generic culture template do not appear in the Arabs of

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<sup>2</sup> See Franke, E., Leaver, B. L., Wise, J. C., & Kozumplik, P. (1996). *Cultural Communication Skills Template: Arabs of West Asia*. Misenheimer, NC: North Carolina Center for World Languages & Cultures.

West Asia culture template. To maintain consistency and to facilitate comparison with other templates to be developed, the numbering system of the generic culture template was retained.

The *Cultural Communication Skills Template: Arabs of West Asia* identifies 448 discrete behaviors. It must be emphasized that no consideration was ever given to possible missions during the development of this template. As a result, the product pertains only to one culture but it is of equal validity to all possible missions.

### **Prioritizing Arabs of West Asia Cultural Behaviors**

The objective of this activity was to prioritize the behaviors identified in the *Cultural Communication Skills Template: Arabs of West Asia* in accordance with their relative importance within that culture. All behaviors contained in the template were prioritized using cluster analysis and cultural informants, who participated in three sequential focus groups.

Twelve cultural informants participated in the first (Phase I) focus group, ten of the original twelve participated in the second (Phase II) focus group, and five of those participating in the second focus group participated in the third (Phase III) focus group.

With two exceptions, the cultural informants were mature native Arabs born and raised in the culture who simultaneously were experienced teachers — teaching Arabic to speakers of American English or teaching English to speakers of Arabic. In all cases, their residency in a metropolitan area gave them experience in dealing with American culture. Furthermore, the process of language teaching necessarily involves teaching culture because many words, or even concepts, do not translate verbatim. As a result, all of the cultural informants were accustomed to examining their own culture to a greater degree than is typical.

#### **Phase I**

Each cultural informant was provided with an explanation of the purposes and objectives of the focus group and a demographic data form to provide background information concerning their expertise. Each was also provided the draft *Cultural Communication Skills Template: Arabs of West Asia*, an explanation of the rating scale, and a rating form.

Cultural informants were asked to review the topical context for each of the 448 behaviors contained in the draft *Cultural Communication Skills Template: Arabs of West Asia* to determine an appropriate rating for each based on a seven-point Likert scale, and to record their individual assessments on their rating forms (see Appendix G for copies of instructions given to focus group participants). The focus group facilitator emphasized that this was to be an individual exercise; that collaboration was not acceptable. The cultural informants immediately noted that the degree of cultural reaction to specific behaviors could vary widely by subregion and by country. The facilitator agreed and instructed them to consider the worst case in each instance.

Cluster analysis and descriptive statistics were performed using these ratings. At the end of the first phase, a large number of the behaviors had the same mean rankings. These were placed into 20 clusters, which served as the basis for the Phase II focus groups.

#### **Phase II**

In the Phase II focus groups, ten of the original twelve cultural informants assessed the 448 behaviors in terms of the 20 clusters resulting from the analysis performed during Phase I. They used the same scenario (see Appendix G) and were instructed to work independently.

The seven-point scale used in this phase was designed to force the cultural informants to compare individual behaviors to the other behaviors contained in the same cluster. The scale had anchors only at the extreme points, in which "1" represented *less impact than other behaviors in the cluster*, and "7" represented *more impact than other behaviors in the cluster*. Furthermore, the cultural informants were required to make forced choices. Thus, if a cluster contained 28 behaviors, participants were instructed to assign each of the seven scale points to four distinct behaviors. Similarly, if a cluster contained nine behaviors, participants were required to assign each of the seven scale points to at least one behavior. In this example, any of the seven scale points could be assigned to the two remaining behaviors.

Following the second focus group, cluster analyses were performed and 76 clusters of behaviors were identified and addressed in Phase III.

### Phase III

Five of the cultural informants participating in the Phase II focus group participated in the Phase III focus group. The protocol remained the same as that used in the preceding workshops. This time, ranking the behaviors that remained in each cluster was to be effected by discussion and consensus.

Moving through each of the 76 clusters of behaviors, the consensus discussion focused on rank-ordering the tied behaviors within each cluster. When consensus was reached, the behaviors within the cluster were rank-ordered. When consensus could not be reached, the majority opinion determined the final ratings.

Analysis of the Phase III data generated discrete weights for each of the 448 specific behaviors contained in the *Cultural Communication Skills Template: Arabs of West Asia* from which a prioritized list was produced (see Appendix H).

## **Russian Cultural Communication Skills**

### **Template Development**

The objective and methodology employed to develop the Russian culture template were the same as those used to develop the Arabs of West Asia culture template.

Using the generic culture template as a starting point, a draft Russian culture template was developed based on a review of the literature (see Appendix I). This draft was presented at a workshop to a group of Russian and American scholars of Russian culture with recent first-hand experience observing changes in Russian culture. Following their input regarding content and behaviors the draft was further refined and then presented to an expert on Russian culture for final review. The Russian culture template was revised based on comments received and a final version of the *Cultural Communication Skills Template: Russian* was presented to the Government at the completion of Task 3.<sup>3</sup>

As with the Arabs of West Asia culture template, there are structural differences between the generic culture template and the Russian culture template. In general, if a topic or behavior from the generic template was not verified by literature review or by a culture informant, it does not

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<sup>3</sup> See Franke, E., Leaver, B. L., Kozumplik, P., & Wise, J.C. (1996). *Cultural Communication Skills Template: Russian*. Misenheimer, NC: North Carolina Center for World Languages & Cultures.

appear in the Russian template. However, to maintain consistency and to facilitate comparison with the other templates, the numbering system of the generic culture template was retained.

The *Cultural Communication Skills Template: Russian* identifies 419 discrete behaviors. Again, no consideration was ever given to possible missions during the development of this template. As a result, although the product pertains to one culture, it is equally valid to all possible missions.

### **Prioritizing Russian Cultural Behaviors**

The objective of this activity was to prioritize the behaviors identified in the *Cultural Communication Skills Template: Russian* in accordance with their relative importance within that culture.

The behavior weighting process for the Russian culture was identical to that described for the Arabs of West Asia culture. A group of cultural informants — well-educated, relatively-recent emigres from Russia — was assembled. Following a protocol identical to that used in weighting Arabs of West Asia behaviors (see Appendix G), three sequential focus groups were conducted. Fifteen cultural informants participated in the first group, ten of those fifteen in the second group, and five of the ten from in the second group participated in the third group.

As a result of the focus groups, discrete weights were generated for each of the 419 specific behaviors contained in the *Cultural Communication Skills Template: Russian* and a prioritized list was produced (see Appendix J).

There are two major differences between the Russian and the Arabs of West Asia templates. First, as was also the case with Cuba, the culture was closely identified with a specific nation-state. Consequently, it was necessary to expand considerably the information and behaviors included in Part III. The separation of nationality or country-driven information and behaviors was considered a strength of the templating process.

Second, as noted in the text of the template, it must be noted that not only is the Russian nation in transformation, Russian culture may also be changing. All of the experts consulted urged caution and close attention to the change process and many were skeptical of the proposition that the Russians would return to some vaguely defined pre-communist cultural roots. Most observers of Russian culture expected it to continue to evolve rapidly in new directions and none was confident of predicting the future course of change.

## **Cuban Cultural Communication Skills**

### **Template Development**

The objective and methodology employed to develop the Cuban culture template were the same as those used to develop the Arabs of West Asia and Russian culture templates.

Again using the generic culture template as a starting point, a draft Cuban culture template was developed based on additional literature reviews (see Appendix K). This draft was presented to a group of Cuban and American scholars with recent first-hand experience observing the changes in Cuba. The draft Cuban template was revised based on their input, reviewed by a final

expert, and revised again. The final *Cultural Communication Skills Template: Cuban* was delivered to the Government at the end of Task 3.<sup>4</sup>

As with the Arabs of West Asia and Russian culture templates, there are structural differences between the generic culture template and the Cuban culture template. In general, if a topic or behavior from the generic template was not verified by review of the literature or by a cultural informant, it does not appear in the Cuban template. However, to maintain consistency and to facilitate comparison with the other templates, the numbering system of the generic culture template was retained.

The *Cultural Communication Skills Template: Cuban* identifies 455 discrete behaviors. Again, no consideration was ever given to possible missions during the development of this template. As a result, the product pertains only to one culture but it is of equal validity to all possible missions.

### **Prioritizing Cuban Cultural Behaviors**

The objective of this phase was to prioritize the behaviors identified in the *Cultural Communication Skills Template: Cuban* in accordance with their relative importance within that culture.

All cultural behaviors contained in the draft *Cultural Communication Skills Template: Cuban* were prioritized by well-educated cultural informants participating in three facilitator-guided, sequential focus groups. The challenges of dealing with a culture under stress and relative paucity of direct access to the culture led to the addition of an additional criterion for the selection of cultural informants. This was the requirement that none of the informants could have left the culture more than two years prior to participation in the focus groups. As a consequence, translations of the templates, protocols and forms, and an interpreter, were available during the focus groups.

The behavior weighting process for the Cuban culture was identical to that described for the Russian culture. Again, three sequential focus groups were conducted. Fifteen cultural informants participated in the first focus group, ten of those fifteen in the second, and five of the ten participating in the second participated in the third focus group.

Phase I of the Cuban focus groups produced results that were an interesting variation from those obtained in Phase I of the Arabs of West Asia or Russian behavior focus groups. Virtually all of the initial Cuban ratings were clustered at the low end of the scale, whereas the Phase I results of the Arabs of West Asia and Russian ratings were more evenly distributed. This possibility was not anticipated so, fascinating as the results were, no supported conclusions could be drawn from this very skewed distribution.

It will be recalled that in Phase I, each informant was asked to rate each behavior on a scale from 1 to 7 (see Appendix G). At the end of the first phase of the behavior weighting for each culture, the mean score for each behavior was computed to prepare for Phase II. During the first phase of the Cuban rating, however, virtually all behaviors received a mean score of 3 or less. After considerable review, and upon careful consideration of the long-range purposes of the project, it was decided to exclude from further consideration any behaviors with a mean rating below 2 (little or no negative impact). The basis for this decision was simply that, in subsequent phases, the informants would be asked to discriminate between hundreds of behaviors that they had already determined have little or no impact on effective interaction with members of the culture.

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<sup>4</sup> See Kozumplik, P., Franke, E., & Wise, J. C. (1996). *Cultural Communication Skills Template: Cuban*. Misenheimer, NC: North Carolina Center for World Languages & Cultures.

After eliminating the low-rated behaviors, the focus group process proceeded through the second and third phases as before, assigning weights only to the 74 remaining behaviors.

This resulted in a prioritized listing of 74 behaviors from the 455 contained in the draft *Cultural Communication Skills Template: Cuban* (see Appendix L).

Several observations may be made regarding the Cuban culture template. As with the Russian culture, the Cuban culture is inextricably linked to a specific nation. To some extent this was anticipated in Task 1 of this project where several cultures (Cuban among them) were identified as *hybrid*, i.e., showing elements derived from several cultures merged to become a unique and distinct culture. However, a particular challenge relating to Cuba was describing the culture *as it is*, as opposed to the culture *as it is remembered* by the Cuban expatriate community (the primary source of scholars on Cuba). Furthermore, partly stemming from idiosyncrasies at the core of Cuban culture itself, any discussion of Cuba today quickly becomes intensely politicized.

Another challenge appears to be an aspect of communist social organizations worldwide. It appears that they tend to soften the intensity of underlying cultural features. Clearly Cuba as it exists today is quite dissimilar from the Cuba being remembered, and it is very likely to be quite different from the Cuba that will emerge after Fidel Castro Ruz passes from the scene.

Lastly, a simple-sounding set of phrases that surfaced during the Cuban conference have great resonance when considering Cuban culture:

- Cuba is an island: Cuba is *insular*, isolated, and somewhat unique.
- Cuba is a big island. There is variation on the island simply because of its size.
- Cuba is only 90 miles from the United States. Cuba has *always* interacted with the United States; there has been a constant interchange of people and ideas for all of our 300+ years of shared history.

### **Mission Templates**

A mission template is a structured outline of the elements that constitute the mission. Mission templates are developed based on analysis of the doctrinal and training documents, and on the review and comments of subject-matter experts (SMEs).

#### **Foreign Internal Defense**

The objective of this activity was to identify the elements of the foreign internal defense mission. This involved the following steps:

- Reviewing the literature, with emphasis on the Government-furnished materials.
- Developing drafts for review by mission experts.
- Conducting a conference attended by experts in the field.
- Reviewing and modifying the drafts based on inputs by mission experts.

A review of literature provided by the Government related to the foreign internal defense mission was conducted. The literature reviewed included: *Training the Force (FM 25-100)* (Department of the Army, 1988b), *Doctrine for Army Special Operations Forces (FM 100-25)* (Department of the Army, 1991), *Job Analysis of Special Forces Jobs* (Russell et al., 1994), *Joint Special Operations Awareness Program (JSOAP) Reference Manual* (Kapos Associates, 1994), and *Standing Operating Procedures for Special Forces Operational Detachments in Unconventional Warfare (ST 31-187)* (USAJFKSWC, 1975). The key document proved to be *Mission Training Plan for the Special Forces Company: Foreign Internal Defense (ARTEP 31-807-33-MTP)* (Department of the Army, 1990).

From these documents, elements of the foreign internal defense mission were identified as *advise host-nation counterparts, train host-nation forces, and evaluate military effectiveness of host-nation forces.*

Recognizing that essential supporting activities must be performed within the culture to accomplish the mission activities, mission support elements of *command and control, security, and combat service support (or logistics)* were added.

The foregoing elements covered mission execution and the support of mission execution. However, in a typical foreign internal defense mission, soldiers do not spend all of their time performing the mission. As a result, cross-cultural misunderstandings can and do occur during non-duty time through activities not directly related to mission tasks. Furthermore, some activities, such as personal finance, recreation, and the ability to maintain links to family and friends at home, are essential for morale support. Accordingly, a *personnel support* element was added to the foreign internal defense mission template.

At the conference mentioned previously (see Appendix D), a separate working group composed of active and retired soldiers examined the draft foreign internal defense mission template and a notional composite template. These experts achieved consensus regarding the broad outline of the foreign internal defense mission template — to include the importance of the personnel support element. Even though off-duty time is not covered in any mission documentation, the experts confirmed the possibility and importance of cross-cultural communications challenges during non-duty time. The experts made other, minor recommendations that were incorporated into the template.

The outcome, the draft *Foreign Internal Defense Mission Template* (see Appendix M) contains seven mission elements, each with appropriate subelements.

Having identified them, it was necessary to weight each of the seven elements of the foreign internal defense mission.

Twenty-three members of the SWCS staff and faculty, including 3 majors, 3 captains, 4 chief warrant officers, 4 master sergeants, and 9 sergeants first class were recruited to accomplish mission element weighting. Each of these individuals was conversant with and experienced in performing foreign internal defense missions. They accomplished the weighting in a single, facilitated focus group.

Mission raters were provided with a brief explanation of the project and an explanation of the mission elements to be rated. Each then independently completed a two-part worksheet assessing the mission elements two different ways. Part 1 of the worksheet required the raters to make paired comparisons of each mission element while Part 2 asked the raters to rate the importance of the mission element on a seven-point scale in which "7" was most important and "1" was least important to mission success (see Appendix O). Two of the worksheets were incorrectly

completed and therefore discarded. Consequently, the analysis and final weightings were based on 21 assessments. The results are shown in the following tables:

Table 1 - Paired Comparisons (FID)

|            | Total | Mean | Median | SD   | Max | Min |
|------------|-------|------|--------|------|-----|-----|
| Adv/Assist | 74    | 3.52 | 4      | 1.72 | 6   | 1   |
| Train      | 99    | 4.71 | 5      | 1.14 | 6   | 2   |
| Eval       | 57    | 2.71 | 3      | 1.61 | 5   | 0   |
| C&C        | 52    | 2.47 | 3      | 1.23 | 5   | 0   |
| Security   | 92    | 4.38 | 5      | 1.62 | 6   | 2   |
| CSS        | 43    | 2.04 | 2      | 1.49 | 5   | 0   |
| Pers Spt   | 24    | 1.14 | 1      | 1.10 | 3   | 0   |

Table 2 - Element ratings (FID)

|            | Total | Mean | Median | SD   | Max | Min |
|------------|-------|------|--------|------|-----|-----|
| Adv/Assist | 123   | 5.85 | 6      | 1.23 | 7   | 3   |
| Train      | 129   | 6.14 | 7      | 1.42 | 7   | 1   |
| Eval       | 110   | 5.23 | 5      | 1.57 | 7   | 2   |
| C&C        | 89    | 4.23 | 4      | 1.57 | 7   | 1   |
| Security   | 125   | 5.95 | 7      | 1.35 | 7   | 3   |
| CSS        | 96    | 4.57 | 4      | 1.53 | 7   | 2   |
| Pers Spt   | 79    | 3.76 | 4      | 1.67 | 7   | 1   |

The correlation between the means of the paired comparisons and the element ratings was .94. The means of the paired comparisons scores were chosen as the mission weighting values because they were as reliable as the element rating scores and more finely discriminated the mission elements.

The final weightings prioritized the elements of the foreign internal defense mission as follows:

|                        |      |
|------------------------|------|
| Train:                 | 4.71 |
| Security:              | 4.38 |
| Advise and assist:     | 3.52 |
| Evaluate:              | 2.71 |
| Command and control    | 2.47 |
| Combat service support | 2.04 |
| Personnel support:     | 1.14 |

The foreign internal defense mission elements weightings were crosswalked with the Arabs of West Asia culture in Task 2 and with the Cuban culture in Task 3.

## Unconventional Warfare

With one exception, the methodology used to develop the foreign internal defense mission template was followed in the development of the unconventional warfare mission template — in lieu of a conference, a draft of the template was provided to the SWCS project officer for review.

Government-provided materials were reviewed and analyzed to identify the elements of an unconventional warfare mission. The sources included those cited previously with the addition of *Mission Training Plan for the Special Forces Company: Unconventional Warfare* (ARTEP 31-807-30-MTP) (Department of the Army, 1988a).

Analysis of the unconventional warfare mission proved more difficult than analysis of the foreign internal defense mission. Whereas the latter mission is relatively straightforward, the unconventional warfare mission is more complex. Similarly, although doctrinal publications concerning the foreign internal defense mission clearly defined the parameters of that mission, comparable clarity was lacking in documents describing the unconventional warfare mission. Indeed, no single document accurately describes all aspects of unconventional warfare mission requirements; the emphasis is almost entirely on guerrilla warfare, virtually ignoring those aspects of the mission pertaining to operations and support of the underground and auxiliary elements of an insurgent movement.

The major mission execution elements of the unconventional warfare mission were *advise and assist* and *train*. The *advise and assist* includes: organization (guerrilla, underground, and auxiliary), political-military integration (strategy, force development, deployment), operations, and operational support (recruitment, command and control, intelligence and security, logistics).

As was the case with the foreign internal defense mission, key aspects of mission support for the Special Forces themselves must be performed within the culture and can therefore drive requirements for cultural communication skills. Accordingly, mission support elements — *command, control, and communications, intelligence and security, logistics, and psychological operations support* — were added.

Because the members of Special Forces elements performing an unconventional warfare mission work with an insurgency rather than with an established government, the issue of interacting with members of the culture during off-duty time does not arise. Accordingly, it was determined that the personnel support aspects important to the foreign internal defense mission need not be considered in performing the unconventional warfare mission.

As noted above, the draft unconventional warfare template was provided to and approved by the SWCS project officer (see Appendix N for final template).

Having identified the six elements of the unconventional warfare mission, it was necessary to weight them.

Sixteen mission SMEs were recruited from the SWCS staff and faculty to rate the elements of the unconventional warfare mission. All were experienced Special Forces soldiers; they included 2 majors, 1 captain, 2 chief warrant officers, 1 sergeant major, 2 master sergeants, 7 sergeants first class, and 1 staff sergeant. All raters were thoroughly conversant with all aspects of the unconventional warfare mission as well as with the doctrinal and training publications associated with that mission. The six unconventional warfare mission elements were rated during a single, facilitated focus group.

During the unconventional warfare mission rating session, the raters were provided with a brief explanation of the project and the mission elements to be rated. Each then independently

completed a two-part worksheet assessing the mission elements two different ways. Part 1 of the worksheet required the raters to make paired comparisons of each mission element while Part 2 asked the raters to rate the importance of each mission element on a seven-point scale (in which 7 was most important and 1 was least important to mission success). Copies of the instructions and rating worksheets are attached as Appendix O. The analysis performed on the raters' assessments is shown in the following tables:

Table 3 - Paired Comparisons (UW)

|          | Total | Mean | Median | SD   | Max | Min |
|----------|-------|------|--------|------|-----|-----|
| Adv/Asst | 66    | 4.12 | 4      | 0.88 | 5   | 2   |
| Train    | 51    | 3.18 | 4      | 1.05 | 5   | 2   |
| C3       | 23    | 1.43 | 2      | 0.90 | 3   | 1   |
| I&S      | 58    | 3.62 | 4      | 1.45 | 5   | 0   |
| Log      | 24    | 1.50 | 2      | 0.82 | 3   | 0   |
| PSYOP    | 13    | 0.81 | 1      | 1.50 | 4   | 0   |

Table 4 - UW Element Ratings (UW)

|          | Total | Mean | Median | SD   | Max | Min |
|----------|-------|------|--------|------|-----|-----|
| Adv/Asst | 105   | 6.56 | 7      | 0.89 | 7   | 4   |
| Train    | 99    | 6.18 | 6.5    | 0.98 | 7   | 4   |
| C3       | 66    | 4.12 | 4      | 1.95 | 7   | 2   |
| I&S      | 96    | 6.00 | 6      | 1.21 | 7   | 3   |
| Log      | 83    | 5.18 | 5      | 1.37 | 7   | 3   |
| PSYOP    | 62    | 3.87 | 4      | 1.70 | 7   | 1   |

Again, the correlation between means of the paired comparisons and those of the element ratings was .94. As a result, the mean of the paired comparisons were chosen as the mission weighting values because they more finely discriminated the mission elements.

The final weightings prioritized the elements of the unconventional warfare mission:

|                                   |      |
|-----------------------------------|------|
| Advise and assist:                | 4.12 |
| Intelligence and Security:        | 3.62 |
| Train:                            | 3.18 |
| Logistics:                        | 1.50 |
| Command, control, communications: | 1.43 |
| PSYOP:                            | 0.81 |

The unconventional warfare mission element ratings were crosswalked with the Russian culture in Task 3.

## Culture/Mission Crosswalk

Linking mission elements to the behaviors identified in the cultural templates was the next step in developing prioritized lists of cultural skills training requirements. During Task 2 a *composite template* was created to link behaviors pertaining to the Arabs of West Asia culture with the elements of the foreign internal defense mission (see Appendix P). The mechanics of constructing the composite template proved complex, cumbersome, time-consuming, and potentially confusing. During Task 3, *topic/mission element crosswalk worksheets* were developed to link cultural behaviors to mission elements. These topic/mission element crosswalk worksheets replaced the composite template and accomplished the same objective. At the same time, they provided a streamlined process more amenable to review and potential revisions.

Two distinct topic/mission element crosswalk worksheets were developed, one for the foreign internal defense mission and one for the unconventional warfare mission. Herein, the first four levels of the generic culture template's topic hierarchy were reproduced as the first column of each worksheet. The elements of the foreign internal defense mission headed the remaining columns of the first worksheet while the elements of the unconventional warfare mission headed the subsequent columns of the second worksheet.

The worksheets were used to determine the relevance of each generic culture topic to each mission element. This was a simple yes/no determination — either the topic was relevant to a mission element or it was not. If the topic was relevant, an "X" was placed in the cell where the cultural topic and the mission element intersected; if it was not, the cell was left blank.

Two topic/mission element crosswalk worksheets were produced, one identifying the relevance of generic cultural topics to elements of the foreign internal defense mission (see Appendix Q) and the other identifying the relevance of these topics to the unconventional warfare mission (see Appendix R). It should be noted that, since these worksheets link the mission elements to *generic* cultural topics, they can be used with any subsequently-developed culture-specific template.

When the topic/mission element crosswalk worksheets were completed, the results were matched to the behaviors associated with the topics in the appropriate culture-specific templates and the final tables were constructed. Mission element scores were adjusted to a metric in the range of 0 - 7 (the same range used in the behavior weightings). These scores were linked to the mission element "X's" in the table. Culture weights for the behaviors from Appendices H, J, and L were inserted into the tables. Finally, mission element weights were summed and combined with behavior weights.

For each of the three combinations of cultures and missions, the procedures described above generated a list of specific cultural behaviors, prioritized in terms of the mission to be performed within that culture (see Appendices S, T, and U).

In each case, the prioritization of cultural behaviors is sensitive to both the culture and a specific mission. Because specific cultural communication skills are identified and are then prioritized within the contexts of both culture and mission, Special Forces commanders and training managers can make informed decisions regarding what should be taught. This empowers commanders and training managers to be specific regarding the instructions they provide to courseware developers. As a result, distortions caused by the subjective bias and personal interests of the courseware developer (often a cultural subject-matter expert) are avoided and the training is directly focused on mission requirements.

Certain aspects of this methodology should be highlighted in the interest of further development of this approach. To reiterate, each mission template and its mission elements were linked to the cultural topics (fourth level or higher) of the generic template in the topic/mission element crosswalk worksheet prepared for that mission. This linkage was made without regard to a specific culture and should be constant across all cultures. Since the behaviors of the culture-specific templates are also linked to fourth or higher level topics, and since these topics are the same as those in the generic template, a direct association can be made between the linkage of mission elements to culture-specific behaviors. Once behavior weighting has been done for a culture, that culture's behaviors can be linked to any mission for which a topic/mission element crosswalk worksheet has been completed.

Mission weighting and culture weighting were given equivalent value in establishing the final prioritization. This was quite simply a judgment call since the relative importance of mission and culture had never before been investigated in a comprehensive manner. The appropriateness of this judgment is worthy of further investigation.

### Training Development

Development of a preliminary prioritized list of cultural communication skills training requirements represented the last step of the templating process. The prioritized lists of behaviors resulting from the templating methodology are considered *preliminary* because they do not account for other factors that must be considered before final training requirements are established. Once a Special Forces unit commander or training manager is given a preliminary prioritized list of cultural communication skills training requirements, he should review it to assess two factors:

- The existing knowledge, skills, and abilities (KSAs) of the soldiers who will execute the mission. Factors to be considered would include prior experience with or exposure to the culture, prior cultural communication skills training, and ethnic or religious backgrounds and knowledge.
- Operational requirements and details not contained in generic mission descriptions. For example, while a foreign internal defense mission could include driving vehicles within the culture, specific mission constraints might forbid driving.

Based on his assessment of the foregoing factors, the Special Forces commander or training developer should delete cultural behaviors based on his soldiers' KSAs and those behaviors that do not apply to specific mission requirements. Although some behaviors would be deleted from consideration for training, *the relative prioritization of those remaining does not change.*

The Special Forces commander or training manager next must consider the available training time and the time it takes to train the behaviors. Beginning with the most important behavior, he should estimate the time required to train each behavior, continuing down the prioritized list until the available time for cultural communication skills training is exhausted. The behaviors that will be taught must then be clustered into logical groups, which in turn must be sequenced for instruction.

Although not all cultural communication skills will be taught, the complete process assures Special Forces commanders or training managers that the resulting training is focused on those behaviors that are most critical to the success of his mission. They thereby make most productive use of limited training time.

## V. DEVELOP AND DELIVER COURSEWARE

The objective of Task 4 of the project was to develop two courses of instruction. The first was to explain the methodology used to identify and prioritize cultural communication skills (or behaviors) within the context of a specific culture and mission. The second course was to illustrate how a course teaching cultural behaviors identified as critical to a specific mission within a specific culture might be designed and taught. Task 5 was to teach the two courses developed.

### Template Process Course

The Government required a four-hour course of instruction to be developed that described the work performed during Tasks 1 and 2 of the project, specifically:

- The process of identifying world cultures of operational relevance to Special Forces requirements.
- The methodology of identifying and prioritizing cultural communication skills pertaining to a specific culture in terms of a Special Forces mission to be performed within that culture.

The template process course was to be designed for a student population of training managers and course developers from the SWCS staff and faculty and was to include all pertinent materials.

Course strategy was prescribed by the Government: four instructional hours, lock-step, group-paced, instructor-dependent, paper-based materials. Given these constraints, courseware was developed in accordance with the U.S. Army's instructional systems development (ISD) process to address the following topics:

- Identifying world cultures relevant to Special Forces requirements.
- Developing the generic cultural communication skills template.
- Developing the Arabs of West Asia culture-specific template and weighting of the cultural behaviors identified.
- Developing the foreign internal defense mission template and the weighting of the mission elements identified.
- Prioritizing of cultural behaviors within the mission context.

The resulting courseware, entitled *Determining Cultural Communication Skills Training Requirements for Special Forces Personnel Conducting a Foreign Internal Defense Mission in Oman*, included a program of instruction (POI), instructor handbook (with a suggested script), overhead transparencies, and student handouts.<sup>5</sup>

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<sup>5</sup> See Hannaman, D. L. (1997). *Determining Cultural Communication Skills Training Requirements for Special Forces Personnel Conducting a Foreign Internal Defense Mission in Oman*. (1997). Misenheimer, NC: North Carolina Center for World Languages & Cultures.

## Cultural Communication Skills Course

The Government required a six-hour course of instruction be designed and developed to illustrate how the cultural communication skills identified and prioritized through the templating process might be taught.

The mission scenario upon which this course was to be based involved an A Detachment deploying to the Sultanate of Oman to train the Royal Omani Police. This mission was to be six months in duration, performed during the course of the normal Omani work week by soldiers unfamiliar with the region, the culture, and the nation. The soldiers would be housed in a Muscat hotel during the course of the mission.

The Government also specified that this course was to include all pertinent materials. The course was to be designed for delivery to a student population with no knowledge of or experience in dealing with members of the Arabs of West Asia culture.

The strategy, instructional media, and instructional times for this course were also prescribed by the Government: six instructional hours, lock-step, group-paced, instructor-dependent, paper-based materials. Within these constraints, courseware was developed in accordance with the U.S. Army's ISD process.

The course was based on the first 41 of the 448 behaviors identified in the Arabs of West Asia culture and prioritized within the contexts of that culture and the foreign internal defense mission (see Appendix S for the complete list).

Because the target student population was assumed to lack experience with the culture, the process of assessing current KSAs was not necessary. However, it was still necessary to select those behaviors that could be taught within the constraint of six hours. The time needed to teach each behavior was estimated. When the total required teaching time equaled six hours, the process stopped. As a result, the behaviors ranking from 1 through 41 on the preliminary prioritized list of cultural behaviors were those addressed in the training.

The 41 behaviors selected for training were grouped into seven logical clusters. It is important to note that, from this point on, the individual ranking of the behaviors was unimportant — as long as all were covered by the training. The clusters were then sequenced resulting in the following course units:

- The Religion of Islam
- Relationships with Women
- Offensive/Hostile Behavior In Oman
- Police Authority and Rights
- Driving in Oman
- The Omani Military
- Water in Oman

Each of the behavior clusters became a discrete unit in the course. However, because the notional students would lack any knowledge of Oman, an eighth unit was added at the beginning to provide an overview of the country. Two final units were added, one at the beginning to provide a course overview and one at the end to provide a course summary and test. The courseware included an open-book examination to be collectively self-scored by the class, which enabled the course testing and course summary to be combined.

The resulting courseware, entitled *Cultural Communication Skills Training for Special Forces (SF) Personnel Conducting a Foreign Internal Defense (FID) Mission in the Sultanate of Oman*, included a POI, instructor handbook (with a suggested script), overhead transparencies, student handouts, end-of-course test, and scoring key.<sup>6</sup>

### Course Delivery

The objective of this phase (Tasks 5 and 6 of the project) was to deliver each of the courses developed during Task 4 to students selected and provided by the Government.

The instructional methodology for both courses was that prescribed in their programs of instruction. Both were lock-step, group-paced, instructor-dependent courses supported by paper-based materials.

The course entitled *Determining Cultural Communication Skills Training Requirements for Special Forces Personnel Conducting a Foreign Internal Defense Mission in Oman* was delivered to ten members of the SWCS staff and faculty.

The course entitled *Cultural Communication Skills Training for Special Forces (SF) Personnel Conducting a Foreign Internal Defense (FID) Mission in the Sultanate of Oman* was delivered to eleven students — a mixture of soldiers with no experience of any Arab culture, soldiers with considerable experience in dealing with members of the Arabs of West Asia culture, and training developers from the SWCS staff and faculty.

Given contractual requirements, the nature of the courseware, and student attendance factors, no formal course evaluation activities were executed. However, the following points were observed:

- Course delivery times: There were insignificant differences between actual and estimated subunit, unit, and course delivery times. Consequently, modifications to the delivery times cited in the programs of instruction were not necessary.
- Course materials: Four minor typographical errors were identified in the instructor guides and 184 overhead slides that supported the two courses. These were corrected in the electronic versions of the course materials delivered to the Government.
- Participants' responses: Informal discussions between the course developers, instructors, and participants were conducted at the conclusion of each course. In both cases, the materials were well received by the participants. They advised that they fully comprehended the information provided and found the courses both informative and beneficial.

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<sup>6</sup> See Hannaman, D. L. (1997). *Cultural Communication Skills Training for Special Forces (SF) Personnel Conducting a Foreign Internal Defense (FID) Mission in the Sultanate of Oman*. Misenheimer, NC: North Carolina Center for World Languages & Cultures.

## VI. FUTURE DIRECTIONS

The work accomplished during this project is noteworthy for two reasons. First, a system of classifying and sorting world cultures within a specific operational context was developed. Second, a method of systematically identifying and prioritizing cultural communication skills within the context of a specific culture and a specific mission was developed and tested.

With respect to world cultures:

- This project focused on identifying cultures *without* respect to the political entities in which the cultures might reside. This emphasis was important because it showed overlays within geographical regions that might otherwise have been missed. Yet the Special Forces must operate within a political context; planning and operations must therefore be tied to the current political order. For this reason, resorting the lists of world cultures in terms of the nations into which they fall might be of value to the Special Forces and potentially other agencies. For example, the work performed concerning the Sultanate of Oman was based on the Arabs of West Asia culture. However, although this is the dominant culture, the Sultanate is actually an admixture of overlaid cultures, some of which stem from South Asian and African roots.
- Ignoring political boundaries as well as time and funding constraints restricted project data acquisition to that able to support the use of three criteria to determine operational relevance. It would be worthwhile to confirm or modify these findings by subjecting world cultures to broader set of criteria for determination of operational relevance. One such set of criteria might be the set that was initially considered. These criteria were population, land area and location, fit between cultural and political boundaries, socio-political structure, philosophical orientation, influence of culture on political decision-making, economic trends, use of force/violence to settle disputes, military factors (nuclear, conventional, and unconventional), access to U.S. decision-making processes, and penetration requirements. Such an effort would require the accumulation and sorting of extensive additional data that, ideally, would be stored in an electronic format for ready retrieval and update.
- Acquiring and sorting the data necessary to support a more comprehensive assessment of operational relevance would have value far beyond the mere classification of cultures. Using the generic culture template as a master document, it might enable rapid development of culture-specific templates whenever required. Furthermore, such a database might support a host of other purposes — intelligence analysis, mission assessment and planning, and course development for area studies and foreign language training, to name but a few.

With respect to the methodology for identifying and prioritizing cultural communication skills:

- The templating methodology was tested through its application to three different cultures and, in each case, it proved effective. Therefore, the methodology should prove equally effective when applied to any culture and any mission. However, the methodology must be tested further by applying it to more cultures and more missions to be certain of this hypothesis. This would involve:
  - Templating more cultures. This would enhance and reinforce the applicability of the methodology — particularly if the range were extended to cover cultures in groups not templated so far, such as an East Asian culture, a Central Asian culture,

and an African culture. Apart from corroborating the utility of the methodology, the templates themselves would be of genuine value.

- Templating more missions, first the full range of Special Forces missions and then other, equally-critical Defense Department missions outside the Special Operations Forces community. In each case, a topic/mission element crosswalk could be developed that ties generic cultural topics to the mission elements. With this accomplished, any mission can then be compared with any templated culture to develop prioritized cultural communication skills.
- Another avenue worthy of consideration is development of the multi-dimensional automated template. As noted earlier, gender differences, differences between rural and urban outlooks, and differences between civil and military outlooks can modify the basic patterns within a given culture. Such differences can cause legitimate confusion — as, for example, occurred regarding whether or not Levantine Arabs represented a culture different from the Gulf Arabs or when the Arab cultural informants tried to assess the very different degrees of negative impact that incorrect performance of the same behavior would have to a cosmopolitan Lebanese as opposed to a conservative Saudi. Such differences — and, indeed, all of the issues noted in the footers currently contained in the generic cultural template — could be accommodated in an automated multi-dimensional template.
- While created as tools to support systematic development of cultural communication skills training, the cultural templates appear to have much greater applications. Their application to a host of areas — to support mission analysis, to provide a revised format for country studies, to provide self-study outlines (e.g., for foreign area officers, intelligence analysts, and Special Forces team members), to support psychological operations, to inform the design and content of foreign language training, and to inform the design and content of area studies training — would be worthwhile pursuits.

With respect to behaviors and behavior weighting:

- The notional behaviors developed in the generic template could stand a more rigorous review. Particularly worthy of investigation is the process applied to identify cultural-specific behaviors.
- Behaviors were weighted in only one dimension. Although much more complex, a multi-dimensional weighting process, considering dimensions such as frequency and criticality, is worthy of consideration.
- Weighting could also be done in the context of learning objectives other than operational missions. For example, it is possible that there is a relationship between acquiring a foreign language and cultural skills — and there is certainly a demand for improved cultural training during foreign language training.

The foregoing comments concern extending the work reported in this document. However, the project revealed other topics deserving attention:

- The impact of the cultures identified to be of operational relevance on current Special Forces organization and operational assignments, to include position coding, is worthy of study. For example, the Special Forces Group assigned to support the European Theater should maintain some degree of expertise regarding 133 cultures of operational relevance that fall into four very distinct cultural groups. But the Special Forces Group assigned to support Southern Command need maintain expertise concerning only 12 cultures of operational relevance that fall into three cultural groups. Nevertheless, the personnel

authorizations are identical. The impact of this difference on training requirements, accuracy of position coding, and overall manpower authorizations could be investigated. Similarly, despite its geographic location, Haiti might more productively be linked to African cultures rather than Latin American cultures for operational and training purposes.

- Core cultures: The recent demise of the Soviet Union and increased emphasis on nationalism worldwide has increased the number of world cultures of operational relevance to the Special Forces. In turn, this has increased potential training requirements. However, particularly within the context of cultural communication skills training, application of the concept of "core cultures" may reduce the range of cultures for which the Special Forces must acquire and maintain expertise. The core culture concept is based on the idea that possessing cultural skills for one culture simplifies or facilitates the acquisition of skills in other, related cultures. If core cultures exist, soldiers conversant with the core culture could very quickly be trained in the specifics of one of the related cultures. Furthermore, the concept of core cultures could impact on the selection of foreign languages in which to maintain competence. A key point is that, to the extent that they may exist, core cultures might be very different from what superficially would be assumed. For example, instead of the Russian culture, the Turkish culture would appear to be a core culture to those cultures in Central Asia once subsumed within the Soviet Union but that now inform independent nation states.
- When examining the Russian and Cuban cultures, it was noted that some aspects of communist political, social, and economic organization tend to soften the intensity of the underlying cultural features. However, firm conclusions could not be drawn because only two such cultures were examined. Yet the possibility has considerable implications for the future. For example, as found during this project, Cuban culture today is very different from that existing prior to Fidel Castro Ruz and Russian culture will likely go in some new direction rather than return to its pre-communist roots. Where might Chinese culture go in the future?
- During the project it was frequently observed that U.S. soldiers often have a limited range of knowledge regarding their own culture, which complicates the process of teaching cultural skills. It is very difficult to acquire a perspective on another culture if you are not sufficiently familiar with your own. Although challenging, an American culture-specific template might provide valuable insights regarding a foundation for estimating cultural skills training requirements.

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# APPENDIX A

## List of Cultures

| Region               | Culture                  | Additional Descriptors       |
|----------------------|--------------------------|------------------------------|
| Circum-Mediterranean | Arabs of the Maghreb     |                              |
|                      | Berber                   |                              |
|                      | Tuareg                   |                              |
|                      | Egyptians                |                              |
|                      | Bedouin                  |                              |
|                      | Regeibat                 | Bedouin                      |
|                      | Messiriya                | Bedouin                      |
|                      | Chaamba                  | Bedouin                      |
|                      | Zenaga                   | Bedouin                      |
|                      | Delim                    | Bedouin                      |
|                      | Somali                   | Cushites of the African Horn |
|                      | Konso                    | Cushites of the African Horn |
|                      | Oromo (Arusi Galla)      | Cushites of the African Horn |
|                      | Kafa                     | Cushites of the African Horn |
|                      | Banna                    | Cushites of the African Horn |
|                      | Sidamo                   | Cushites of the African Horn |
|                      | Beja                     |                              |
|                      | Kenuzi Nubians           | Nubians                      |
|                      | Bisharin                 | Nubians                      |
|                      | Dilling                  | Nubians                      |
|                      | Kunama                   | Nubians                      |
|                      | Teda (Tebu)              |                              |
|                      | Kanuri                   |                              |
|                      | Kanembu                  |                              |
|                      | Amhara                   | Semites                      |
|                      | Tigrinya                 | Semites                      |
|                      | Jews                     | Semites                      |
|                      | Ashkenazi Jews           | Semites                      |
|                      | Israelis                 | Semites                      |
|                      | Sephardic Jews (Hebrews) | Semites                      |
|                      | Daghestani Jews          | Semites                      |
|                      | Georgian Jews            | Semites                      |
|                      | Ivri (Yehudi)            | Semites                      |
|                      | Arabs Of West Asia       |                              |
|                      | Druze (Druses)           |                              |
|                      | Assyrians (Aisors)       | Hamites                      |
|                      | Greeks                   |                              |
|                      | Italians                 |                              |
|                      | Romans                   | Italians                     |
|                      | Neopolitans              | Italians                     |

| Region                      | Culture                   | Additional Descriptors |
|-----------------------------|---------------------------|------------------------|
| Circum-Mediterranean (cont) |                           |                        |
|                             | Sicilians                 | Italians               |
|                             | Abruzzi                   | Italians               |
|                             | Savoyards                 | Italians               |
|                             | Venetians                 | Italians               |
|                             | Tuscans                   | Italians               |
|                             | European Portuguese       | Iberian Peoples        |
|                             | Brazilian Portuguese      | Iberian Peoples        |
|                             | Mozambique Portuguese     | Iberian Peoples        |
|                             | Angolan Portuguese        | Iberian Peoples        |
|                             | European Spanish          | Iberian Peoples        |
|                             | Galicians                 | Iberian Peoples        |
|                             | Asturians                 | Iberian Peoples        |
|                             | Aragoneses                | Iberian Peoples        |
|                             | Castilians                | Iberian Peoples        |
|                             | Andalusian                | Iberian Peoples        |
|                             | Catalans                  | Iberian Peoples        |
|                             | Basques                   | Iberian Peoples        |
|                             | Spanish Americans         | Iberian Peoples        |
|                             | Gypsies                   |                        |
| Continental Euro-Asian      |                           |                        |
|                             | Great Russians (Russians) | Slavic                 |
|                             | Pomors                    | Slavic                 |
|                             | Don Cossacks              | Slavic                 |
|                             | Ural Cossacks             | Slavic                 |
|                             | Terek Cossacks            | Slavic                 |
|                             | Trans-Baikal Cossacks     | Slavic                 |
|                             | Amur Cossacks             | Slavic                 |
|                             | Kuban Cossack             | Slavic                 |
|                             | Old Believers             | Slavic                 |
|                             | Siberian Russians         | Slavic                 |
|                             | Belarusans                | Slavic                 |
|                             | Pinchuks                  | Slavic                 |
|                             | Poleschuks                | Slavic                 |
|                             | Ukrainians                | Slavic                 |
|                             | Crimeans                  | Slavic                 |
|                             | Canadian Ukrainians       | Slavic                 |
|                             | Galicians                 | Slavic                 |
|                             | Bukovinians               | Slavic                 |
|                             | Gutsuls (Hutsuls)         | Slavic                 |
|                             | Ruthenian (Carpatho-Rus)  | Slavic                 |
|                             | Verkhovinians             | Slavic                 |
|                             | East Ukrainians           | Slavic                 |
|                             | Polish                    | Slavic                 |

| Region                               | Culture                    | Additional Descriptors |
|--------------------------------------|----------------------------|------------------------|
| <b>Continental Euro-Asian (cont)</b> |                            |                        |
|                                      | Czech                      | Slavic                 |
|                                      | Bohemian                   | Slavic                 |
|                                      | Moravian                   | Slavic                 |
|                                      | Slovak                     | Slavic                 |
|                                      | Croat                      | Slavic                 |
|                                      | Serb                       | Slavic                 |
|                                      | Bosnian                    | Slavic                 |
|                                      | Slovene                    | Slavic                 |
|                                      | Macedonian                 | Slavic                 |
|                                      | Montenegrin                | Slavic                 |
|                                      | Bulgarian                  | Slavic                 |
|                                      | French                     | Galic                  |
|                                      | Normans                    | Galic                  |
|                                      | Corsicans                  | Galic                  |
|                                      | British                    | Teutonic               |
|                                      | English                    | Teutonic               |
|                                      | Irish                      | Teutonic               |
|                                      | Scottish                   | Teutonic               |
|                                      | Welsh                      | Teutonic               |
|                                      | Cornish                    | Teutonic               |
|                                      | Walloons                   | Teutonic               |
|                                      | Bretons                    | Galic                  |
|                                      | Anglo-Australians          | Teutonic               |
|                                      | Anglo-Africans             | Teutonic               |
|                                      | Germans                    | Teutonic               |
|                                      | Plattdeutsch               | Teutonic               |
|                                      | Schwebisch                 | Teutonic               |
|                                      | Bayrisch                   | Teutonic               |
|                                      | Austrian Germans           | Teutonic               |
|                                      | Northern Germans           | Teutonic               |
|                                      | Swiss Germans              | Teutonic               |
|                                      | Dutch                      | Teutonic               |
|                                      | Afrikaans                  | Teutonic               |
|                                      | Latvian                    | Letto-Lithuanian       |
|                                      | Vidzeme (Northern Latvian) | Letto-Lithuanian       |
|                                      | Lettish (Kurzeme Latvian)  | Letto-Lithuanian       |
|                                      | Zemgalians                 | Letto-Lithuanian       |
|                                      | Latgallians                | Letto-Lithuanian       |
|                                      | Lithuanian                 | Letto-Lithuanian       |
|                                      | Aukštaitija                | Letto-Lithuanian       |
|                                      | Zemaitija                  | Letto-Lithuanian       |
|                                      | Kuršiai                    | Letto-Lithuanian       |
|                                      | Albanian                   |                        |

| Region                               | Culture                     | Additional Descriptors    |
|--------------------------------------|-----------------------------|---------------------------|
| <b>Continental Euro-Asian (cont)</b> |                             |                           |
|                                      | Romanian                    | Romanian-Moldovan Peoples |
|                                      | Moldovan                    | Romanian-Moldovan Peoples |
|                                      | Magyars (Hungarian)         | Ugrian                    |
|                                      | Khanty                      | Ugrian                    |
|                                      | Mansi                       | Ugrian                    |
|                                      | Mordvinians                 | Ugrian                    |
|                                      | Vepsy                       | Ugrian                    |
|                                      | Izhors                      | Ugrian                    |
|                                      | Udmurts                     | Ugrian                    |
|                                      | Cheremis (Man)              | Ugrian                    |
|                                      | Karelians                   | Ugrian                    |
|                                      | Estonians                   | Finnic Peoples            |
|                                      | Finns                       | Finnic Peoples            |
|                                      | Leningrad Finns             | Finnic Peoples            |
|                                      | Norwegians                  | Nordic                    |
|                                      | Swedes                      | Nordic                    |
|                                      | Frisians                    | Nordic                    |
|                                      | Danes                       | Nordic                    |
|                                      | Georgian                    | Caucasian                 |
|                                      | Svanitians                  | Caucasian                 |
|                                      | Mingrelians                 | Caucasian                 |
|                                      | Laz (Chans)                 | Caucasian                 |
|                                      | Karbardinians               | Caucasian                 |
|                                      | Adygeis                     | Caucasian                 |
|                                      | Cherkess (Circassians)      | Caucasian                 |
|                                      | Abazins                     | Caucasian                 |
|                                      | Abkhazians                  | Caucasian                 |
|                                      | Avars                       | Caucasian                 |
|                                      | Andotsezians                | Caucasian                 |
|                                      | Laks                        | Caucasian                 |
|                                      | Dargins                     | Caucasian                 |
|                                      | Lesghins                    | Caucasian                 |
|                                      | Chechens                    | Caucasian                 |
|                                      | Ingushes                    | Caucasian                 |
|                                      | Aguls                       | Caucasian                 |
|                                      | Rutuls                      | Caucasian                 |
|                                      | Tabasarans                  | Caucasian                 |
|                                      | Tsakhurs                    | Caucasian                 |
|                                      | Udins                       | Caucasian                 |
|                                      | Armenians                   | Caucasian                 |
|                                      | Armenians Living In Armenia | Caucasian                 |
|                                      | Georgian Armenians          | Caucasian                 |
|                                      | Azerbaijani Armenians       | Caucasian                 |

| Region                        | Culture            | Additional Descriptors |
|-------------------------------|--------------------|------------------------|
| Continental Euro-Asian (cont) | American Armenians | Caucasian              |
|                               | Turkish Armenians  | Caucasian              |
|                               | European Armenians | Caucasian              |
|                               | Asian Armenians    | Caucasian              |
|                               | Khevsur            | Caucasian              |
| African                       | Khoikhoi           |                        |
|                               | Kung Bushmen       | Khoikhoi               |
|                               | Hadza (Kindiga)    | Khoikhoi               |
|                               | Naron              | Khoikhoi               |
|                               | Ndebele            | Southeastern Bantu     |
|                               | Swazi              | Southeastern Bantu     |
|                               | Shona              | Southeastern Bantu     |
|                               | Xhosa              | Southeastern Bantu     |
|                               | Thonga             | Southeastern Bantu     |
|                               | Tswana (Bechuana)  | Southeastern Bantu     |
|                               | Zulu               | Southeastern Bantu     |
|                               | Venda              | Southeastern Bantu     |
|                               | Sotho (Basuto)     | Southeastern Bantu     |
|                               | Lozi (Barotse)     | Southeastern Bantu     |
|                               | Luba               | Southwestern Bantu     |
|                               | Ovimbundu          | Southwestern Bantu     |
|                               | Mbundu             | Southwestern Bantu     |
|                               | Herero (Damara)    | Southwestern Bantu     |
|                               | Ambo               | Southwestern Bantu     |
|                               | Nyaneka            | Southwestern Bantu     |
|                               | Ovambo             | Southwestern Bantu     |
|                               | Suku (Pindi)       | Western-Central Bantu  |
|                               | Lele               | Western-Central Bantu  |
|                               | Ndembu             | Western-Central Bantu  |
|                               | Kongo              | Western-Central Bantu  |
|                               | Kuba               | Western-Central Bantu  |
|                               | Bemba (Awemba)     | Eastern-Central Bantu  |
|                               | Yao                | Eastern-Central Bantu  |
|                               | Luapula            | Eastern-Central Bantu  |
|                               | Nyanja             | Eastern-Central Bantu  |
|                               | Tanala             | Malagasy Peoples       |
|                               | Merina             | Malagasy Peoples       |
|                               | Antandroiy         | Malagasy Peoples       |
|                               | Sakalava           | Malagasy Peoples       |
|                               | Nyakyusa           | Tanzania Bantu         |
|                               | Bena               | Tanzania Bantu         |
|                               | Sukuma             | Tanzania Bantu         |

| Region         | Culture         | Additional Descriptors |
|----------------|-----------------|------------------------|
| <hr/>          |                 |                        |
| African (cont) |                 |                        |
|                | Luguru (Karni)  | Tanzania Bantu         |
|                | Hehe            | Tanzania Bantu         |
|                | Chagga          | Northeastern Bantu     |
|                | Kikuyu          | Northeastern Bantu     |
|                | Kamba           | Northeastern Bantu     |
|                | Bajun           | Northeastern Bantu     |
|                | Digo            | Northeastern Bantu     |
|                | Hadimu          | Northeastern Bantu     |
|                | Danda           | Lacustrine Bantu       |
|                | Hutu (Ruanda)   | Lacustrine Bantu       |
|                | Tutsi           | Lacustrine Bantu       |
|                | Bantu Kavirondo | Lacustrine Bantu       |
|                | Amba            | Lacustrine Bantu       |
|                | Nyoro           | Lacustrine Bantu       |
|                | Mbuti Pygmies   | Pygmies                |
|                | Nkundo Mongo    | Rainforest Bantu       |
|                | Banen           | Rainforest Bantu       |
|                | Fang (Pahouin)  | Rainforest Bantu       |
|                | Kpe (Kweri)     | Rainforest Bantu       |
|                | Ngombe          | Rainforest Bantu       |
|                | Tiz (Munshi)    | Bantoid Peoples        |
|                | Katab           | Bantoid Peoples        |
|                | Yako            | Bantoid Peoples        |
|                | Ibibio          | Bantoid Peoples        |
|                | Wute (Bute)     | Bantoid Peoples        |
|                | Fon (Dahomeans) | Eastern Kwa Peoples    |
|                | Ibo             | Eastern Kwa Peoples    |
|                | Yoruba          | Eastern Kwa Peoples    |
|                | Nupe            | Eastern Kwa Peoples    |
|                | Ewe             | Eastern Kwa Peoples    |
|                | Ashanti         | Western Kwa Peoples    |
|                | Bete            | Western Kwa Peoples    |
|                | Baule (Baoule)  | Western Kwa Peoples    |
|                | Sapo            | Western Kwa Peoples    |
|                | Fanti           | Western Kwa Peoples    |
|                | Wolof           | Senegambian Peoples    |
|                | Bijogo          | Senegambian Peoples    |
|                | Kissi           | Senegambian Peoples    |
|                | Coniagui        | Senegambian Peoples    |
|                | Temne           | Senegambian Peoples    |
|                | Hausa           |                        |
|                | Fulani          | Fulani                 |
|                | Futajalonke     | Fulani                 |

| Region         | Culture        | Additional Descriptors        |
|----------------|----------------|-------------------------------|
| African (cont) |                |                               |
|                | Tukulor        | Fulani                        |
|                | Bambara        | Mande Peoples                 |
|                | Mende          | Mande Peoples                 |
|                | Mande          | Mande Peoples                 |
|                | Kpelle         | Mande Peoples                 |
|                | Malinke        | Mande Peoples                 |
|                | Ngere (Guere)  | Mande Peoples                 |
|                | Songhai        | Zoltaic Peoples               |
|                | Dogon          | Zoltaic Peoples               |
|                | Tallensi       | Zoltaic Peoples               |
|                | Konkomba       | Zoltaic Peoples               |
|                | Mossi          | Zoltaic Peoples               |
|                | Birifour       | Zoltaic Peoples               |
|                | Labouret       | Zoltaic Peoples               |
|                | Rattray        | Zoltaic Peoples               |
|                | Senufo         | Zoltaic Peoples               |
|                | Zazzagawa      | Chadic Peoples                |
|                | Kanawa         | Chadic Peoples                |
|                | Matakam        | Chadic Peoples                |
|                | Tera           | Chadic Peoples                |
|                | Kapsiki (Hill) | Chadic Peoples                |
|                | Margi          | Chadic Peoples                |
|                | Azande         | Peoples Of Northern Equatoria |
|                | Baya           | Peoples Of Northern Equatoria |
|                | Clozel         | Peoples Of Northern Equatoria |
|                | Banda          | Peoples Of Northern Equatoria |
|                | Massa (Bana)   | Peoples Of Northern Equatoria |
|                | Ngbandi        | Peoples Of Northern Equatoria |
|                | Mangbetu       | Central Sudanic Peoples       |
|                | Mamvu          | Central Sudanic Peoples       |
|                | Bagirmi        | Central Sudanic Peoples       |
|                | Madi           | Central Sudanic Peoples       |
|                | Baggara        | Peoples Of The Eastern Sudan  |
|                | Fur            | Peoples Of The Eastern Sudan  |
|                | Otoro Nuba     | Peoples Of The Eastern Sudan  |
|                | Mao            | Peoples Of The Eastern Sudan  |
|                | Korongo        | Peoples Of The Eastern Sudan  |
|                | Shilluk        | Northern Nilotes              |
|                | Nuer           | Northern Nilotes              |
|                | Alur           | Northern Nilotes              |
|                | Dinka          | Northern Nilotes              |
|                | Luo            | Northern Nilotes              |
|                | Nasai          | Southern Nilotes              |

| Region                | Culture             | Additional Descriptors |
|-----------------------|---------------------|------------------------|
| <b>African (cont)</b> |                     |                        |
|                       | Nandi               | Southern Nilotes       |
|                       | Turkana             | Southern Nilotes       |
|                       | Dorobo              | Southern Nilotes       |
|                       | Bari                | Southern Nilotes       |
|                       | Masai               | Southern Nilotes       |
| <b>Central Asian</b>  |                     |                        |
|                       | Baluch              | Iranian Peoples        |
|                       | Bachtiani (Basseni) | Iranian Peoples        |
|                       | Pathan (Pukhtun)    | Iranian Peoples        |
|                       | Hazara              | Iranian Peoples        |
|                       | Tats                | Iranian Peoples        |
|                       | Talysh              | Iranian Peoples        |
|                       | Kurds               | Iranian Peoples        |
|                       | Tajiks              | Iranian Peoples        |
|                       | Ossetians (Eeron)   | Iranian Peoples        |
|                       | Shuganians          | Iranian Peoples        |
|                       | Vakhanians          | Iranian Peoples        |
|                       | Yazgulems           | Iranian Peoples        |
|                       | Gilakis             | Iranian Peoples        |
|                       | Mazandarani         | Iranian Peoples        |
|                       | Lurs                | Iranian Peoples        |
|                       | Persian             | Iranian Peoples        |
|                       | Turks               | Turkic Peoples         |
|                       | Chulyms             | Turkic Peoples         |
|                       | Meshketian Turkish  | Turkic Peoples         |
|                       | Karagases           | Turkic Peoples         |
|                       | Tatars              | Turkic Peoples         |
|                       | Uzbeks              | Turkic Peoples         |
|                       | Kazakhs             | Turkic Peoples         |
|                       | Azerbaijani (Azeri) | Turkic Peoples         |
|                       | Turkmeni            | Turkic Peoples         |
|                       | Kirghiz             | Turkic Peoples         |
|                       | Kara-Kalpaks        | Turkic Peoples         |
|                       | Chuvashes           | Turkic Peoples         |
|                       | Bashkirs            | Turkic Peoples         |
|                       | Kumyks              | Turkic Peoples         |
|                       | Uighurs             | Turkic Peoples         |
|                       | Gagauzes            | Turkic Peoples         |
|                       | Tuvinians           | Turkic Peoples         |
|                       | Altaians            | Turkic Peoples         |
|                       | Khakassi            | Turkic Peoples         |
|                       | Shors               | Turkic Peoples         |
|                       | Balkars             | Turkic Peoples         |

| Region                      | Culture          | Additional Descriptors            |
|-----------------------------|------------------|-----------------------------------|
| <b>Central Asian (cont)</b> |                  |                                   |
|                             | Nagais           | Turkic Peoples                    |
|                             | Karachais        | Turkic Peoples                    |
|                             | Karaites         | Turkic Peoples                    |
|                             | Tofalars         | Turkic Peoples                    |
| <b>East Asian</b>           |                  |                                   |
|                             | Japanese         | Altaic Asians                     |
|                             | Khalkha Mongols  | Altaic Asians                     |
|                             | Buryats          | Altaic Asians                     |
|                             | Kalmyks          | Altaic Asians                     |
|                             | Bargas           | Altaic Asians                     |
|                             | Bayads           | Altaic Asians                     |
|                             | Dorwods          | Altaic Asians                     |
|                             | Dzakchins        | Altaic Asians                     |
|                             | Oolds            | Altaic Asians                     |
|                             | Uriyankhais      | Altaic Asians                     |
|                             | Uzemchins        | Altaic Asians                     |
|                             | Koreans          | Altaic Asians                     |
|                             | Manchu           | Altaic Asians                     |
|                             | Goldi (Nanai)    | Altaic Asians                     |
|                             | Tungus (Evenk)   | Altaic Asians                     |
|                             | Evens (Lamut)    | Altaic Asians                     |
|                             | Ulchi            | Altaic Asians                     |
|                             | Udegheis         | Altaic Asians                     |
|                             | Orochi           | Altaic Asians                     |
|                             | Negidals         | Altaic Asians                     |
|                             | Okinawans        |                                   |
|                             | Chinese Han      | Chinese                           |
|                             | Taiwanese Han    | Chinese                           |
|                             | Hui              | Chinese                           |
|                             | Overseas Chinese | Chinese                           |
|                             | Vietnamese       |                                   |
| <b>Indo-Asian</b>           |                  |                                   |
|                             | Barusho          | Peoples Of Dardistan And Kashmere |
|                             | Dard             | Peoples Of Dardistan And Kashmere |
|                             | Kashmiri         | Peoples Of Dardistan And Kashmere |
|                             | Kohistani        | Peoples Of Dardistan And Kashmere |
|                             | Nuri (Kafirs)    | Peoples Of Dardistan And Kashmere |
|                             | Lepcha           | Tibetan People                    |
|                             | Central Tibetans | Tibetan People                    |
|                             | Lolo             | Tibetan People                    |
|                             | Abor             | Tibetan People                    |
|                             | Dungani          | Tibetan People                    |
|                             | Sherpa           | Tibeto-Burmese                    |

| Region            | Culture                | Additional Descriptors   |
|-------------------|------------------------|--------------------------|
| Indo-Asian (cont) |                        |                          |
|                   | Gurung (Gurkha)        | Tibeto-Burmese           |
|                   | Magar                  | Tibeto-Burmese           |
|                   | Rai                    | Tibeto-Burmese           |
|                   | Limbu                  | Tibeto-Burmese           |
|                   | Thakali                | Tibeto-Burmese           |
|                   | Newar                  | Tibeto-Burmese           |
|                   | Thara                  | Tibeto-Burmese           |
|                   | Bhotia                 | Tibeto-Burmese           |
|                   | Garó                   | Tibeto-Burmese           |
|                   | Kachin                 | Tibeto-Burmese           |
|                   | Angami Naga            | Tibeto-Burmese           |
|                   | Ao                     | Tibeto-Burmese           |
|                   | Sema Naga              | Tibeto-Burmese           |
|                   | Burmese                | Tibeto-Burmese           |
|                   | Lakher                 | Tibeto-Burmese           |
|                   | Karen                  | Tibeto-Burmese           |
|                   | Purum                  | Tibeto-Burmese           |
|                   | Akha                   | Tibeto-Burmese           |
|                   | Shan                   | Tibeto-Burmese           |
|                   | Chin                   | Tibeto-Burmese           |
|                   | Inthas                 | Tibeto-Burmese           |
|                   | Taungthus              | Tibeto-Burmese           |
|                   | Padaungs               | Tibeto-Burmese           |
|                   | Lisus                  | Tibeto-Burmese           |
|                   | Was                    | Tibeto-Burmese           |
|                   | Lao Lum                | Thai-Kadai Peoples       |
|                   | Central Thai (Siamese) | Thai-Kadai Peoples       |
|                   | Miao-Yao               |                          |
|                   | Khmer                  | Cambodian Peoples        |
|                   | Chams                  | Cambodian Peoples        |
|                   | Sinhalese              |                          |
|                   | Lamet                  | Central Mon-Khmer        |
|                   | Nicobarese             | Central Mon-Khmer        |
|                   | Khasi                  | Central Mon-Khmer        |
|                   | Lawla                  | Central Mon-Khmer        |
|                   | Lao Thung              | Central Mon-Khmer        |
|                   | Hindu                  | Indian                   |
|                   | Moslem                 | Indian                   |
|                   | Sikh                   | Indian                   |
|                   | Santal                 | Munda (Kolarian) Peoples |
|                   | Bhuiya                 | Munda (Kolarian) Peoples |
|                   | Kol                    | Munda (Kolarian) Peoples |
|                   | Baiga                  | Munda (Kolarian) Peoples |

| Region   | Culture                | Additional Descriptors       |
|----------|------------------------|------------------------------|
| Oceanean | Mainland Malays        | Malayan Peoples              |
|          | Coastal Malays         | Malayan Peoples              |
|          | Badjau                 | Malayan Peoples              |
|          | Selung (Salon)         | Malayan Peoples              |
|          | Iban (Sea Dayak)       | Malayan Peoples              |
|          | Bidayuhs (Land Dayaks) | Malayan Peoples              |
|          | Kadazans               | Malayan Peoples              |
|          | Kenyahs                | Malayan Peoples              |
|          | Melanaus               | Malayan Peoples              |
|          | Muruts                 | Malayan Peoples              |
|          | Christian              | Malayan Peoples              |
|          | Moslem                 | Malayan Peoples              |
|          | Jahaic                 | Malayan Peoples              |
|          | Kubu                   | Malayan Peoples              |
|          | Mentaweians            | Malayan Peoples              |
|          | Minangkabau            | Malayan Peoples              |
|          | Javanese               | Malayan Peoples              |
|          | Balinese               | Malayan Peoples              |
|          | Sumbawanese            | Malayan Peoples              |
|          | Ili-Mandiri            | Malayan Peoples              |
|          | Sundanese              | Malayan Peoples              |
|          | Madurese               | Malayan Peoples              |
|          | Toradja                | Malayan Peoples              |
|          | Macassarese            | Malayan Peoples              |
|          | Dusun                  | Malayan Peoples              |
|          | Indonesians            | Peoples Of Eastern Indonesia |
|          | Alorese                | Peoples Of Eastern Indonesia |
|          | Tanimbarese            | Peoples Of Eastern Indonesia |
|          | Belu                   | Peoples Of Eastern Indonesia |
|          | Ambonese               | Peoples Of Eastern Indonesia |
|          | Malagasy               |                              |
|          | Samoans                | Polynesian Peoples           |
|          | Pukapukans             | Polynesian Peoples           |
|          | Tongans                | Polynesian Peoples           |
|          | Ellice                 | Polynesian Peoples           |
|          | Uveans                 | Polynesian Peoples           |
|          | Marquesans             | Polynesian Peoples           |
|          | Tahitians              | Polynesian Peoples           |
|          | Mangarevans            | Polynesian Peoples           |
|          | Raroians               | Polynesian Peoples           |
|          | Easter Islanders       | Polynesian Peoples           |
|          | Maori                  | Polynesian Peoples           |
|          | Hawaiians              | Polynesian Peoples           |

| Region          | Culture            | Additional Descriptors |
|-----------------|--------------------|------------------------|
| Oceanean (cont) |                    |                        |
|                 | Tikopia            | Polynesian Peoples     |
|                 | Ontong-Javanese    | Polynesian Peoples     |
|                 | Kapingamarangi     | Polynesian Peoples     |
|                 | Trobrianders       | Melanesian Peoples     |
|                 | Motu               | Melanesian Peoples     |
|                 | Dobuans            | Melanesian Peoples     |
|                 | Wogeo              | Melanesian Peoples     |
|                 | Dahuni             | Melanesian Peoples     |
|                 | Manus              | Melanesian Peoples     |
|                 | Lesu               | Melanesian Peoples     |
|                 | Lakalai            | Melanesian Peoples     |
|                 | Waropen            | Melanesian Peoples     |
|                 | Papuians           | Melanesian Peoples     |
|                 | Buka               | Melanesian Peoples     |
|                 | Ulawans            | Melanesian Peoples     |
|                 | Kaoka              | Melanesian Peoples     |
|                 | Choiseulese        | Melanesian Peoples     |
|                 | Mota               | Melanesian Peoples     |
|                 | Ajie (Huailu)      | Melanesian Peoples     |
|                 | Seniang            | Melanesian Peoples     |
|                 | Lifu               | Melanesian Peoples     |
|                 | Lau Fijians        | Melanesian Peoples     |
|                 | Vanua              | Melanesian Peoples     |
|                 | Rotumans           | Melanesian Peoples     |
|                 | Makin              | Melanesian Peoples     |
|                 | Nauruans           | Melanesian Peoples     |
|                 | Majuro             | Melanesian Peoples     |
|                 | Trukese            | Melanesian Peoples     |
|                 | Ponapeans          | Melanesian Peoples     |
|                 | Woleaians          | Melanesian Peoples     |
|                 | Kusaians           | Melanesian Peoples     |
|                 | Lamotrek           | Melanesian Peoples     |
|                 | Yapese             | Melanesian Peoples     |
|                 | Palauans           | Melanesian Peoples     |
|                 | Chamorro           | Melanesian Peoples     |
|                 | Gilyak             | Aborigines             |
|                 | Ainu               | Aborigines             |
|                 | Negritos           | Aborigines             |
|                 | Malay Peninsula    | Aborigines             |
|                 | Andaman Islands    | Aborigines             |
|                 | Philippine Islands | Aborigines             |
|                 | Indonesian Islands | Aborigines             |
|                 | Aranda             | Aborigines             |

| Region          | Culture          | Additional Descriptors  |
|-----------------|------------------|-------------------------|
| Oceanean (cont) |                  |                         |
|                 | Walbiri          | Aborigines              |
|                 | Dieri            | Aborigines              |
|                 | Kariera          | Aborigines              |
|                 | Murngin          | Aborigines              |
|                 | Tiwi             | Aborigines              |
|                 | Wikmunkan        | Aborigines              |
|                 | Gidjingali       | Aborigines              |
|                 | Groote Eylandt   | Aborigines              |
|                 | Igorot           | Aborigines              |
|                 | Ifugao           | Aborigines              |
|                 | Hanunoo          | Aborigines              |
|                 | Kalinga          | Aborigines              |
|                 | Subanun          | Aborigines              |
|                 | Sugbuhanon       | Aborigines              |
|                 | Tagbanua         | Aborigines              |
|                 | Enga             | Aborigines              |
|                 | Purari           | Aborigines              |
|                 | Siane            | Aborigines              |
|                 | Orokaiva         | Aborigines              |
|                 | Koita            | Aborigines              |
|                 | Rossel Islanders | Aborigines              |
|                 | Kapauku          | Aborigines              |
|                 | Kimam            | Aborigines              |
|                 | Keraki           | Aborigines              |
|                 | Marindanim       | Aborigines              |
|                 | Tobelorese       | Aborigines              |
|                 | Kwoma            | Aborigines              |
|                 | Arapesh          | Aborigines              |
|                 | Wantoat          | Aborigines              |
|                 | Abelam           | Aborigines              |
|                 | Siuai            | Aborigines              |
|                 | Atayal           | Aborigines              |
|                 | Paiwan           | Aborigines              |
|                 | Yami             | Aborigines              |
|                 | Ami              | Aborigines              |
| American        |                  |                         |
|                 | Saulteaux        | Boreal Algonkians       |
|                 | Micmac           | Boreal Algonkians       |
|                 | Cree             | Boreal Algonkians       |
|                 | Naskapi          | Boreal Algonkians       |
|                 | Ojibwa           | Boreal Algonkians       |
|                 | Haida            | Peoples of the NW Coast |
|                 | Kwakiutl         | Peoples of the NW Coast |

| Region                 | Culture                         | Additional Descriptors         |
|------------------------|---------------------------------|--------------------------------|
| <b>American (cont)</b> |                                 |                                |
|                        | Tlingit                         | Peoples of the NW Coast        |
|                        | Nootka                          | Peoples of the NW Coast        |
|                        | Tsimshian                       | Peoples of the NW Coast        |
|                        | Twana                           | Coast Salish Peoples           |
|                        | Bellacoola                      | Coast Salish Peoples           |
|                        | Puyallup                        | Coast Salish Peoples           |
|                        | Stalo (Halkomelem)              | Coast Salish Peoples           |
|                        | Quinault                        | Coast Salish Peoples           |
|                        | Pomo                            | Hokan And Yukian Peoples       |
|                        | Shasta                          | Hokan And Yukian Peoples       |
|                        | Coast Yuki                      | Hokan And Yukian Peoples       |
|                        | Yana                            | Hokan And Yukian Peoples       |
|                        | Atsugewi                        | Hokan And Yukian Peoples       |
|                        | Penutian Peoples                | Hokan And Yukian Peoples       |
|                        | Yokuts                          | Hokan And Yukian Peoples       |
|                        | Maidu                           | Hokan And Yukian Peoples       |
|                        | Wintu                           | Hokan And Yukian Peoples       |
|                        | Miwok                           | Hokan And Yukian Peoples       |
|                        | Washo                           | Hokan And Yukian Peoples       |
|                        | Yurok                           | Peoples of the Oregon Seaboard |
|                        | Tolowa                          | Peoples of the Oregon Seaboard |
|                        | Alsea                           | Peoples of the Oregon Seaboard |
|                        | Sinkyone                        | Peoples of the Oregon Seaboard |
|                        | Ute                             | Southern Shoshoneans           |
|                        | Tubatulabal                     | Southern Shoshoneans           |
|                        | Kaibab                          | Southern Shoshoneans           |
|                        | Mono                            | Southern Shoshoneans           |
|                        | Luiseno                         | Southern Shoshoneans           |
|                        | Comanche                        | Southern Shoshoneans           |
|                        | Wadadika (Harney Valley Paiute) | Northern Shoshoneans           |
|                        | Agaiduka (Lemhi River           | Northern Shoshoneans           |
|                        | Kuyuidokado (Pyramid Lake       | Northern Shoshoneans           |
|                        | Wind River Shoshoni             | Northern Shoshoneans           |
|                        | Gosiute                         | Northern Shoshoneans           |
|                        | Klamath                         | Sahaptin Peoples               |
|                        | Nez Perce                       | Sahaptin Peoples               |
|                        | Modoc                           | Sahaptin Peoples               |
|                        | Umatilla                        | Sahaptin Peoples               |
|                        | Tenino                          | Sahaptin Peoples               |
|                        | Sanpoil                         | Interior Salish Peoples        |
|                        | Shuswap                         | Interior Salish Peoples        |
|                        | Flathead                        | Interior Salish Peoples        |
|                        | Sinkaietk (Southern Okanagon)   | Interior Salish Peoples        |

| Region          | Culture          | Additional Descriptors      |
|-----------------|------------------|-----------------------------|
| American (cont) |                  |                             |
|                 | Kutenai          | Interior Salish Peoples     |
|                 | Gros Ventre      | Plains Algonkians           |
|                 | Cheyenne         | Plains Algonkians           |
|                 | Blackfoot        | Plains Algonkians           |
|                 | Arapaho          | Plains Algonkians           |
|                 | Plains Cree      | Plains Algonkians           |
|                 | Omaha            | Siouan Peoples              |
|                 | Crow             | Siouan Peoples              |
|                 | Assiniboin       | Siouan Peoples              |
|                 | Hidatsa          | Siouan Peoples              |
|                 | Winnebago        | Siouan Peoples              |
|                 | Dakota           | Siouan Peoples              |
|                 | Mohawk           | Siouan Peoples              |
|                 | Seneca           | Siouan Peoples              |
|                 | Pawnee           | Caddoan Peoples             |
|                 | Wichita          | Caddoan Peoples             |
|                 | Hasinai          | Caddoan Peoples             |
|                 | Arikara          | Caddoan Peoples             |
|                 | Kiowa            | Caddoan Peoples             |
|                 | Fox              | Central Algonkians          |
|                 | Shawnee          | Central Algonkians          |
|                 | Menomini         | Central Algonkians          |
|                 | Chippewa         | Central Algonkians          |
|                 | Penobscot        | Abkani                      |
|                 | Piscataway       | Abkani                      |
|                 | Passamaquoddy    | Abkani                      |
|                 | Iroquois         | Iroquoian Peoples           |
|                 | Huron (Wyandots) | Iroquoian Peoples           |
|                 | Cherokee         | Iroquoian Peoples           |
|                 | Delaware         | Iroquoian Peoples           |
|                 | Creek            | Muskogean Peoples           |
|                 | Choctaw          | Muskogean Peoples           |
|                 | Natchez          | Muskogean Peoples           |
|                 | Timucua          | Muskogean Peoples           |
|                 | Yuchi            | Muskogean Peoples           |
|                 | Navaho           | Southern Athapaskan Peoples |
|                 | Chiricahua       | Southern Athapaskan Peoples |
|                 | Jicarilla        | Southern Athapaskan Peoples |
|                 | Western Apache   | Southern Athapaskan Peoples |
|                 | Kiowa-Apache     | Southern Athapaskan Peoples |
|                 | Zuni             | Pueblo Peoples              |
|                 | Hopi             | Pueblo Peoples              |
|                 | Tewa             | Pueblo Peoples              |

| Region          | Culture            | Additional Descriptors          |
|-----------------|--------------------|---------------------------------|
| <hr/>           |                    |                                 |
| American (cont) |                    |                                 |
|                 | Santa Ana          | Pueblo Peoples                  |
|                 | Jemez              | Pueblo Peoples                  |
|                 | Havasupai          | Yuman Peoples                   |
|                 | Diegueno           | Yuman Peoples                   |
|                 | Maricopa           | Yuman Peoples                   |
|                 | Walapai            | Yuman Peoples                   |
|                 | Yuma               | Yuman Peoples                   |
|                 | Aztec              | Uto-Aztecan Peoples of Mexico   |
|                 | Tarahumara         | Uto-Aztecan Peoples of Mexico   |
|                 | Papago             | Uto-Aztecan Peoples of Mexico   |
|                 | Huicho             | Uto-Aztecan Peoples of Mexico   |
|                 | Pima               | Uto-Aztecan Peoples of Mexico   |
|                 | Mixe               | Peoples of South Central Mexico |
|                 | Chinantec          | Peoples of South Central Mexico |
|                 | Zapotec            | Peoples of South Central Mexico |
|                 | Popoluca           | Peoples of South Central Mexico |
|                 | Quiche             | Peoples of South Central Mexico |
|                 | Yucatec Maya       | Peoples of South Central Mexico |
|                 | Pocomam            | Peoples of South Central Mexico |
|                 | Chorti             | Peoples of South Central Mexico |
|                 | Miskito (Mosquito) |                                 |
|                 | Goajiro            | North Arawakan Peoples          |
|                 | Taino              | North Arawakan Peoples          |
|                 | Paraujano          | North Arawakan Peoples          |
|                 | Curipaco           | North Arawakan Peoples          |
|                 | Callinago          | Northern Caribbean People       |
|                 | Black Carib        | Northern Caribbean People       |
|                 | Yupa               | Northern Caribbean People       |
|                 | Carinya            | Northern Caribbean People       |
|                 | Guajiros           | Southern Caribbean Peoples      |
|                 | Guajhibo           | Aruacos                         |
|                 | Taironas           | Aruacos                         |
|                 | Cocina             | Aruacos                         |
|                 | Piapocos           | Aruacos                         |
|                 | Achaguas           | Aruacos                         |
|                 | Ticunas            | Aruacos                         |
|                 | Chimilas           |                                 |
|                 | Cuiva              | Chibchas (Muiscas)              |
|                 | Cuna               | Chibchas (Muiscas)              |
|                 | Koconucos          | Chibchas (Muiscas)              |
|                 | Paeces             | Chibchas (Muiscas)              |
|                 | Betois             | Chibchas (Muiscas)              |
|                 | Andokes            | Chibchas (Muiscas)              |

| Region          | Culture      | Additional Descriptors   |
|-----------------|--------------|--------------------------|
| American (cont) |              |                          |
|                 | Tunebo       | Chibchas (Muiscas)       |
|                 | Barbacoas    | Chibchas (Muiscas)       |
|                 | Pastos       | Chibchas (Muiscas)       |
|                 | Kuaoquier    | Chibchas (Muiscas)       |
|                 | Quillacingas | Chibchas (Muiscas)       |
|                 | Guambianos   | Chibchas (Muiscas)       |
|                 | Muzos        | Caribes                  |
|                 | Panches      | Caribes                  |
|                 | Pijaos       | Caribes                  |
|                 | Coyaima      | Caribes                  |
|                 | Notgaima     | Caribes                  |
|                 | Quimbayas    | Caribes                  |
|                 | Choco        | Caribes                  |
|                 | Amberes      | Caribes                  |
|                 | Motilones    | Caribes                  |
|                 | Yuco         | Caribes                  |
|                 | Catio        | Caribes                  |
|                 | Opons        | Caribes                  |
|                 | Citara       | Caribes                  |
|                 | Chami        | Caribes                  |
|                 | Saliva       | Caribes                  |
|                 | Tegrero      | Caribes                  |
|                 | Cholo        | Caribes                  |
|                 | Guavaro      | Caribes                  |
|                 | Puinabe      | Caribes                  |
|                 | Baniba       | Caribes                  |
|                 | Guanano      | Caribes                  |
|                 | Tucano       | Caribes                  |
|                 | Sibondoy     | Caribes                  |
|                 | Ingas        | Caribes                  |
|                 | Caruona      | Caribes                  |
|                 | Kofan        | Caribes                  |
|                 | Idulia       | Caribes                  |
|                 | Maku         | Caribes                  |
|                 | Kamsas       | Caribes                  |
|                 | Cagaba       | Caribes                  |
|                 | Cayapa       | Caribes                  |
|                 | Talamanca    | Caribes                  |
|                 | Warrau       | Caribes                  |
|                 | Yaruro       | Caribes                  |
|                 | Wapishana    | Eastern Arawakan Peoples |
|                 | Locono       | Eastern Arawakan Peoples |
|                 | Palikur      | Eastern Arawakan Peoples |

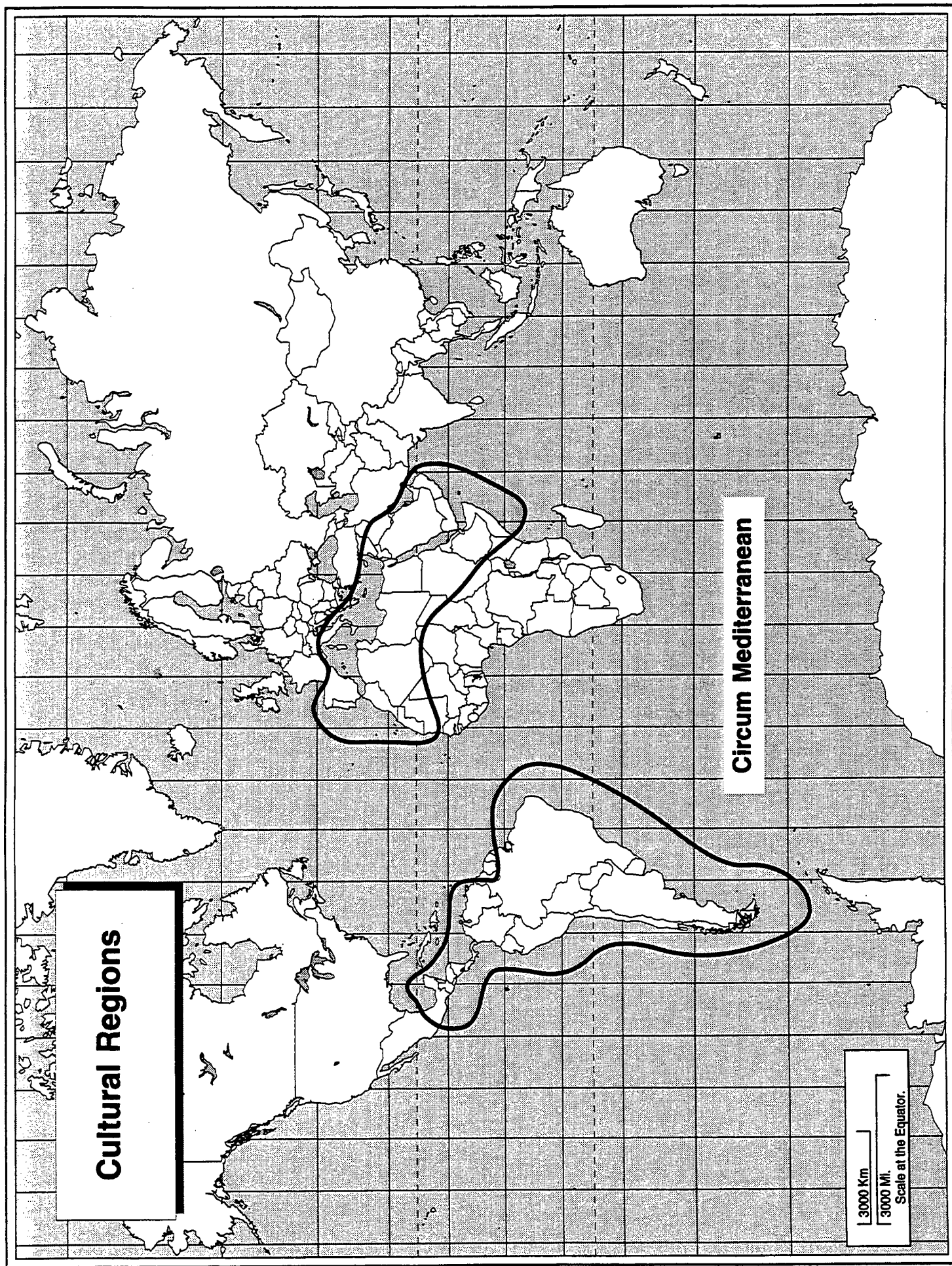
| Region          | Culture    | Additional Descriptors        |
|-----------------|------------|-------------------------------|
| American (cont) |            |                               |
|                 | Carib      | Eastern Cariban Peoples       |
|                 | Panare     | Eastern Cariban Peoples       |
|                 | Waiwai     | Eastern Cariban Peoples       |
|                 | Yabarana   | Eastern Cariban Peoples       |
|                 | Yekuana    | Eastern Cariban Peoples       |
|                 | Yanomamo   | Marginal Peoples Of Venezuela |
|                 | Shiriana   | Marginal Peoples Of Venezuela |
|                 | Waica      | Marginal Peoples Of Venezuela |
|                 | Piaroa     | Marginal Peoples Of Venezuela |
|                 | Daxca      | Amazonian Peoples             |
|                 | Desana     | Amazonian Peoples             |
|                 | Piratapuya | Amazonian Peoples             |
|                 | Barazana   | Amazonian Peoples             |
|                 | Guanos     | Amazonian Peoples             |
|                 | Cubeos     | Amazonian Peoples             |
|                 | Siona      | Amazonian Peoples             |
|                 | Correguaje | Amazonian Peoples             |
|                 | Makaguaje  | Amazonian Peoples             |
|                 | Huitotos   | Amazonian Peoples             |
|                 | Yaguas     | Amazonian Peoples             |
|                 | Sonamas    | Amazonian Peoples             |
|                 | Kuibas     | Amazonian Peoples             |
|                 | Guayaberos | Amazonian Peoples             |
|                 | Curripaos  | Amazonian Peoples             |
|                 | Piapocos   | Amazonian Peoples             |
|                 | Amoruas    | Amazonian Peoples             |
|                 | Puinables  | Amazonian Peoples             |
|                 | Witoto     | Amazonian Peoples             |
|                 | Cuaiqueres | Andean Peoples                |
|                 | Jivaro     | Andean Peoples                |
|                 | Campa      | Andean Peoples                |
|                 | Aymaras    | Andean Peoples                |
|                 | Guambianos | Andean Peoples                |
|                 | Amahuaca   | Panoan Peoples                |
|                 | Chacobo    | Panoan Peoples                |
|                 | Conibo     | Panoan Peoples                |
|                 | Siriona    | Inland Tupian Peoples         |
|                 | Mundurucu  | Inland Tupian Peoples         |
|                 | Tenetehara | Inland Tupian Peoples         |
|                 | Camayura   | Inland Tupian Peoples         |
|                 | Tapirape   | Inland Tupian Peoples         |
|                 | Timbira    | Ge Peoples                    |
|                 | Shavante   | Ge Peoples                    |

| Region          | Culture          | Additional Descriptors           |
|-----------------|------------------|----------------------------------|
| American (cont) |                  |                                  |
|                 | Coroa            | Ge Peoples                       |
|                 | Apinaye          | Ge Peoples                       |
|                 | Sherente         | Ge Peoples                       |
|                 | Tupinamba        | Guarani And Coastal Tupi Peoples |
|                 | Cayua            | Guarani And Coastal Tupi Peoples |
|                 | Aweikoma         | Botocudo And Caingang Peoples    |
|                 | Botocudo         | Botocudo And Caingang Peoples    |
|                 | Caraja           | Peoples of S. Central Brazil     |
|                 | Trumai           | Peoples of S. Central Brazil     |
|                 | Nambicuara       | Peoples of Mato Grosso           |
|                 | Bacairi          | Peoples of Mato Grosso           |
|                 | Bororo           | Peoples of Mato Grosso           |
|                 | Umotina          | Peoples of Mato Grosso           |
|                 | Lengua           | Peoples Of The Paraguayan Chaco  |
|                 | Chamacoco        | Peoples Of The Paraguayan Chaco  |
|                 | Terena           | Peoples Of The Paraguayan Chaco  |
|                 | Guato            | Peoples Of The Paraguayan Chaco  |
|                 | Toba             | Guaycuran Peoples                |
|                 | Mataco           | Guaycuran Peoples                |
|                 | Abipon           | Guaycuran Peoples                |
|                 | Choroti          | Guaycuran Peoples                |
|                 | Caduveo          | Guaycuran Peoples                |
|                 | Mapuche          | Araucanian Peoples               |
|                 | Tehuelche        | Patagonian Peoples               |
|                 | Ona              | Patagonian Peoples               |
|                 | Yahgan           | Fuegian Peoples                  |
|                 | Alacaluf         | Fuegian Peoples                  |
|                 | Montagnais       | Amerindians                      |
|                 | Dhegiha          | Amerindians                      |
|                 | Mandan           | Amerindians                      |
|                 | Seri             | Amerindians                      |
|                 | Tarasco          | Amerindians                      |
|                 | Tepoztlan        | Amerindians                      |
|                 | Tzeltal          | Amerindians                      |
|                 | Cabago           | Amerindians                      |
|                 | Paez             | Amerindians                      |
|                 | Chiriguano       | Amerindians                      |
|                 | Uru              | Amerindians                      |
|                 | Guana            | Amerindians                      |
|                 | Bahia Brazilians | Amerindians                      |
|                 | Yanoama          | Amerindians                      |
|                 | Pemon            | Amerindians                      |
|                 | Warao            | Amerindians                      |

| Region      | Culture                    | Additional Descriptors    |
|-------------|----------------------------|---------------------------|
| Circumpolar | Yukagirs                   | Paleo-Asiatic             |
|             | Kets                       | Paleo-Asiatic             |
|             | Chuvans                    | Paleo-Asiatic             |
|             | Ghilyaks (Nivkhis)         | Paleo-Asiatic             |
|             | Yakut                      | Circumpolar Turkish       |
|             | Dolgans                    | Circumpolar Turkish       |
|             | Nentsi (Samoyeds)          | Samodian Peoples          |
|             | Tavgis (Nganasans)         | Samodian Peoples          |
|             | Entsi                      | Samodian Peoples          |
|             | Selkups (Ostyako-Samoyeds) | Samodian Peoples          |
|             | Ostyak                     | Samodian Peoples          |
|             | Harva                      | Samodian Peoples          |
|             | Koryak                     | North-East Asians         |
|             | Chukchi                    | North-East Asians         |
|             | Itelmens (Kamchadals)      | North-East Asians         |
|             | Aleut                      | Eskimo                    |
|             | Nunamiut                   | Eskimo                    |
|             | Tareumiut                  | Eskimo                    |
|             | Chugach Eskimo             | Eskimo                    |
|             | Nunivak Eskimo             | Eskimo                    |
|             | Copper Eskimo              | Eskimo                    |
|             | Caribou Eskimo             | Eskimo                    |
|             | Angmagsalik                | Eskimo                    |
|             | Iglulik                    | Eskimo                    |
|             | Polar Eskimo               | Eskimo                    |
|             | Kaska                      | Canadian Athapaskans      |
|             | Chilcotin                  | Canadian Athapaskans      |
|             | Sarsi                      | Canadian Athapaskans      |
|             | Slave                      | Canadian Athapaskans      |
|             | Carrier                    | Canadian Athapaskans      |
|             | Ingalik                    | Alaskan Athapaskans       |
|             | Tanaina                    | Alaskan Athapaskans       |
|             | Nabesna                    | Alaskan Athapaskans       |
|             | Kutchin                    | Alaskan Athapaskans       |
|             | Tahltan                    | Alaskan Athapaskans       |
|             | Livs                       | Circumpolar Finno-Ugrians |
|             | Lapps (Saami)              | Circumpolar Finno-Ugrians |
|             | Vodi                       | Circumpolar Finno-Ugrians |
|             | Komi-Permiaks              | Circumpolar Finno-Ugrians |
|             | Komi-Zyrians               | Circumpolar Finno-Ugrians |

| Region                 | Culture                  | Additional Descriptors         |
|------------------------|--------------------------|--------------------------------|
| <b>Hybrid Cultures</b> |                          |                                |
|                        | Haitian                  | Caribbean Hybrid Cultures      |
|                        | Barbadoans               | Caribbean Hybrid Cultures      |
|                        | Jamaicans                | Caribbean Hybrid Cultures      |
|                        | Puerto Ricans            | Caribbean Hybrid Cultures      |
|                        | Cubans                   | Caribbean Hybrid Cultures      |
|                        | Santo Domingans          | Caribbean Hybrid Cultures      |
|                        | Canadian Hybrid Cultures | North American Hybrid Cultures |
|                        | US Hybrid Cultures       | North American Hybrid Cultures |
|                        | French Polynesians       | Polynesian Cultures            |
|                        | American Polynesians     | Polynesian Cultures            |
|                        | British Polynesian       | Polynesian Cultures            |

**APPENDIX B**  
**Maps of Cultural Regions**



# Cultural Regions

Circum Mediterranean

3000 Km

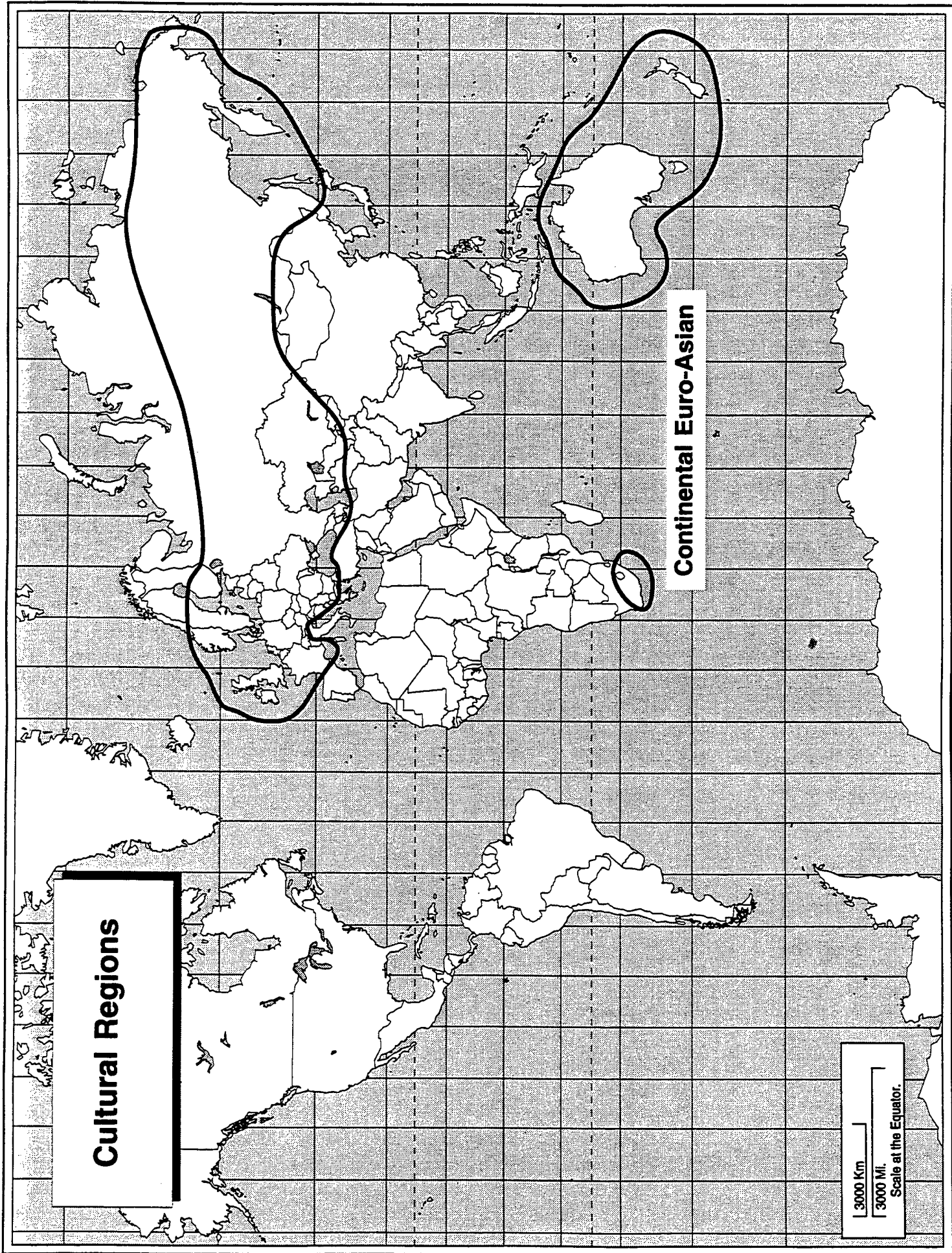
3000 Mi.

Scale at the Equator.

# Cultural Regions

Continental Euro-Asian

3000 Km  
3000 Mi.  
Scale at the Equator.



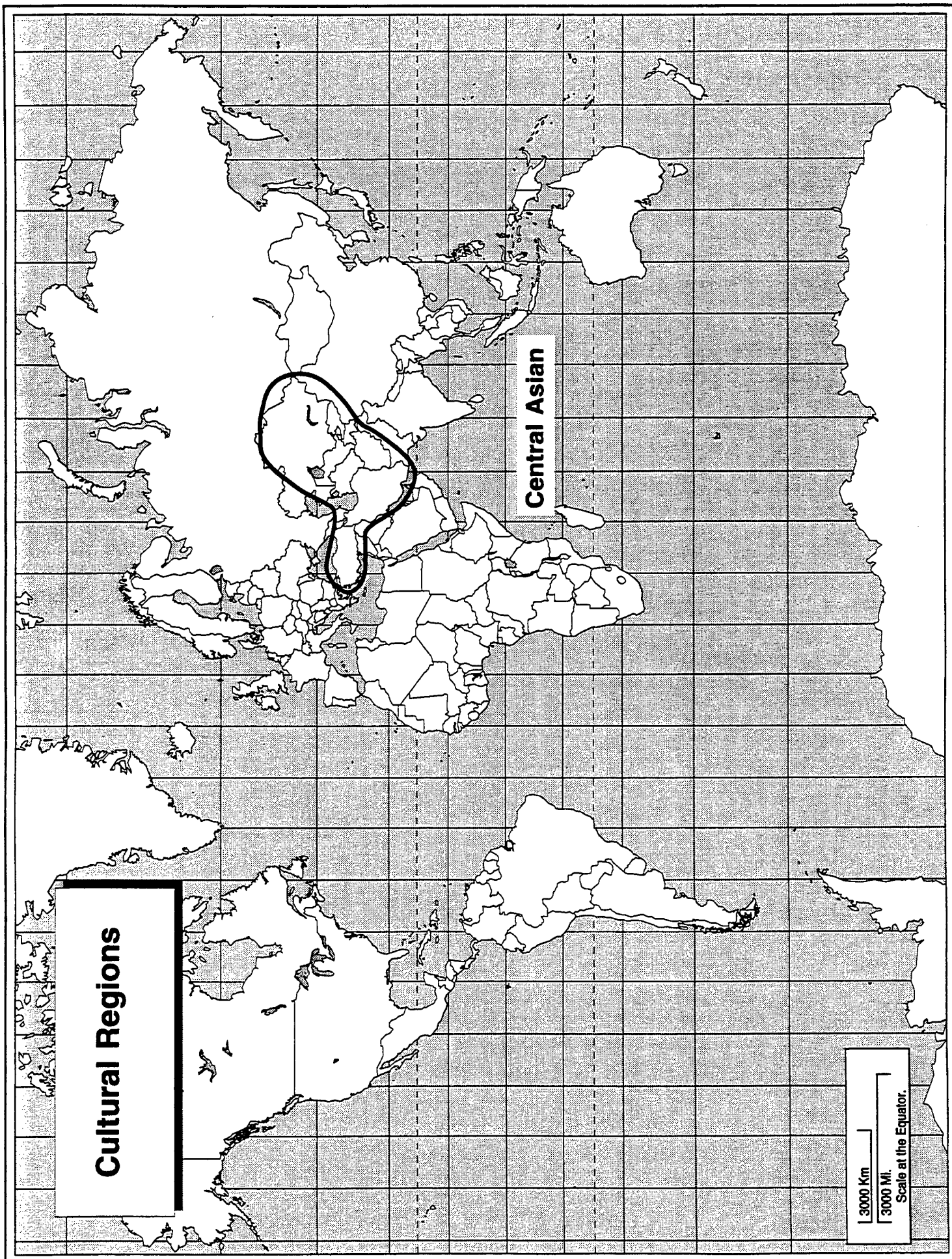
# Cultural Regions

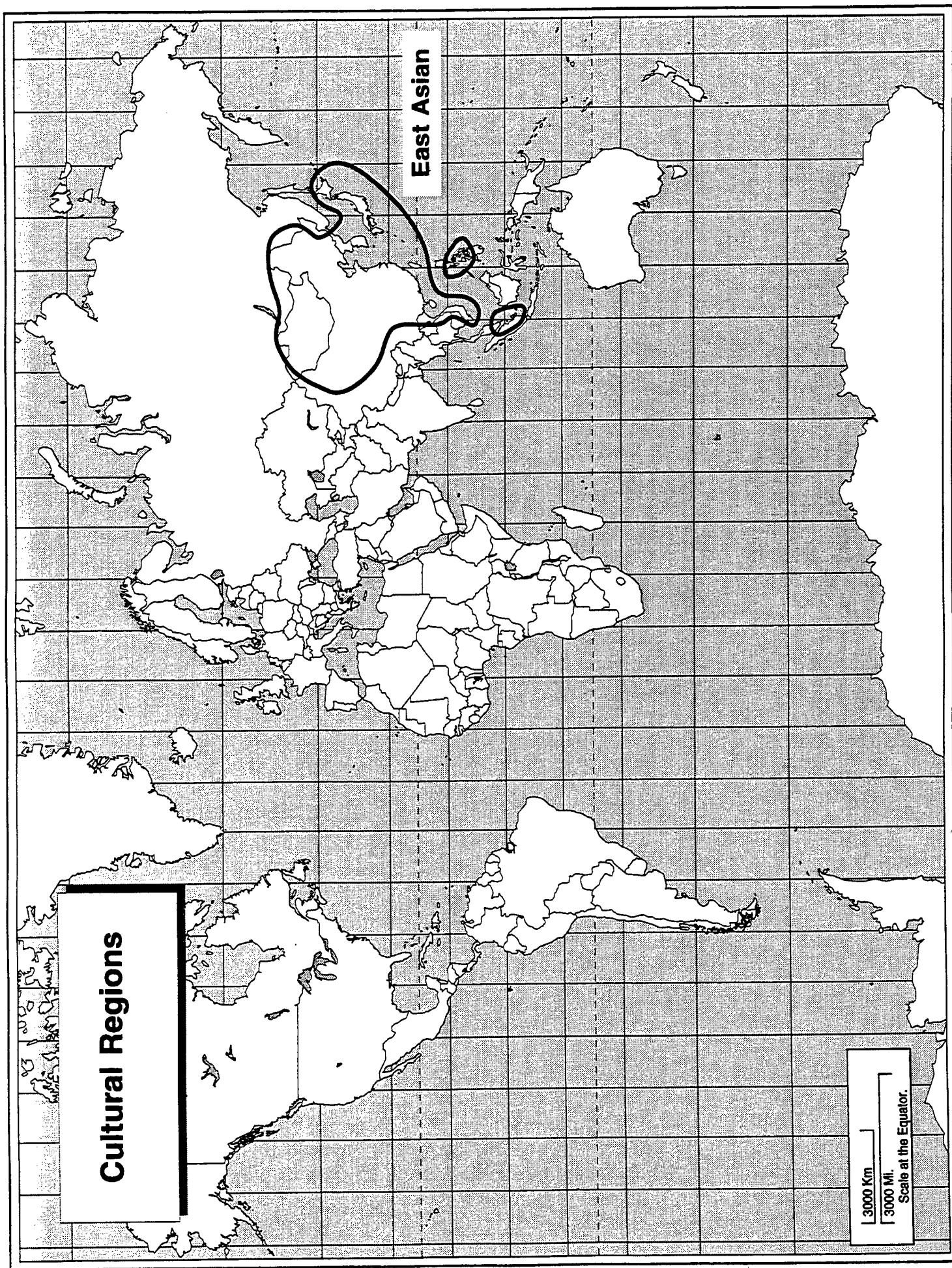
African

3000 Km

3000 Mi.

Scale at the Equator.





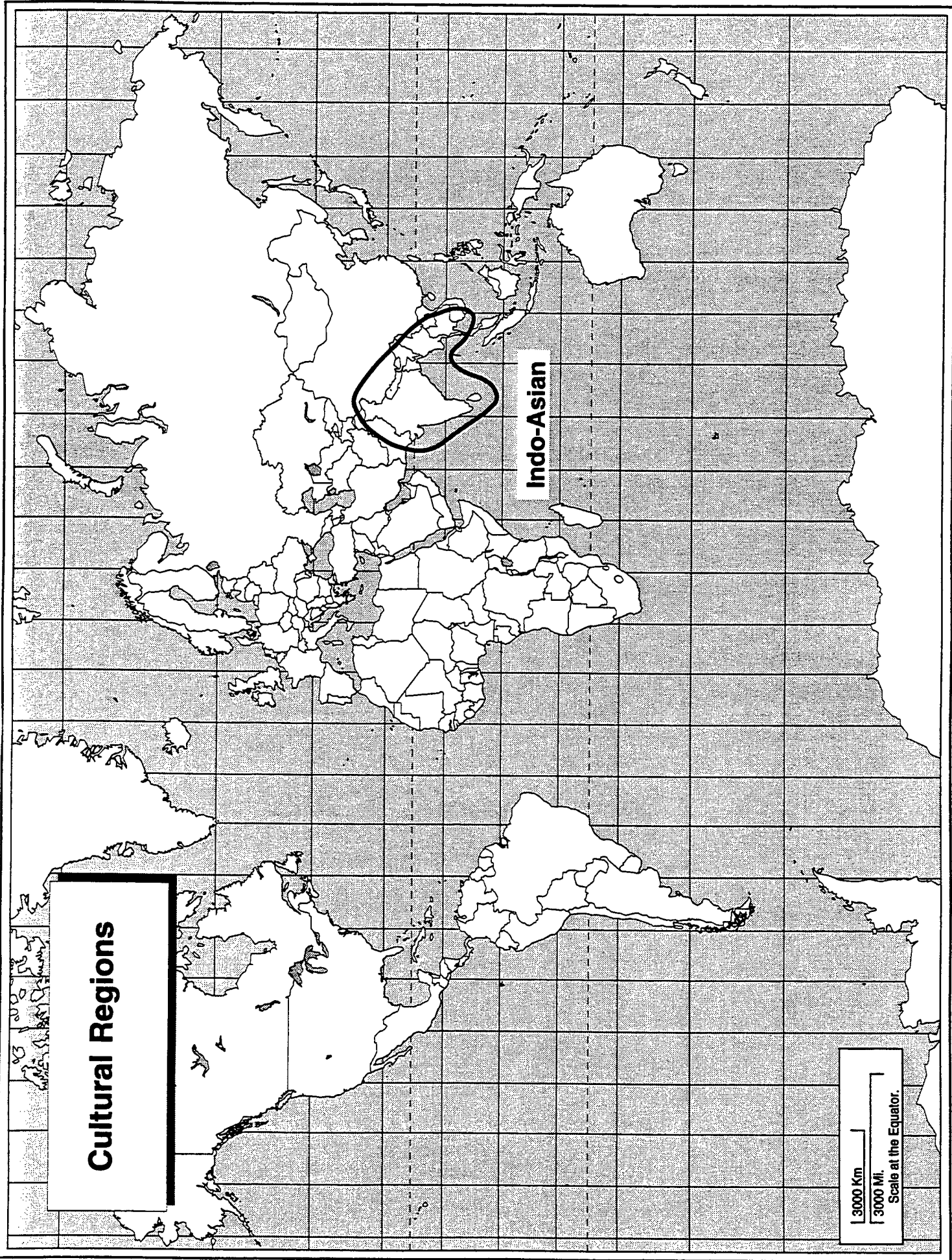
East Asian

Cultural Regions

3000 Km

3000 Mi.

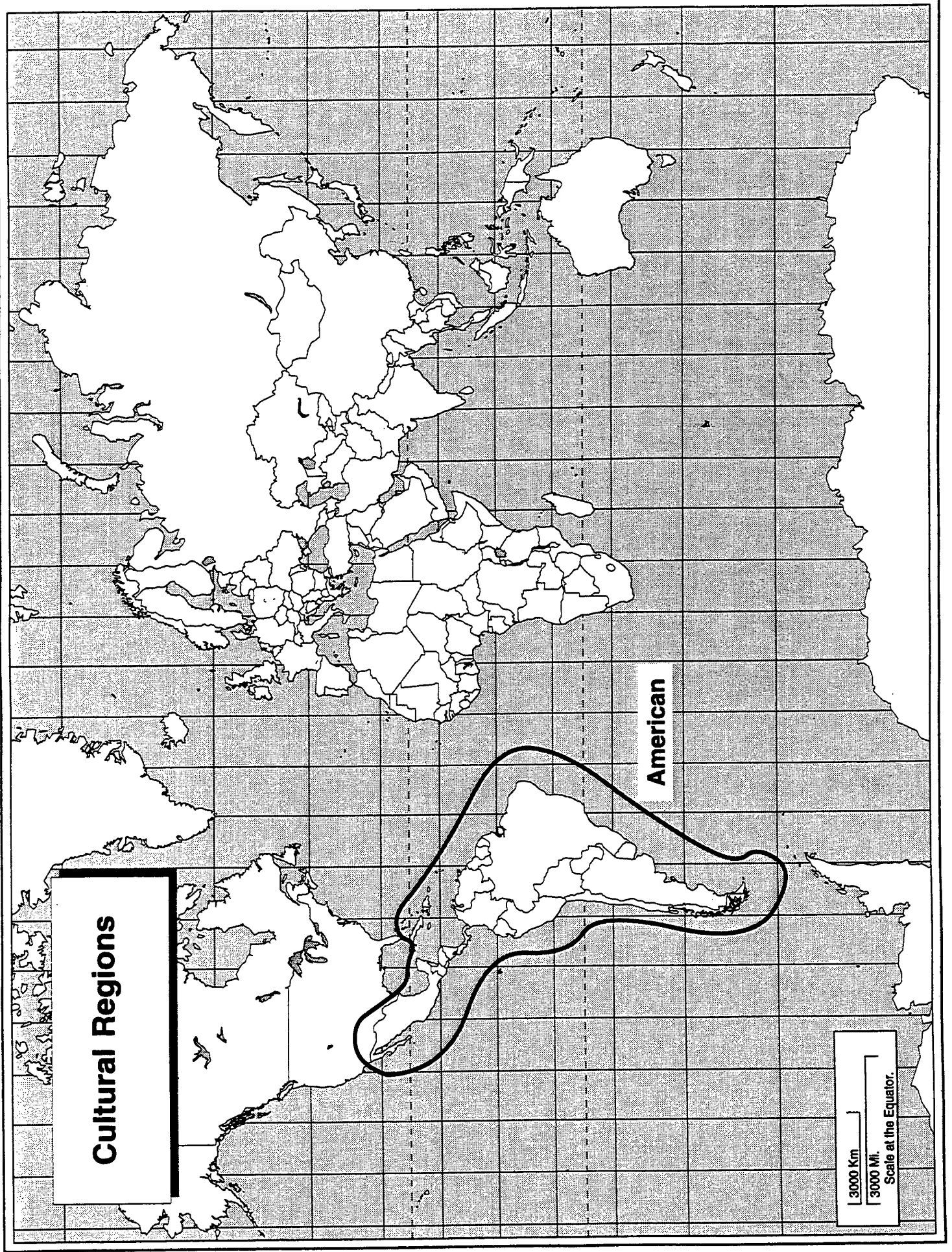
Scale at the Equator.

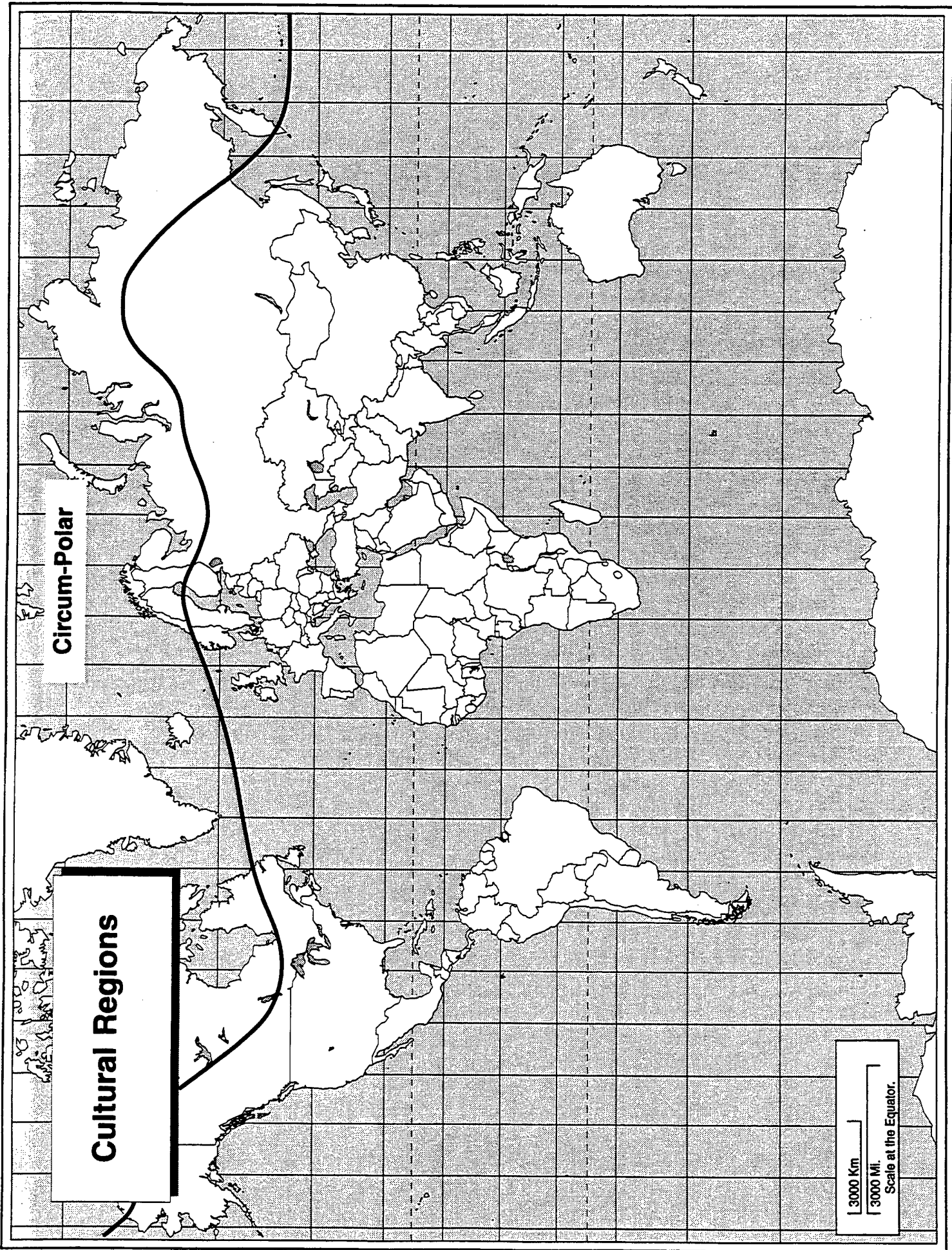


# Cultural Regions

Indo-Asian

3000 Km  
3000 Mi.  
Scale at the Equator.





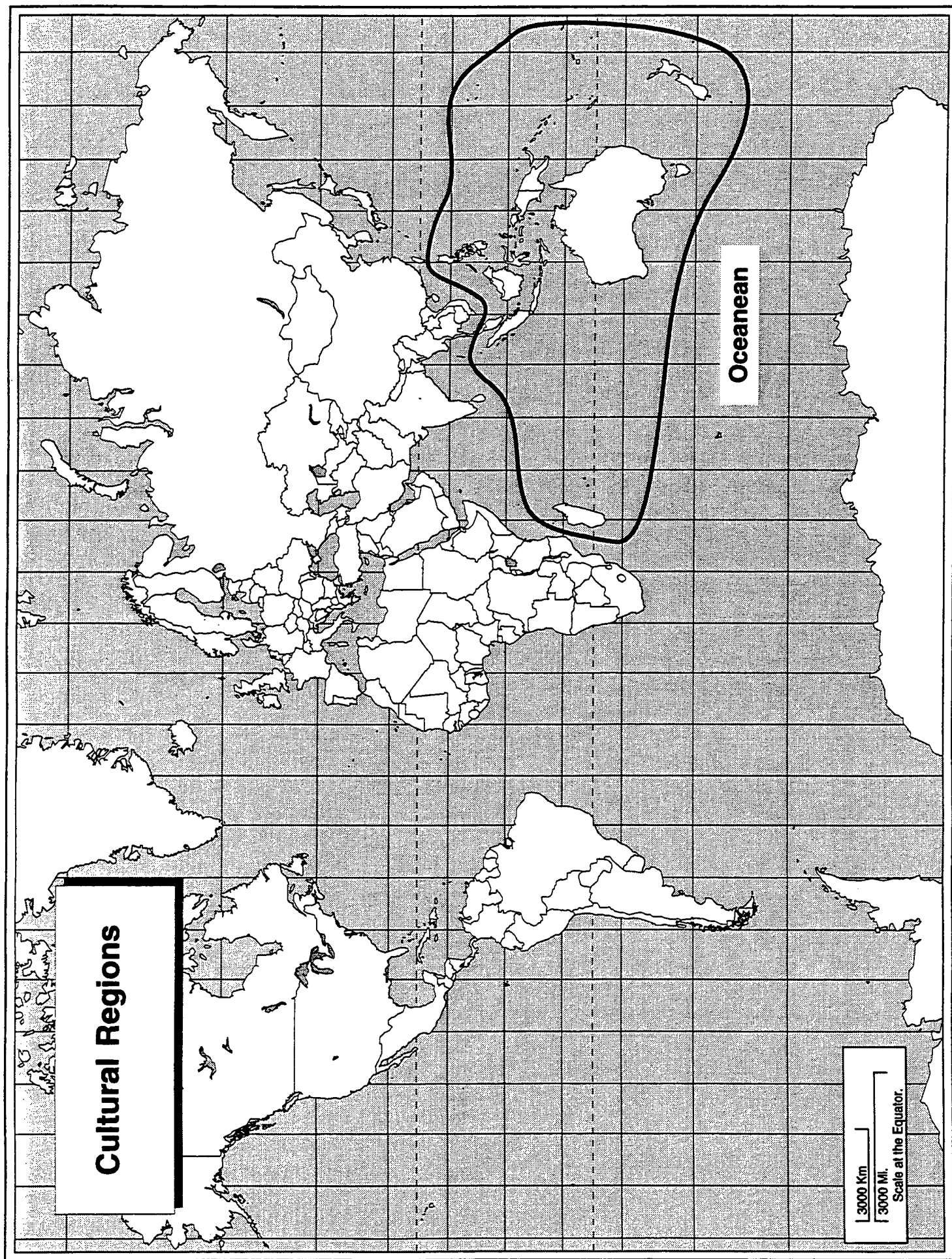
Circum-Polar

Cultural Regions

3000 Km

3000 Mi.

Scale at the Equator.



**Cultural Regions**

**Oceanean**

3000 Km

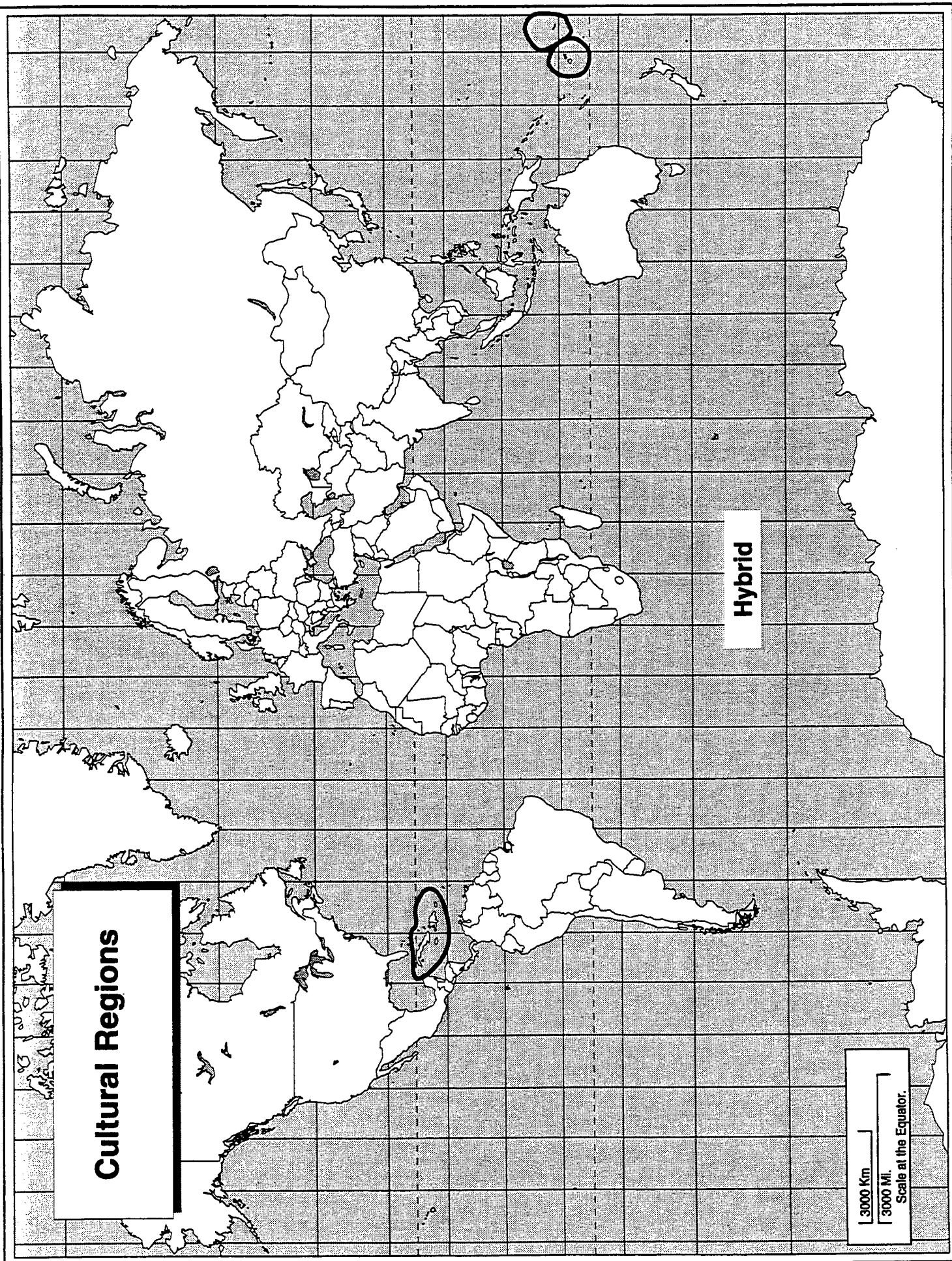
3000 Mi.

Scale at the Equator.

# Cultural Regions

Hybrid

3000 Km  
3000 Mi.  
Scale at the Equator.



## APPENDIX C

### Operationally-Relevant Cultures

| Region                 | Culture                   | Size(m) | Location/Country                                                      | Language                           | Comment                                                                           |
|------------------------|---------------------------|---------|-----------------------------------------------------------------------|------------------------------------|-----------------------------------------------------------------------------------|
| Circum-Mediterranean   | Arabs of the Maghreb      | 71      | Morocco, Algeria, Tunisia, Libya                                      | Arabic                             |                                                                                   |
|                        | Berber                    | 5       | Morocco, Algeria, Tunisia, Libya                                      | Berber dialects                    |                                                                                   |
|                        | Tuareg                    | 1.7     | Morocco, Algeria, Tunisia, Libya                                      | Berber dialects                    |                                                                                   |
|                        | Egyptians                 | 60      | Egypt                                                                 | Arabic                             |                                                                                   |
|                        | Somali                    | 6.2     | Somalia                                                               | Somali                             |                                                                                   |
|                        | Oromo (Arusi Galla)       | 3       | SC Ethiopia                                                           | Cushitic                           |                                                                                   |
|                        | Amhara                    | 20      | Ethiopia                                                              | Amharic                            |                                                                                   |
|                        | Tigrinya                  | 6       | Tigray, Ethiopia                                                      | Tigrinya                           |                                                                                   |
|                        | Jews                      | 16+     | Israel/Europe/Russia/Moldova/ Baltic Region                           | Yiddish/Hebrew/ National Languages | 2m in Russia                                                                      |
|                        | Arabs Of West Asia        | 26      | Saudi Arabia, Yemen, Oman, Bahrain, UAE, Iraq, Syria, Lebanon, Kuwait | Arabic                             |                                                                                   |
|                        | Druze (Druses)            | 0.8     | Syria, Lebanon                                                        | Arabic                             |                                                                                   |
|                        | Greeks                    | 10.4    | Greece, Macedonia, .3 in Russia                                       | Greek                              |                                                                                   |
|                        | Italians                  | 57.8    | Italy                                                                 | Italian                            |                                                                                   |
|                        | Sicilians                 | 3.9     | Sicily (Italy)                                                        | Italian                            |                                                                                   |
|                        | European Portuguese       | 10      | Portugal, former colonies                                             | Portuguese                         |                                                                                   |
|                        | Brazilian Portuguese      | 161     | Brazil                                                                | Portuguese                         |                                                                                   |
|                        | European Spanish          | 27.59   | Spain                                                                 | Spanish                            |                                                                                   |
|                        | Catalans                  | 8.45    | NE Spain                                                              | Catalan                            |                                                                                   |
|                        | Basques                   | 3.1     | N Spain, S France                                                     | Euskara                            |                                                                                   |
|                        | Spanish Americans         | 400     | Mexico to Argentina                                                   | Spanish                            |                                                                                   |
|                        | Gypsies                   | 2       | Hungary, Macedonia, Bulgaria, Slovakia                                | Romany (Gypsy)                     | Those in Russia & E Europe often speak local language                             |
| Continental Euro-Asian | Russians                  | 271     | Russia                                                                | Russian                            |                                                                                   |
|                        | Cossacks                  |         | Don River region, Ural Mts, N. Caucasus, etc                          | Russian                            | language has adopted some features of the Karelo-Vepsian, Lapp (Saami) and Nenets |
|                        | Ukrainians                | 50.1    | Ukraine                                                               | Ukrainian, Russian                 |                                                                                   |
|                        | Crimeans                  | 1.3     | Ukraine                                                               | Ukrainian, Russian                 |                                                                                   |
|                        | Trans-Carpatho Ukrainians |         | Carpathian Mts of Ukraine                                             | Ukrainian, Russian                 |                                                                                   |
|                        | East Ukrainians           | 18.6    | E Ukraine, Russia                                                     | Ukrainian, Russian                 |                                                                                   |
|                        | Polish                    | 40      | Poland, Ukraine, Belarus                                              | Polish                             |                                                                                   |
|                        | Czech                     | 9.8     | Czech Republic                                                        | Czech                              |                                                                                   |
|                        | Slovak                    | 4.9     | Slovakia                                                              | Slovak                             |                                                                                   |
|                        | Croat                     | 4.04    | Croatia                                                               | Croatian                           | formerly Serbo-Croatian language                                                  |

| Region                       | Culture                | Size(m) | Location/Country                | Language                   | Comment                              |
|------------------------------|------------------------|---------|---------------------------------|----------------------------|--------------------------------------|
| Continental Euro-Asian cont. | Serb                   | 7.3     | WC Serbia, Bosnia, Montenegro   | Serbian                    | formerly Serbo-Croatian language     |
|                              | Bosnian                | 4.04    | Bosnia                          | Bosnian                    | formerly Serbo-Croatian language     |
|                              | Slovene                | 1.52    | Slovenia                        | Slovenian                  |                                      |
|                              | Macedonian             | 1.3     | Macedonia                       | Macedonian, Serbo-Croatian |                                      |
|                              | Montenegrin            | 0.5     | Serbia                          | Serbian                    | formerly Serbo-Croatian language     |
|                              | Bulgarian              | 7.2     | Bulgaria                        | Bulgarian                  |                                      |
|                              | French                 | 58      | France                          | French                     |                                      |
|                              | Corsicans              | 0.33    | Corsica (France)                | French (English, Italian)  |                                      |
|                              | British                | 58.3    | UK                              | English                    |                                      |
|                              | Irish                  | 3.2     | Ireland                         | English, Irish             |                                      |
|                              | Anglo-Australians      | 18.06   | Australia                       | English                    |                                      |
|                              | Anglo-Africans         |         | South Africa, Zimbabwe, Kenya   | English                    |                                      |
|                              | Germans                | 81.1    | Germany                         | German                     |                                      |
|                              | Austrian Germans       | 7.98    | Austria                         | German                     |                                      |
|                              | Swiss Germans          | 4       | Switzerland                     | German                     |                                      |
|                              | Dutch                  | 15.45   | Netherlands                     | Dutch                      |                                      |
|                              | Afrikaans              | 27.5    | South Africa                    | Afrikaans                  |                                      |
|                              | Latvian                | 1.46    | Latvia                          | Latvian, Russian           | Latvia only 56% Latvian              |
|                              | Lithuanian             | 3.03    | Lithuania                       | Lithuanian, Russian        |                                      |
|                              | Albanian               | 5.16    | Albania, Serbia                 | Albanian                   | 1.8M in Kosovo Prov, Serbia          |
|                              | Romanian               | 20.75   | Romania                         | Romanian                   |                                      |
|                              | Magyars (Hungarian)    | 11.34   | Hungary, Romania, & West Russia | Hungarian                  |                                      |
|                              | Estonians              | 1.02    | Estonia                         | Estonian, Russian          |                                      |
|                              | Finn                   | 5.1     | Finland                         | Finnish                    |                                      |
|                              | Norwegians             | 4.35    | Norway                          | Norwegian                  |                                      |
|                              | Swedes                 | 8.78    | Sweden                          | Swedish                    |                                      |
|                              | Danes                  | 5.1     | Denmark                         | Danish                     |                                      |
|                              | Georgian               | 5.1     | S Russia, W Azerbaijan          | Georgian                   |                                      |
|                              | Kabardinians           | 0.69    | NW Caucasus                     | Adygel                     | Kabardino-Cherkess dialect of Adygel |
|                              | Adygels                | 0.41    | NW Caucasus                     | Adygel                     | Kabardino-Cherkess dialect of Adygel |
|                              | Cherkess (Circassians) | 0.38    | NW Caucasus, Syria              | Adygel                     | Abazin dialect of Abkhazian          |
|                              | Abazins                |         | NW Caucasus                     | Abkhazian                  |                                      |
|                              | Abkhazians             | 0.51    | NW Caucasus                     | Abkhazian                  |                                      |
|                              | Avars                  | See cmt | Daghestan                       | Avaro-Andotsezian          | 4.5 m Nagh-Dahestan peoples          |
|                              | Andotsezians           |         | Daghestan                       | Avaro-Andotsezian          |                                      |
|                              | Laks                   |         | Daghestan                       | Lako-Dargin                |                                      |
|                              | Dargins                |         | Daghestan                       | Lako-Dargin                |                                      |
|                              | Lesghins               |         | Daghestan                       | Lesghin                    |                                      |
|                              | Aguls                  |         | Daghestan                       |                            |                                      |
|                              | Rutuls                 |         | Daghestan                       |                            |                                      |
|                              | Tabasarans             |         | Daghestan                       |                            |                                      |

other names: Lesghians, Leks, Lekl, Lesghis

| Region                       | Culture           | Size(m) | Location/Country                        | Language                                | Comment                        |
|------------------------------|-------------------|---------|-----------------------------------------|-----------------------------------------|--------------------------------|
| Continental Euro-Asian cont. | Tsakhurs          |         | Daghestan                               |                                         |                                |
|                              | Udins             |         | Daghestan                               |                                         |                                |
|                              | Chechens          |         | C Caucasus                              | Chechen (Nakh)                          | 1.17 Chechen & Ingush          |
|                              | Ingushes          |         | C Caucasus                              | Ingush (Nakh)                           | 1.17 Chechen & Ingush          |
|                              | Armenians         |         | 5 Armenia, Turkey, Lebanon, Azerbaijan  | Armenian, English, Turkish, Azerbailjan | Armenian has 2 dialects: E & W |
| African                      | Ndebele           |         | 2 Zimbabwe                              | Bantu dialect & Zulu                    |                                |
|                              | Shona             |         | 8.5 Zimbabwe, Mozambique                | Bantu dialect                           |                                |
|                              | Xhosa             |         | 4 South Africa                          | Bantu dialect & Zulu                    |                                |
|                              | Thonga            |         | 1.8 Swaziland                           | Bantu dialect                           |                                |
|                              | Tswana (Bechuana) |         | 3.4 W Botswana                          | Bantu                                   |                                |
|                              | Zulu              |         | 9 NE South Africa (Natal)               | Zulu                                    |                                |
|                              | Luba              |         | Zaire (Katanga)                         | Bantu dialect                           |                                |
|                              | Ovimbundu         |         | 4 Angola                                | Ombundu                                 |                                |
|                              | Mbundu            |         | 2 C Angola                              | Bantu                                   |                                |
|                              | Suku (P'indi)     |         | SW Zaire                                | Bantu dialect                           |                                |
|                              | Kongo             |         | 5 NE Angola, Zaire, Congo               | Bantu                                   |                                |
|                              | Yao               |         | 1 N Mozambique, Malawi                  | Bantu dialect                           |                                |
|                              | Tanzanian Bantu   |         | 18 Tanzania                             | Bantu dialect                           |                                |
|                              | Kikuyu            |         | 5 C Kenya                               | Kiswahili, Bantu dialects               |                                |
|                              | Kamba             |         | 2.7 Kenya                               | Swahili, Bantu dialect                  |                                |
|                              | Danda             |         | 1 W Uganda                              | Bantu dialect                           |                                |
|                              | Hutu (Ruanda)     |         | 10.5 Rwanda, Burundi                    | Bantu dialect                           |                                |
|                              | Tutsi             |         | 1.7 Rwanda, Burundi                     | Bantu dialect                           |                                |
|                              | Ibibio            |         | 3.3 S Nigeria                           | Ibibio (Benue-Niger)                    |                                |
|                              | Fon (Dahomeans)   |         | 0.9 Togo, Benin, Nigeria                | Kwa family                              |                                |
|                              | Ibo               |         | 16 S Nigeria                            | Ibo                                     |                                |
|                              | Yoruba            |         | 9 SW Nigeria                            | Yoruba                                  |                                |
|                              | Ewe               |         | 1.5 Togo, Benin, Ghana                  | Ewe                                     |                                |
|                              | Ashanti           |         | 1 C Ghana                               | Ashanti (Akan dialect)                  |                                |
|                              | Baule (Baoule)    |         | 2 N Ivory Coast                         | Ashanti                                 |                                |
|                              | Wolof             |         | 3.5 Senegal, W Mali                     | Wolof (Niger-Congo)                     |                                |
|                              | Hausa             |         | 27 ? Niger, N Nigeria                   | Hausa                                   |                                |
|                              | Fulani            |         | 7 C Nigeria, Senegal, Chad              | Fulani                                  | Fulani is a trade language     |
|                              | Mende             |         | 2 NW Ivory Coast, Sierra Leone, Liberia | Mende                                   |                                |
|                              | Songhai           |         | 0.85 C Mali, Niger, Burkina             | Songhai, Hausa                          |                                |
|                              | Mossi             |         | 4.5 W Burkina Faso                      | Burkinabe                               |                                |
|                              | Senoufo           |         | 2 Ivory Coast, Burkina, mali            | Burkinabe dialects                      |                                |
|                              | Dinka             |         | S Sudan                                 | Cushite dialect                         |                                |
|                              | Luo               |         | 3 Uganda, W Kenya                       | Luo (E. Sudanic dialect)                | Uganda border                  |

| Region        | Culture             | Size(m)                                                                               | Location/Country                                 | Language               | Comment                                                                              |
|---------------|---------------------|---------------------------------------------------------------------------------------|--------------------------------------------------|------------------------|--------------------------------------------------------------------------------------|
| Central Asian | Baluch              | 1.2 Iran, Pakistan, Afghanistan, Oman                                                 | Baluch                                           |                        |                                                                                      |
|               | Bachtlari (Basseri) | 2 SW Iran                                                                             | Luri, Persian                                    |                        |                                                                                      |
|               | Pathan (Pukhtun)    | 16 Pakistan, Afghanistan                                                              | Pushu                                            |                        |                                                                                      |
|               | Hazara              | 1.4 Pakistan, Afghanistan                                                             | Hazarli, Dari                                    |                        |                                                                                      |
|               | Kurds               | 21.9 Turkey, Iraq, Iran, Armenia                                                      | Kurdish, Russian, national                       |                        |                                                                                      |
|               | Tajiks              | 9.3 Tajikistan, Uzbekistan, Pakistan, Afghanistan                                     | Tajik, Russian, Persian                          |                        |                                                                                      |
|               | Ossetians (Eeron)   | 0.6 Georgian Caucasus area                                                            | Ossetian (dialect of Iranian), Russian, Georgian | Caucasian culture      |                                                                                      |
|               | Lurs                | 2.5 N Iran                                                                            | Luri, Persian                                    |                        |                                                                                      |
|               | Persian             | 61 Iran, Afghanistan, Bahrain, Oman                                                   | Persian (Dari)                                   |                        |                                                                                      |
|               | Turks               | 48 Turkey                                                                             | Turkish                                          |                        |                                                                                      |
|               | Uzbeks              | 27.97 Uzbekistan, Afghanistan, Kazakhstan, Kirghistan, Tajikistan, Turkmenistan       | Uzbek, Russian                                   |                        |                                                                                      |
|               | Kazakhs             | 7.04 Kazakhstan                                                                       | Kazakh                                           |                        |                                                                                      |
|               | Azerbaijani (Azeri) | 22.8 Azerbaijan, Armenia, Iran                                                        | Azerbaijani, Armenian, Russian                   | 16% in Iran            |                                                                                      |
|               | Turkmeni            | 2.97 Turkmenistan                                                                     | Turkmen, Russian                                 | Kazakhstan, 42% Kazak  |                                                                                      |
|               | Kirghiz             | 3.72 Kirghistan                                                                       | Kirghis, Russian                                 | Kirghistan 66% Kirghiz |                                                                                      |
|               | Kara-Kalpaks        | 0.98 Soviet Central Asia                                                              | Kara-Kalpak, Russian                             |                        |                                                                                      |
|               | Chuvashes           | 1.31 Volga regions                                                                    | Chuvash, Russian                                 |                        |                                                                                      |
|               | Bashkirs            | 3.86 Volga regions                                                                    | Bashkirian, Russia                               |                        |                                                                                      |
|               | Uighurs             | 7.3 W China (Xinjiang), Central Asia                                                  | Uighur, Russian                                  |                        |                                                                                      |
| East Asian    | Japanese            | 125.21 Japan                                                                          | Japanese                                         |                        |                                                                                      |
|               | Khalikha Mongols    | 2.3 Mongolia                                                                          | Mongol dialect                                   |                        |                                                                                      |
|               | Koreans             | 68.75 Korea, Russia, Japan, China                                                     | Korean                                           |                        | In Russia: Primorye Territory, Amur River, Central Asia, & Kazakhstan,               |
|               | Manchu              | NE China                                                                              | Chinese, Manchu                                  |                        |                                                                                      |
|               | Okinawans           | Okinawa                                                                               | Japanese/Okinawan                                |                        |                                                                                      |
|               | Chinese Han         | 1093.14 Mainland China                                                                | 29 dialects                                      |                        |                                                                                      |
|               | Taiwanese Han       | 18.21 Taiwan                                                                          | Mandarin Chinese                                 |                        |                                                                                      |
|               | Hui                 | 4.1 China                                                                             | Mandarin and several dialects                    |                        |                                                                                      |
|               | Overseas Chinese    | 72.29 Philippines, Malaysia, Singapore, Thailand, Indonesia, Cambodia, Vietnam, Burma | Mandarin, original/focal dialects                |                        | Mainlanders who moved in during/after Revolution<br>Shilte Mostern, Ningxia province |
|               | Vietnamese          | 70.15                                                                                 | Vietnamese                                       |                        |                                                                                      |
|               | Central Tibetans    | 5.1 Tibet, rest of China                                                              | Tibetan                                          |                        |                                                                                      |
|               | Gurung (Gurkha)     | 15 Nepal                                                                              | Nepali, Gurkhal                                  |                        |                                                                                      |
| Indo-Asian    | Bhotia              | 1.26 Bhutan                                                                           | Dzongha                                          |                        |                                                                                      |

| Region           | Culture              | Size(m) | Location/Country                         | Language                    | Comment                                              |
|------------------|----------------------|---------|------------------------------------------|-----------------------------|------------------------------------------------------|
| Indo-Asian cont. | Kachin               | 0.78    | NE Myanmar, NW India, S China            | Kachin , Burmese            |                                                      |
|                  | Naga                 |         | NE India                                 | Various                     |                                                      |
|                  | Burmese              | 31.8    | Myanmar                                  | Burmese                     |                                                      |
|                  | Karen                | 4.1     | SE Myanmar, W Thailand                   | Karen, Burmese              | 2nd largest group in Myanmar                         |
|                  | Lao Lum              | 2.62    | Laos                                     | Lao                         |                                                      |
|                  | Central Thai         | 45.34   | Thailand                                 | Thai                        |                                                      |
|                  | Miao-Yao             | 6.7     | China (Kweichow), Vietnam, Laos, Myanmar | Numerous dialects/languages |                                                      |
|                  | Khmer                | 9       | Cambodia                                 | Khmer (Cambodian)           |                                                      |
|                  | Sinhalese            | 13.38   | S&W Sri Lanka                            | Sinhalese, English          |                                                      |
|                  | Indian Hindu         | 767.75  | India, Sri Lanka                         | Hindi, various              |                                                      |
| Oceanean         | Indian Moslem        | 324     | Pakistan, India, Bangladesh              | Urdu, Bengali, various      | Significant minorities in Africa, Oceania, Caribbean |
|                  | Sikh                 | 18      | NW India                                 | Hindi, Punjabi              |                                                      |
|                  | Mainland Malays      | 11.73   | Malayan Peninsula                        | Malay                       |                                                      |
|                  | Filipino Christian   | 60.9    | Luzon, Visayan Islands, Mindanao         | Filipino (Tagalog)          | Distinct due to long overlay of RC, Spain, USA       |
|                  | Filipino Moslem      | 3.46    | Mindanao                                 | Filipino (Tagalog)          |                                                      |
|                  | Jahalc               | 0.02    | Sumatra                                  | Jahalc, Bahasa Indonesian   |                                                      |
|                  | Kubu                 |         | SE Sumatra                               | Bahasa Indonesian           |                                                      |
|                  | Minangkabau          | 4.29    | Sumatra (all over)                       | Bahasa Indonesian           |                                                      |
|                  | Javanese             | 86.64   | Java, Indonesia                          | Javanese, Bahasa Indonesian |                                                      |
|                  | Balinese             | 3.51    | Bali, Sundu Islands                      | Balinese, Bahasa Indonesian |                                                      |
| American         | Polynesian Peoples   |         |                                          |                             |                                                      |
|                  | Malagasy             | 11      | Madagascar                               | Malagasy, French            |                                                      |
|                  | Papulans             | 3.72    | Coastal Papua, New Guinea                | Motu                        |                                                      |
|                  | Quiche               |         | Guatemala                                | Quiché                      |                                                      |
|                  | Miskito (Mosquito)   |         | Nicaragua, Honduras                      | English                     |                                                      |
|                  | Quechua              | 2       | Bolivia                                  | Quechua                     |                                                      |
|                  | Aymaras              | 1.5     | C Bolivia                                | Aymara                      |                                                      |
|                  | Haitian              | 4.8     | Haiti                                    | Creole                      | French-based                                         |
|                  | Cubans               | 10.99   | Cuba                                     | Spanish                     |                                                      |
|                  | French Polynesians   |         | Tahiti, etc                              | French                      |                                                      |
| Hybrid Cultures  | American Polynesians |         | Samoa, etc                               | English                     |                                                      |
|                  | British Polynesian   |         | Fiji, etc                                | English                     |                                                      |
|                  |                      |         |                                          |                             |                                                      |

## APPENDIX D

### Conference Report

Conference of Culture Templates  
Raleigh, NC  
27-29 February 1996

The working draft then current of the Generic Culture Template, the preliminary draft version of the "Arabs of West Asia" Culture Template, the draft FID Mission Template, and a notional amalgamation of the Generic Culture and FID Mission Templates were presented to leading scholars, specialists, and practitioners at the Conference on Culture Templates, held 27-29 February 1996 in Raleigh, North Carolina.

In attendance were:

- Outside subject-matter specialists: Dr. Aida Beshara (independent consultant), Prof. Miriam Cooke (Duke University Arabic Department), Mr. Randall Elliott (Chief of the Politico-Military Bureau, US Department of State), Prof. Margaret Nydell (Head of the Arabic Department, Georgetown University), Ambassador Richard Parker (Middle East Institute), GEN William Richardson (former TRADOC Commander), Dean Karin Ryding (Dean of Interdisciplinary Programs, Georgetown University), COL Vladimir Sobichevsky (former DLI Commandant), and Dr. Tim Wallace (North Carolina State University).
- Government participants: Mr. Robert Blakeney (SWCS), MAJ Norvell DeAtkine (SWCS), Dr. Melissa Holland (ARI), LTC Terry Potter (NDU), and LTC Peter Williams (SWCS).
- Project staff: Dr. Ellen Franke (AGSI), Mr. David Hannaman (HumRRO), LTC Peter Kozumplik (CWL&C), and LTC Chris Wise (CWL&C).

The conference objectives were to:

- Review the Generic Culture Template to confirm the concept and to improve its utility as an analytical tool.
- Review the "Arabs of West Asia" Culture Template to state critical communications skills and to formulate criteria for prioritizing those communications skills.
- Review the FID mission, the draft FID Mission Template, and the notional procedures to link cultural requirements and mission requirements through the Composite Template.

The first two sessions of the conference provided an overview of the project, a description of Special Operating Forces (SOF), and Special Forces (SF) missions and current training programs. Participants were then divided into two work groups which independently reviewed the draft Generic Culture Template. Each group independently concluded that the template is a useful and comprehensive approach to describing a culture. Beyond that, the group members identified some redundancy in the draft template, they added and deleted some topics, they reorganized and restated other topics, and they identified additional communications skills.

In the third and fourth conference sessions, the draft "Arabs of West Asia" Culture Template was introduced and then separately reviewed by the work groups. Skills associated with elements of the template were identified and the work groups modified proposed criteria for assessing the importance of those skills. The work groups provided editorial and substantive comments regarding the accuracy of the template in describing Arab culture. The discussions led to

consideration of the various regional subsets of the culture and one group developed overall themes regarding Arab culture. Both groups contributed a significant number of skills to add to the template. A consensus was reached on two rating criteria: a) Will the behavior, if incorrectly done, cause offense? and b) will the behavior, if correctly done, elicit a positive response?

A persistent theme throughout the conference was the need to identify key features of American culture and to ensure that SF soldiers understood their own culture. Herein, it was noted that it could not be assumed that individual soldiers conform to US norms, hence the deletion of a criterion of "similarity to US behavior." One suggestion was to add a fourth category to the Generic Culture Template to describe US culture and behaviors; another was to template US culture independently.

The fifth session introduced the FID mission. Key points included in the original "read ahead" package regarding the FID mission were reviewed and revised FID Mission and Composite Templates were distributed.

The work groups were restructured for the sixth session to enable one group (generalists and military representatives) to review the mission and composite templates and another (Arab specialists and one SWCS instructor) to address the specific requirement in the FID Army Training and Evaluation Plan (ARTEP) that US soldiers must represent and comply with the US position on human rights. Herein:

- The human rights group was asked to identify culturally appropriate and effective methods to communicate US concerns to members of the Arab culture and to identify the cues or indicators within that culture that signal potential violations of US human rights expectations. This was accomplished with virtually complete consensus regarding appropriate themes and techniques of persuasion and with consensus regarding specific cues.
- Members of the mission group confirmed the importance of dealing with "non-duty" time, noting that many cross-cultural problems occur when the soldiers are not on duty. They also made recommendations for minor improvements in the template and they achieved consensus regarding process and content.

In the final session, each participant provided specific points for emphasis or revision from his or her own perspective. Both Professor Nydell and Ambassador Parker later expanded their oral comments with separately-submitted detailed and substantive written comments.

## APPENDIX E

### Preface to the Cultural Communication Skills Template — Generic

The *Cultural Communication Skills Template — Generic* was developed to provide a basis for *systematic* design of cultural training programs. Americans that need to interact with members of a culture other than their own will do their jobs better if they understand that culture. Cultural training programs thus aim to enhance the performance of an American within a target culture. But systematic approaches to the design of cultural-skills training have been unavailable. In general, training requirements are based on informal and subjective analysis of a culture. Consequently, the effectiveness of the resulting training is dependent on the intuition of training developers, training managers, and instructors.

The purpose of this Template is to organize cultural information for a specific purpose — the identification of specific cultural behaviors that *make a difference* and that *can be taught*. Identification is critically important; until a behavior can be described, nothing can be trained. The plethora of information about a target culture is of little practical use until the behaviors affected by the information can be described. Thus, we can know a great deal about a religion but, from a training perspective, we need to know how aspects of that religion affect behavior.

The Template provides a disciplined approach to collecting and organizing culture-specific information and identifying behaviors associated with that information. By itself, the Generic Template does not describe any specific culture. Rather, it focuses on what to look for and how to organize the information obtained from cultural informants, books, scholarly journals, magazine articles, and other sources in a manner that facilitates identification of specific behaviors linked to that information.

Development of the Template was very pragmatic. First, culture was defined as follows:

*Culture is the set of traditional behaviors acquired through transmission from one generation to another within a discrete segment of the human race, sharing a racial or ethnic identity, a geographic location, a specified period of time, or any combination thereof.*

From this definition, criteria were developed to begin describing specific cultures. These criteria were based strictly on how adequately they differentiated groups of human beings and whether they facilitated the identification of behaviors. Within this context, a structure was proposed, evaluated by expert opinion, and used to analyze specific cultures. Based on outcomes, the structure and content were re-evaluated and re-applied. The result, based on review of three cultures, is reflected in this volume.

The Template follows a traditional outlining format with three main sections and a hierarchy of sub-topics:

- I. Psychological Profile
- II. Shared History
- III. National/Regional Characteristics

Sections I and II enable description of a culture's key features. Section III reflects the acknowledgement that cultures exist at specific places and are linked to specific nationalities — both factors can affect or modify behavior.

As topics were organized and assimilated in this structure, *generic cultural behaviors* were identified and generally linked to *fourth-level* topic headings in the outline (e.g., I.A.1.a. or II.B.3.c.). These behaviors are intended to be cues or suggestions to assist the description of specific behaviors in a specific culture. In the Template the generic behaviors are indented, numbered and italicized. Though linked to the fourth-level topics, they are placed in the text following the complete topic hierarchy as a matter of convenience.

Appendix A reproduces the Template to the fourth level. In most cases, however, more elements exist in a hierarchy below the fourth-level. These amplify the topic and serve as additional cues to the search for and organization of culture-specific information.

### Using The Template

The Template is a research guide that focuses a search through all of the information available on a culture. It also serves quite well as an interview protocol with experts and native informants. For each topic, informants are queried regarding key cultural information and, most importantly, about behaviors they have witnessed that are linked to that topic. The footer shown on each page has proved particularly useful when the Template is used in this role, since those queries tend to highlight gender, urban/rural, and other key differences within a topic domain.

### Culture-Specific Templates

Using the same format, and often exactly the same topic headings, the intended result of the research is a *culture-specific* template with behaviors unique to the culture. Understanding, identifying, responding to, and perhaps performing, those behaviors is, in turn, the key to successful interaction with the culture.

The content of culture-specific templates differ from the Generic Template in several respects. They contain culture-specific topics and the cultural behaviors within them are described more acutely. For a given culture, some topics listed in the Generic Template may have no relevance at all within the target culture and might be eliminated. In particular, Section III of a culture-specific template may expand considerably if several countries are identified, or may shrink when national boundaries are considered less germane to the analysis.

### Future Editions Of The Template

The Template is a living document. Although demonstrably useful in its present form, it would be surprising if the Template did not evolve as it is tested against other cultures. However, at all times the focus will be on ensuring its utility to the decision-maker and training manager.

## APPENDIX F

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## APPENDIX G

### Workshop Instructions for Phases I, II, and III

(Note: Alternative wordings are shown in brackets)

#### Phase I Introduction

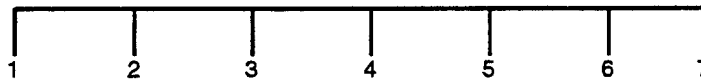
U.S. military personnel may be living and working in "West Asia" ["Russia", "Cuba"] and interacting with the Arab [Russian, Cuban] culture of that area (i.e., Saudi Arabia, Yemen, Oman, UAE, Qatar, Bahrain, Kuwait, Iraq, Syria, Lebanon, Israel, Jordan). Assume that they are there at the invitation of the host government. As official, invited travelers, some aspects of their visit are different from the average traveler or tourist, to include:

- They are in the region to do a specific job.
- They are there as a group, not individuals.
- They are there because their higher command ordered them there.
- They are under very specific legal and diplomatic control.

Using the scale below, please rate the impact of American soldiers not properly demonstrating each of the cultural communication skills or behaviors, (identified on the attached list) when interfacing with indigenous people. For example, if an American soldier ignores, or improperly executes a behavior, and doing so would have an extremely negative impact on his relationship with a member of the culture, that behavior would get the highest rating, i.e., a "7." If ignoring, or improperly executing a behavior would have minimal or no impact at all, the behavior would get a lower rating, even as low as "1." Your ratings should be based on the interactions between U.S. military personnel and the indigenous population (both military and civilian), with no regard to the rank of the military personnel involved (either U.S. and non-U.S.) or status/social standing of the local people except as noted in some of the items.

#### Rating Scale

Not properly demonstrating the behavior when interacting with indigenous people would have the following effect:



- 1 = **No Impact** (Not properly demonstrating the behavior would have no impact.)
- 2 = **Little Negative Impact**
- 3 = **Some Negative Impact** (Not properly demonstrating the behavior may cause embarrassment or upset indigenous people to a minor degree for a short period of time, but would not effect interrelationships.)
- 4 = **Moderate Negative Impact**
- 5 = **Considerable Negative Impact** (Not properly demonstrating the behavior may temporarily disrupt relationships.)
- 6 = **Very Negative Impact**
- 7 = **Extremely Negative Impact** (Not properly demonstrating the behavior may cause a total breakdown in rapport/collaboration that could result in total alienation or physical strife.)

## Phase II Workshop Instructions

Based on the data obtained in the Phase I workshops, several clusters of items have been identified. (A cluster of items is defined as items who received ratings during the Phase I workshops that were NOT substantially different from each other.) The purpose of the Phase II workshop is to attempt to "un-cluster" the clustered items.

During this workshop base your ratings on the same context you used in Phase I:

*U.S. military personnel may be living and working in "West Asia" ["Russia", "Cuba"] and interacting with the Arab [Russian, Cuban] culture. Assume that they are there at the invitation of the host government. As official, invited travelers, some aspects of their visit are different from the average traveler or tourist, to include:*

*They are in the region to do a specific job.  
They are there as a group, not individuals.  
They are there because their higher command ordered them there.  
They are under very specific legal and diplomatic control.*

Your ratings should be based on the interactions between U.S. military personnel and the indigenous population (both military and civilian), with *no regard to the rank of the military personnel involved (either U.S. and non-U.S.) or status/social standing of the local people except as noted in some of the items.*

During Phase II, rather than rating the effect of not properly demonstrating the behavior (as you did in Phase I), you will be making "forced choices" in this workshop. In other words, you will be rating the effect of not demonstrating a behavior **in relation to other behaviors in the same cluster** using the following scale:

Not properly demonstrating the behavior when interacting with indigenous people would have the following effect:



**1 = Less Impact Than Other Behaviors in the Cluster**  
**7 = More Impact Than Other Behaviors in the Cluster**

For each cluster, the directions will specify the minimum number of behaviors that must be assigned to each point on the scale. It is very important that you follow the directions!!

### Phase III Workshop Instructions

Based on the data obtained in the Phase II workshops, several clusters of items have been identified. (A cluster of items is defined as items who received ratings during the Phase II workshops that were NOT substantially different from each other.) The purpose of the Phase III workshop is to attempt to "un-cluster" the clustered items. *During this workshop clustered items will be discussed by the group with the intent of rank ordering them. The majority decision will rule when there is disagreement regarding rank ordering clustered items. If there would be different reactions to the behavior in different countries, base your decisions on the worst case scenario.*

During this workshop base your ratings on the same context you used in Phases I and II:

*U.S. military personnel may be living and working in "West Asia" ["Russia", "Cuba"] and interacting with the Arab [Russian, Cuban] culture. Assume that they are there at the invitation of the host government. As official, invited travelers, some aspects of their visit are different from the average traveler or tourist, to include:*

*They are in the region to do a specific job.  
They are there as a group, not individuals.  
They are there because their higher command ordered them there.  
They are under very specific legal and diplomatic control.*

Your ratings should be based on the interactions between U.S. military personnel and the indigenous population (both military and civilian), with ***no regard to the rank of the military personnel involved (either U.S. and non-U.S.) or status/social standing of the local people except as noted in some of the items.***

During Phase III, you will again be making "forced choices". In other words, you will be ranking the impact of not demonstrating a behavior **in relation to other behaviors in the same cluster**. The 76 clusters range in size from 2-4 behaviors. The group will be asked to identify the behavior that has the *most* impact first.

## APPENDIX H

### Behaviors Weighted by Culture — Arabs of West Asia

| Item No | Behavior                                                                                           | Culture Weights | Culture Rankings |
|---------|----------------------------------------------------------------------------------------------------|-----------------|------------------|
| 205     | Understand that images of Mohammed are prohibited                                                  | 7.00            | 1                |
| 289     | Avoid committing a crime                                                                           | 6.99            | 2                |
| 015     | In Saudi Arabia, never enter a mosque                                                              | 6.97            | 3                |
| 058     | Never imply that someone is a homosexual                                                           | 6.96            | 4                |
| 243     | Avoid drug use                                                                                     | 6.95            | 5                |
| 087     | Avoid touching behaviors with members of opposite sex (except a handshake in a business situation) | 6.93            | 6                |
| 014     | Do not enter a mosque without permission                                                           | 6.92            | 7                |
| 053     | Men: Do not deal with Arab women                                                                   | 6.91            | 8                |
| 016     | Remove shoes at entrance to mosque                                                                 | 6.89            | 9                |
| 073     | Never use profanity                                                                                | 6.88            | 10               |
| 052     | Avoid all physical contact with members of the opposite sex (Arab and non-Arab alike)              | 6.87            | 11               |
| 059     | Avoid discussion of sexual matters in all contexts                                                 | 6.85            | 12               |
| 246     | Identify penalties for consuming liquor                                                            | 6.84            | 13               |
| 242     | Identify the legal and illegal drugs                                                               | 6.83            | 14               |
| 245     | Identify the legality of liquor                                                                    | 6.81            | 15               |
| 010     | Be respectful near a mosque/prayer room—no loud music or shouting                                  | 6.80            | 16               |
| 311     | Identify/respond to rank                                                                           | 6.79            | 17               |
| 439     | Identify/respond to/model appropriate manner to deal with police regarding major traffic violation | 6.77            | 18               |
| 296     | Identify when religious law takes precedence over civil law                                        | 6.76            | 19               |
| 297     | Identify police authority and responsibility                                                       | 6.75            | 20               |
| 247     | In general, anticipate complete abstinence for duration of stay                                    | 6.73            | 21               |
| 300     | Model avoiding arrest                                                                              | 6.72            | 22               |
| 438     | Identify/respond to/model appropriate manner to deal with police regarding minor traffic violation | 6.71            | 23               |
| 216     | Identify prohibited foods                                                                          | 6.69            | 24               |
| 424     | Identify/respond to validity of US driver's license                                                | 6.68            | 25               |
| 437     | Identify documents required for self, domestic animals, and vehicle                                | 6.67            | 26               |
| 021     | During Ramadan: do not eat, drink or smoke in public                                               | 6.65            | 27               |
| 025     | Gestures/behaviors appropriate/inappropriate with religious leaders                                | 6.64            | 28               |
| 002     | Avoid dealings with Arab women                                                                     | 6.62            | 29               |
| 248     | Identify the role that liquor plays                                                                | 6.61            | 30               |
| 240     | Avoid gambling activities                                                                          | 6.60            | 31               |
| 395     | Model accepting and discharging personal financial obligations                                     | 6.58            | 32               |
| 177     | Model planning and serving appropriate food/beverages                                              | 6.57            | 33               |
| 299     | Identify arrest procedures                                                                         | 6.56            | 34               |
| 106     | Identify/respond to attitudes towards actions taken by American government                         | 6.54            | 35               |
| 440     | Identify circumstances in which police should be involved                                          | 6.53            | 36               |
| 082     | Avoid using offensive gestures in scripted conversation                                            | 6.52            | 37               |
| 139     | Foreign women should dress modestly, following local customs                                       | 6.50            | 38               |
| 368     | Identify/respond to/model how to address a senior                                                  | 6.49            | 39               |
| 394     | Identify/respond to/model knowing when to pay a debt                                               | 6.48            | 40               |
| 365     | Identify/respond to/model whom to salute                                                           | 6.46            | 41               |
| 370     | Identify/respond to/model appropriate customs in the officers' mess                                | 6.45            | 42               |
| 175     | Model planning a social gathering for appropriate people                                           | 6.44            | 43               |
| 298     | Identify a police officer                                                                          | 6.42            | 44               |
| 371     | Identify/respond to/model appropriate customs in the sergeants' mess                               | 6.41            | 45               |
| 383     | Identify legality of private currency changers                                                     | 6.40            | 46               |
| 302     | Model avoiding confinement                                                                         | 6.38            | 47               |
| 040     | Identify importance of Ramadan/Eid al-Fitr                                                         | 6.37            | 48               |
| 030     | Men: Do not inquire about female family members                                                    | 6.36            | 49               |
| 041     | Identify importance of Hajj/Eid al-Adha                                                            | 6.34            | 50               |
| 089     | Identify/respond to typical attitudes toward political authority                                   | 6.33            | 51               |

| Item No | Behavior                                                                               | Culture Weights | Culture Rankings |
|---------|----------------------------------------------------------------------------------------|-----------------|------------------|
| 152     | Avoid consumption of alcohol                                                           | 6.32            | 52               |
| 042     | Avoid Shiite neighborhoods on Ashura                                                   | 6.30            | 53               |
| 077     | Model maintaining appropriate eye contact with a woman during a scripted conversation  | 6.29            | 54               |
| 244     | Identify the role that drugs play                                                      | 6.28            | 55               |
| 238     | Identify penalties for gambling                                                        | 6.26            | 56               |
| 105     | Identify/respond to perceived threats to cultural integrity                            | 6.25            | 57               |
| 075     | Identify/respond to insult in scripted conversation                                    | 6.24            | 58               |
| 287     | Identify rigor with which laws are enforced                                            | 6.22            | 59               |
| 312     | Identify missions, functions, structures, and special privileges of elite units        | 6.21            | 60               |
| 382     | Identify places to exchange currency legally                                           | 6.20            | 61               |
| 027     | Adopt appropriate dress                                                                | 6.18            | 62               |
| 304     | Identify relationships between the security organization and ethnic or minority groups | 6.17            | 63               |
| 017     | Do not take food into mosque                                                           | 6.16            | 64               |
| 107     | Identify/respond to attitudes towards American culture                                 | 6.14            | 65               |
| 303     | Identify interfaces between security and military organizations                        | 6.13            | 66               |
| 403     | Identify/respond to the safety of the water supply                                     | 6.12            | 67               |
| 301     | Identify conditions of confinement                                                     | 6.10            | 68               |
| 425     | Identify sources and requirements for international driver's license                   | 6.09            | 69               |
| 358     | Identify procedures for control of weapons and ammunition                              | 6.08            | 70               |
| 285     | Identify, by area, functions that the political organization performs                  | 6.06            | 71               |
| 049     | Use title, proper form of address in written communications                            | 6.05            | 72               |
| 259     | Identify degree of privacy expected                                                    | 6.04            | 73               |
| 223     | Model appropriate conversation                                                         | 6.02            | 74               |
| 293     | Identify criminal jurisdictions by type of offense                                     | 6.01            | 75               |
| 141     | Identify/respond to/model wearing appropriate clothing                                 | 6.00            | 76               |
| 288     | Identify categories of crime                                                           | 5.98            | 77               |
| 170     | Identify/model accepting/rejecting food/drink as appropriate                           | 5.97            | 78               |
| 008     | Identify a mosque                                                                      | 5.96            | 79               |
| 396     | Identify negotiation parameters                                                        | 5.94            | 80               |
| 176     | Model issuing invitations                                                              | 5.93            | 81               |
| 166     | Model appropriate acceptance of invitation to social gathering                         | 5.92            | 82               |
| 221     | Model sitting appropriately                                                            | 5.90            | 83               |
| 310     | Identify category (officer/warrant/noncommissioned/other ranks)                        | 5.89            | 84               |
| 443     | Identify/respond to/model how to deal with reporting requirements                      | 5.87            | 85               |
| 442     | Identify/respond to/model contacting medical and road services                         | 5.86            | 86               |
| 366     | Identify/respond to/model when to salute                                               | 5.85            | 87               |
| 404     | Identify/respond to generally-accepted/required immunizations                          | 5.83            | 88               |
| 428     | Model obtaining a local driver's license                                               | 5.82            | 89               |
| 426     | Identify sources and requirements for local driver's license                           | 5.81            | 90               |
| 429     | Identify minimum and sensible levels of insurance required                             | 5.79            | 91               |
| 427     | Model obtaining an international driver's license                                      | 5.78            | 92               |
| 369     | Identify/respond to/model how to address a junior                                      | 5.77            | 93               |
| 019     | Do not talk to or walk in front of people praying                                      | 5.75            | 94               |
| 359     | Identify/respond to the social roles played by the armed forces                        | 5.74            | 95               |
| 360     | Identify/respond to the importance assigned to social roles played by the armed forces | 5.73            | 96               |
| 048     | Use correct form of address in social situations                                       | 5.71            | 97               |
| 167     | Identify/respond to/model appropriate greetings                                        | 5.70            | 98               |
| 171     | Identify/respond to/model appropriate topics of conversation                           | 5.69            | 99               |
| 308     | Identify/respond to uniforms of different services                                     | 5.67            | 100              |
| 420     | Model correctly addressing a letter                                                    | 5.66            | 101              |
| 292     | Identify the components of the legal system                                            | 5.65            | 102              |
| 294     | Identify trial procedures by type of offense                                           | 5.63            | 103              |
| 290     | Identify typical punishments                                                           | 5.62            | 104              |
| 447     | Identify/respond to required documentation                                             | 5.61            | 105              |
| 432     | Model obtaining an insurance policy                                                    | 5.59            | 106              |
| 393     | Model having sufficient currency to cover routine requirements                         | 5.58            | 107              |

| Item No | Behavior                                                                                   | Culture Weights | Culture Rankings |
|---------|--------------------------------------------------------------------------------------------|-----------------|------------------|
| 031     | Understand main taboos and avoid behaviors which can be offensive due to prohibited nature | 5.57            | 108              |
| 222     | Identify appropriate/inappropriate conversational topics                                   | 5.55            | 109              |
| 206     | Identify a mosque                                                                          | 5.54            | 110              |
| 104     | Identify/respond to notions of cultural superiority without giving offense                 | 5.53            | 111              |
| 237     | Identify the legality of gambling                                                          | 5.51            | 112              |
| 160     | Identify/respond to/model appropriate topics of conversation                               | 5.50            | 113              |
| 217     | Understand the role of ritual slaughtering of animals                                      | 5.49            | 114              |
| 286     | Identify/respond to relations between civil and religious authorities                      | 5.47            | 115              |
| 111     | Identify when the resort to force is an appropriate means of conflict resolution           | 5.46            | 116              |
| 155     | Model appropriate acceptance of invitation to business gathering                           | 5.45            | 117              |
| 364     | Identify/respond to tensions between military and economic roles                           | 5.43            | 118              |
| 057     | Identify/respond to attitudes towards American individuals                                 | 5.42            | 119              |
| 165     | Identify/model appropriate time to arrive for a social call                                | 5.41            | 120              |
| 140     | Foreign men should NOT adopt local dress                                                   | 5.39            | 121              |
| 385     | Identify exchange rates and authorized variances thereunto in buying and selling currency  | 5.38            | 122              |
| 055     | Model appropriate behavior in dealing with teachers or mentors                             | 5.37            | 123              |
| 329     | Identify administrative procedures                                                         | 5.35            | 124              |
| 095     | Identify/respond to deviations from American norms                                         | 5.34            | 125              |
| 448     | Identify/respond to/model appropriate action regarding gratuities                          | 5.33            | 126              |
| 405     | Identify/respond to immunizations recommended by the US DoS                                | 5.31            | 127              |
| 433     | Identify/respond to/model how to rent, use, and return a car                               | 5.30            | 128              |
| 277     | Identify head of state and head of government                                              | 5.29            | 129              |
| 284     | Identify areas in which the political organization is involved                             | 5.27            | 130              |
| 080     | Identify hostile gestures and respond                                                      | 5.26            | 131              |
| 282     | Identify/respond to conflict between cultural and national allegiances                     | 5.25            | 132              |
| 283     | Identify political relationships with ethnic or minority groups                            | 5.23            | 133              |
| 099     | Identify/respond to typical expressions of aggression                                      | 5.22            | 134              |
| 380     | Identify definition of and attitudes toward accumulation of excessive wealth               | 5.21            | 135              |
| 081     | Model using gestures appropriate to content and audience in scripted conversation          | 5.19            | 136              |
| 362     | Identify/respond to the economic roles played by the armed forces                          | 5.18            | 137              |
| 069     | Model when and how to terminate a conversation                                             | 5.17            | 138              |
| 047     | Correctly use title, proper form of address in business meetings                           | 5.15            | 139              |
| 402     | Identify/respond to main health risks for outsiders                                        | 5.14            | 140              |
| 398     | Identify purchasing etiquette, to include inspection for quality                           | 5.12            | 141              |
| 381     | Identify legal controls placed on the import, exchange, and/or export of currency          | 5.11            | 142              |
| 255     | Identify/respond to/model appropriate etiquette at communal bath                           | 5.10            | 143              |
| 174     | Identify/model appropriate subsequent follow-up                                            | 5.08            | 144              |
| 173     | Identify/model appropriate behavior to conclude the call                                   | 5.07            | 145              |
| 172     | Identify/model how long to stay                                                            | 5.06            | 146              |
| 430     | Identify sources of insurance                                                              | 5.04            | 147              |
| 131     | Identify/respond to types of rank within the culture                                       | 5.03            | 148              |
| 309     | Identify/respond to key individuals directing the defense establishment                    | 5.02            | 149              |
| 322     | Identify interfaces between the defense establishment and internal security organizations  | 5.00            | 150              |
| 084     | Identify/respond to hand motions during scripted conversation                              | 4.99            | 151              |
| 320     | Identify interfaces between commercial and military transportation services                | 4.98            | 152              |
| 201     | Practice the appropriate manner of speaking when using a consecutive interpreter           | 4.96            | 153              |
| 144     | Identify the importance of consensus in achieving meeting objectives                       | 4.95            | 154              |
| 295     | Identify relationships between the legal organization and ethnic or minority groups        | 4.94            | 155              |
| 054     | Model appropriate behavior to child                                                        | 4.92            | 156              |
| 202     | Identify local sources of quality translation work                                         | 4.91            | 157              |
| 102     | Identify/respond to the role of the individual within the family                           | 4.90            | 158              |
| 441     | Identify costs associated with police involvement                                          | 4.88            | 159              |
| 384     | Find out currency conversion rates                                                         | 4.87            | 160              |
| 390     | Identify/respond to where and for what checks may be used                                  | 4.86            | 161              |
| 258     | Identify public toilet facilities                                                          | 4.84            | 162              |
| 367     | Identify/respond to/model when not to salute                                               | 4.83            | 163              |

| Item No | Behavior                                                                                                   | Culture Weights | Culture Rankings |
|---------|------------------------------------------------------------------------------------------------------------|-----------------|------------------|
| 434     | Identify typical road conditions                                                                           | 4.82            | 164              |
| 161     | Identify/model how long to stay                                                                            | 4.80            | 165              |
| 388     | Identify/respond to/model using banknotes and coins                                                        | 4.79            | 166              |
| 399     | Model a cash retail transaction                                                                            | 4.78            | 167              |
| 276     | Identify differences on function of head of state and head of government                                   | 4.76            | 168              |
| 314     | Identify mission, functions, and structures of strategic organizations                                     | 4.75            | 169              |
| 024     | Identify religious leaders                                                                                 | 4.74            | 170              |
| 363     | Identify/respond to the importance assigned to economic roles played by the armed forces                   | 4.72            | 171              |
| 022     | Expect business hours to become erratic during Ramadan                                                     | 4.71            | 172              |
| 386     | Identify appropriate and sanctioned commissions for currency conversion                                    | 4.70            | 173              |
| 009     | Identify a prayer room                                                                                     | 4.68            | 174              |
| 361     | Identify/respond to "non-military" activities performed by the armed forces                                | 4.67            | 175              |
| 043     | Identify/respond to events with significant emotional attachment (cf., II.B.3.)                            | 4.66            | 176              |
| 179     | Identify appropriate times to make condolence calls                                                        | 4.64            | 177              |
| 147     | Identify/model appropriate way to close scripted negotiation                                               | 4.63            | 178              |
| 153     | Identify appropriate times to make business calls                                                          | 4.62            | 179              |
| 154     | Identify/model appropriate time to arrive for a business call                                              | 4.60            | 180              |
| 178     | Identify appropriate tribute—flowers/card/memorial contribution                                            | 4.59            | 181              |
| 406     | Model accounting for the difference between general practice and US DoS recommendations                    | 4.58            | 182              |
| 151     | Model participating in a banquet                                                                           | 4.56            | 183              |
| 103     | Identify/respond to the role of the individual within a group                                              | 4.55            | 184              |
| 431     | Identify/respond to prices                                                                                 | 4.54            | 185              |
| 029     | Identify/respond to displays of religious conflict                                                         | 4.52            | 186              |
| 023     | Do not undertake any serious training or joint maneuvers during Ramadan                                    | 4.51            | 187              |
| 315     | Identify mission, functions, and structures of tactical and operational organizations and units            | 4.50            | 188              |
| 180     | Identify/respond to/model appropriate greetings                                                            | 4.48            | 189              |
| 291     | Identify typical patterns of crime                                                                         | 4.47            | 190              |
| 330     | Identify military personnel accession sources                                                              | 4.46            | 191              |
| 145     | Identify the importance of consensus in achieving negotiation objectives                                   | 4.44            | 192              |
| 115     | Identify/respond to/model when avoidance is an appropriate means of conflict resolution                    | 4.43            | 193              |
| 003     | Consider family background when choosing a mediator, negotiator                                            | 4.42            | 194              |
| 184     | Identify/respond to/model appropriate topics of conversation                                               | 4.40            | 195              |
| 067     | Identify when not appropriate to initiate a conversation                                                   | 4.39            | 196              |
| 328     | Identify command and control doctrine and procedures                                                       | 4.37            | 197              |
| 267     | Identify/respond to culturally-significant fauna                                                           | 4.36            | 198              |
| 093     | Identify/respond to normal cultural expectations of and needs for political and social order and structure | 4.35            | 199              |
| 060     | Identify/respond to frequently-used euphemisms                                                             | 4.33            | 200              |
| 391     | Identify/respond to identification requirements for the use of credit cards or checks                      | 4.32            | 201              |
| 098     | Identify/respond to conditions causing stress in members of the culture                                    | 4.31            | 202              |
| 162     | Identify/model appropriate behavior to conclude the call                                                   | 4.29            | 203              |
| 260     | Identify/respond to/model appropriate request to use a toilet                                              | 4.28            | 204              |
| 262     | Model appropriate use of toilet                                                                            | 4.27            | 205              |
| 421     | Model putting correct postage on domestic letter                                                           | 4.25            | 206              |
| 307     | Identify components of the defense establishment                                                           | 4.24            | 207              |
| 275     | Identify temporary aspects of political organization                                                       | 4.23            | 208              |
| 274     | Identify permanent aspects of political organization                                                       | 4.21            | 209              |
| 156     | Identify/respond to/model appropriate greetings                                                            | 4.20            | 210              |
| 086     | Identify hostile behaviors and respond appropriately during scripted conversation                          | 4.19            | 211              |
| 113     | Identify/respond to/model when mediation and arbitration are appropriate means of conflict resolution      | 4.17            | 212              |
| 357     | Identify fiscal control procedures                                                                         | 4.16            | 213              |
| 109     | Identify/respond to major learning styles within the culture                                               | 4.15            | 214              |
| 323     | Identify linkages between organizational structure and ethnic or minority groups                           | 4.13            | 215              |
| 313     | Identify mission, functions, and structures of joint organizations                                         | 4.12            | 216              |
| 183     | Identify/model accepting/rejecting food/drink as appropriate                                               | 4.11            | 217              |
| 092     | Identify normal civil obligations                                                                          | 4.09            | 218              |
| 088     | Identify/respond to expressions of attitude regarding legal systems                                        | 4.08            | 219              |

| Item No | Behavior                                                                                                           | Culture Weights | Culture Rankings |
|---------|--------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
| 435     | Model planning the most economical route in terms of time and money                                                | 4.07            | 220              |
| 159     | Identify/model accepting/rejecting food/drink as appropriate                                                       | 4.05            | 221              |
| 101     | Identify/respond to the relative importance of larger groups to the individual                                     | 4.04            | 222              |
| 215     | Know that dancing is generally an inappropriate activity to be avoided                                             | 4.03            | 223              |
| 186     | Identify/model appropriate behavior to conclude the visit                                                          | 4.01            | 224              |
| 065     | Model appropriate behavior during scripted negotiations                                                            | 4.00            | 225              |
| 375     | Identify/respond to prestige/social status conferred by wealth                                                     | 3.99            | 226              |
| 352     | Model obtaining needed maintenance support                                                                         | 3.97            | 227              |
| 389     | Identify/respond to where and for what credit cards can typically be used                                          | 3.96            | 228              |
| 066     | Identify culturally-unacceptable compromises in scripted negotiations                                              | 3.95            | 229              |
| 146     | Identify/model appropriate way to close scripted meeting                                                           | 3.93            | 230              |
| 148     | Identify/respond to time to arrive for a formal banquet                                                            | 3.92            | 231              |
| 374     | Identify importance of wealth                                                                                      | 3.91            | 232              |
| 185     | Identify/model how long to stay                                                                                    | 3.89            | 233              |
| 355     | Model obtaining needed transportation support                                                                      | 3.88            | 234              |
| 354     | Identify/respond to procedures for obtaining transportation support                                                | 3.87            | 235              |
| 401     | Identify main health risks for members of the culture                                                              | 3.85            | 236              |
| 327     | Identify doctrine and procedures for conducting constabulary operations                                            | 3.84            | 237              |
| 376     | Identify relative financial status of individual by outward display                                                | 3.83            | 238              |
| 261     | Identify/respond to appropriate methods of cleaning up                                                             | 3.81            | 239              |
| 417     | Identify a mail box                                                                                                | 3.80            | 240              |
| 416     | Identify a post office                                                                                             | 3.79            | 241              |
| 018     | Identify Moslems at prayer                                                                                         | 3.77            | 242              |
| 013     | Identify/respond to times when religious observances are required                                                  | 3.76            | 243              |
| 112     | Identify/respond to/model when intellectual discussion and compromise are appropriate means of conflict resolution | 3.75            | 244              |
| 020     | Do not step on a prayer rug                                                                                        | 3.73            | 245              |
| 273     | Identify religious groups and regions in which they live                                                           | 3.72            | 246              |
| 079     | Identify scripted warnings and respond appropriately                                                               | 3.71            | 247              |
| 272     | Identify ethnic or minority groups and regions in which they live                                                  | 3.69            | 248              |
| 007     | Identify/respond to indicators of status in target culture                                                         | 3.68            | 249              |
| 143     | Identify/respond to/model appropriate way to begin scripted negotiation                                            | 3.67            | 250              |
| 181     | Identify/model appropriate methods of expressing condolences                                                       | 3.65            | 251              |
| 241     | Identify the role that gambling plays                                                                              | 3.64            | 252              |
| 189     | Identify the importance of language in defining the culture                                                        | 3.62            | 253              |
| 321     | Identify research and development capabilities                                                                     | 3.61            | 254              |
| 305     | Identify external influences that have molded the professional ethic                                               | 3.60            | 255              |
| 011     | Recognize call to prayer                                                                                           | 3.58            | 256              |
| 169     | Identify/model appropriate seating/posture                                                                         | 3.57            | 257              |
| 346     | Identify/respond to/model compliance with supply accounting procedures                                             | 3.56            | 258              |
| 347     | Identify normal sources and availability of service support                                                        | 3.54            | 259              |
| 344     | Identify/respond to procedures for obtaining supply support                                                        | 3.53            | 260              |
| 351     | Identify/respond to procedures for obtaining maintenance support                                                   | 3.52            | 261              |
| 158     | Identify/model appropriate seating/posture                                                                         | 3.50            | 262              |
| 164     | Identify appropriate times to make social calls                                                                    | 3.49            | 263              |
| 378     | Identify approved and disapproved means of acquiring wealth                                                        | 3.48            | 264              |
| 392     | Model using credit cards and checks as appropriate                                                                 | 3.46            | 265              |
| 373     | Identify indicators of wealth                                                                                      | 3.45            | 266              |
| 397     | Identify/model assessing quality based on price                                                                    | 3.44            | 267              |
| 422     | Model putting correct postage on overseas letter                                                                   | 3.42            | 268              |
| 423     | Model mailing parcel to US                                                                                         | 3.41            | 269              |
| 410     | Model making an international call                                                                                 | 3.40            | 270              |
| 436     | Buy a tank of gasoline                                                                                             | 3.38            | 271              |
| 133     | Identify when rank takes precedence over class                                                                     | 3.37            | 272              |
| 280     | Identify key contemporary figures                                                                                  | 3.36            | 273              |
| 114     | Identify when legal remediation is an appropriate means of conflict resolution                                     | 3.34            | 274              |
| 150     | Identify who is likely to be invited to a formal banquet                                                           | 3.33            | 275              |

| Item No | Behavior                                                                                        | Culture Weights | Culture Rankings |
|---------|-------------------------------------------------------------------------------------------------|-----------------|------------------|
| 116     | Identify political leaders and their significance                                               | 3.32            | 276              |
| 324     | Identify doctrine and procedures for conducting combined conventional operations                | 3.30            | 277              |
| 064     | Model appropriate turn-taking behavior during scripted conversation                             | 3.29            | 278              |
| 061     | Identify/respond to religious allusions in scripted conversation                                | 3.28            | 279              |
| 220     | Identify who generally sits down together                                                       | 3.26            | 280              |
| 342     | Identify doctrine and procedures for special training                                           | 3.25            | 281              |
| 326     | Identify doctrine and procedures for conducting single-service conventional operations          | 3.24            | 282              |
| 331     | Identify doctrine and procedures for conscription, recruiting, and accession                    | 3.22            | 283              |
| 340     | Identify doctrine and procedures for individual training in units                               | 3.21            | 284              |
| 083     | Demonstrate tactful refusal of more food                                                        | 3.20            | 285              |
| 345     | Model obtaining needed supplies and equipment                                                   | 3.18            | 286              |
| 074     | Use typical invocations of the deity in scripted conversations                                  | 3.17            | 287              |
| 056     | Model appropriate behavior in dealing with students or proteges                                 | 3.16            | 288              |
| 257     | Identify/respond to typical body scents                                                         | 3.14            | 289              |
| 348     | Identify/respond to procedures for obtaining service support                                    | 3.13            | 290              |
| 350     | Identify/respond to normal sources and availability of maintenance support                      | 3.12            | 291              |
| 268     | Identify/respond to attitudes regarding domestic animals                                        | 3.10            | 292              |
| 353     | Identify normal sources and availability of transportation support                              | 3.09            | 293              |
| 387     | Identify/respond to structure of currency                                                       | 3.08            | 294              |
| 413     | Identify/model how to send local and international telegrams                                    | 3.06            | 295              |
| 415     | Identify classes of service and prices associated with them                                     | 3.05            | 296              |
| 419     | Model renting a post office box                                                                 | 3.04            | 297              |
| 263     | Identify broken toilet before use                                                               | 3.02            | 298              |
| 418     | Model buying stamps                                                                             | 3.01            | 299              |
| 325     | Identify doctrine and procedures for conducting joint conventional operations                   | 3.00            | 300              |
| 091     | Identify/respond to normal cultural expectations from authority                                 | 2.98            | 301              |
| 306     | Identify internal influences that have molded the professional ethic                            | 2.97            | 302              |
| 343     | Identify, by class of supply, normal internal and external sources and availability of material | 2.96            | 303              |
| 188     | Identify Standard Arabic as the officially-recognized language                                  | 2.94            | 304              |
| 096     | Identify/respond to cultural concepts of individual identity                                    | 2.93            | 305              |
| 356     | Identify procedures for the conduct of research and development                                 | 2.92            | 306              |
| 078     | Identify scripted friendly gestures and respond appropriately                                   | 2.90            | 307              |
| 214     | Convey appreciation                                                                             | 2.89            | 308              |
| 349     | Model obtaining needed service support                                                          | 2.87            | 309              |
| 207     | Identify a private residence                                                                    | 2.86            | 310              |
| 149     | Identify/respond to how long a formal banquet is likely to last                                 | 2.85            | 311              |
| 333     | Identify doctrine and procedures for personnel assignments and use                              | 2.83            | 312              |
| 341     | Identify doctrine and procedures for unit training                                              | 2.82            | 313              |
| 076     | Model maintaining appropriate eye contact with a man during a scripted conversation             | 2.81            | 314              |
| 408     | Identify/respond to/model appropriate etiquette for incoming and outgoing calls                 | 2.79            | 315              |
| 446     | Identify most economical form of transport                                                      | 2.78            | 316              |
| 407     | Identify/respond to availability and costs associated with courier service                      | 2.77            | 317              |
| 445     | Identify/respond/model how to use public transportation                                         | 2.75            | 318              |
| 414     | Identify/model how to access e-mail systems                                                     | 2.74            | 319              |
| 411     | Identify/respond to/model knowing when a facsimile may be sent                                  | 2.73            | 320              |
| 409     | Model making a local call from a public telephone                                               | 2.71            | 321              |
| 012     | Recognize the chanting of the Koran                                                             | 2.70            | 322              |
| 279     | Identify key historical figures                                                                 | 2.69            | 323              |
| 281     | Identify/respond to the relative cohesion of the political organization                         | 2.67            | 324              |
| 278     | Identify the structure of governmental executive functions                                      | 2.66            | 325              |
| 239     | Identify types of gambling                                                                      | 2.65            | 326              |
| 124     | Identify/respond to how members of the culture consider their history                           | 2.63            | 327              |
| 004     | Identify/respond to appropriate standards of personal behavior                                  | 2.62            | 328              |
| 142     | Identify/respond to/model appropriate way to begin scripted meeting                             | 2.61            | 329              |
| 182     | Identify/model appropriate seating/posture                                                      | 2.59            | 330              |
| 122     | Respond to cultural emotions aroused by key historical dates                                    | 2.58            | 331              |

| Item No | Behavior                                                                                 | Culture Weights | Culture Rankings |
|---------|------------------------------------------------------------------------------------------|-----------------|------------------|
| 072     | Model appropriate elicitation techniques in scripted conversation                        | 2.57            | 332              |
| 090     | Identify /respond to typical attitudes toward educational authority                      | 2.55            | 333              |
| 337     | Identify doctrine and procedures for personnel disposition                               | 2.54            | 334              |
| 379     | Identify normal means of disposing of wealth                                             | 2.53            | 335              |
| 334     | Identify typical career patterns                                                         | 2.51            | 336              |
| 163     | Identify/model appropriate subsequent follow-up                                          | 2.50            | 337              |
| 332     | Identify doctrine and procedures for personnel classification                            | 2.49            | 338              |
| 372     | Identify/respond to how wealth is defined                                                | 2.47            | 339              |
| 412     | Identify/model how to send local and international facsimiles                            | 2.46            | 340              |
| 338     | Identify retirement privileges and benefits                                              | 2.45            | 341              |
| 123     | Respond to cultural emotions aroused by key historical figures                           | 2.43            | 342              |
| 033     | Avoid behaviors which can be offensive due to superstitions                              | 2.42            | 343              |
| 335     | Identify doctrine and procedures for military education and training                     | 2.41            | 344              |
| 138     | Identify/respond to/model appropriate grooming                                           | 2.39            | 345              |
| 316     | Identify mission, functions, and structures of administrative organizations              | 2.38            | 346              |
| 108     | Identify/respond to the value and importance ascribed to education                       | 2.37            | 347              |
| 130     | Identify class from clothing, mannerisms, speech patterns                                | 2.35            | 348              |
| 068     | Model how to initiate a conversation                                                     | 2.34            | 349              |
| 050     | React appropriately to men walking down the street holding hands                         | 2.33            | 350              |
| 132     | Identify sources of rank within the culture                                              | 2.31            | 351              |
| 028     | Identify/respond to general range of topics appropriate for discussion                   | 2.30            | 352              |
| 094     | Identify/respond to individual order and structure                                       | 2.29            | 353              |
| 071     | Identify inappropriate elicitation techniques                                            | 2.27            | 354              |
| 100     | Identify/respond to the ways in which members of the culture respond to external stimuli | 2.26            | 355              |
| 051     | Model appropriate behavior toward member of the same sex                                 | 2.25            | 356              |
| 085     | Identify friendly behaviors and respond appropriately during scripted conversation       | 2.23            | 357              |
| 097     | Identify definitions of and responses to "mental illness"                                | 2.22            | 358              |
| 336     | Identify doctrine and procedures for civilian education and training                     | 2.21            | 359              |
| 339     | Identify doctrine and procedures for individual training in schools                      | 2.19            | 360              |
| 319     | Identify echelons of maintenance, supply, and services                                   | 2.18            | 361              |
| 200     | Model using simplified English                                                           | 2.17            | 362              |
| 110     | Identify/respond to expected instructional styles                                        | 2.15            | 363              |
| 266     | Identify/respond to culturally-significant flora                                         | 2.14            | 364              |
| 270     | Identify typical occupations                                                             | 2.12            | 365              |
| 254     | Identify normal locations of bathing facilities                                          | 2.11            | 366              |
| 168     | Identify/model exchange of personal information/calling cards                            | 2.10            | 367              |
| 187     | Identify/model appropriate subsequent follow-up                                          | 2.08            | 368              |
| 264     | Model appropriate action regarding broken toilet                                         | 2.07            | 369              |
| 400     | Model a credit retail transaction                                                        | 2.06            | 370              |
| 444     | Identify/respond to/model how to obtain and use taxi                                     | 2.04            | 371              |
| 006     | Identify/respond to behaviors in conflict with ethical norms                             | 2.03            | 372              |
| 117     | Understand Judeo-Christian roots of Islam                                                | 2.02            | 373              |
| 203     | Know that the arabesque and calligraphy are important art forms for Arab culture         | 2.00            | 374              |
| 318     | Identify logistics organizations and units                                               | 1.99            | 375              |
| 271     | Identify typical education level                                                         | 1.98            | 376              |
| 190     | Identify/respond to religious reference in scripted conversation                         | 1.96            | 377              |
| 129     | Identify basis upon which class distinctions rest                                        | 1.95            | 378              |
| 119     | Identify/respond to basic concept of history and impact on current events                | 1.94            | 379              |
| 005     | Develop a personal relationship and find ways to exchange favors with counterparts       | 1.92            | 380              |
| 125     | Identify disconnects between insider and outsider consideration of the same history      | 1.91            | 381              |
| 225     | Identify/respond to correct serving and presentation techniques                          | 1.90            | 382              |
| 377     | Identify responsibilities accompanying the inheritance of wealth                         | 1.88            | 383              |
| 191     | Identify/respond to proverbs in scripted conversation                                    | 1.87            | 384              |
| 269     | Identify overall demographic features                                                    | 1.86            | 385              |
| 265     | Identify/respond to water rituals and customs                                            | 1.84            | 386              |
| 063     | Model appropriate response to interruptions during scripted conversation                 | 1.83            | 387              |

| Item No | Behavior                                                                                           | Culture Weights | Culture Rankings |
|---------|----------------------------------------------------------------------------------------------------|-----------------|------------------|
| 062     | Identify/respond to historical allusions in scripted conversation                                  | 1.82            | 388              |
| 192     | Identify/respond to literary allusion in scripted conversation                                     | 1.80            | 389              |
| 253     | Identify common modes of bathing                                                                   | 1.79            | 390              |
| 070     | Model a telephone call                                                                             | 1.78            | 391              |
| 197     | Read simple words and signs in Arabic                                                              | 1.76            | 392              |
| 233     | Identify/respond to the role of specific activities in the culture                                 | 1.75            | 393              |
| 136     | Identify which classes normally have relationships across class lines                              | 1.74            | 394              |
| 121     | Identify key figures known to all members of the culture                                           | 1.72            | 395              |
| 137     | Identify which activities enable relationships across class boundaries                             | 1.71            | 396              |
| 046     | Recognize probable religious affiliation from name                                                 | 1.70            | 397              |
| 193     | Identify/respond to historical reference in scripted conversation                                  | 1.68            | 398              |
| 026     | Know that many shops are closed on Friday for Moslem merchants (also sometimes Thursday afternoon) | 1.67            | 399              |
| 120     | Identify key historical dates known to all members of the culture                                  | 1.66            | 400              |
| 198     | Identify willingness of members of the culture to use English                                      | 1.64            | 401              |
| 032     | Identify/respond to main superstitions                                                             | 1.63            | 402              |
| 256     | Identify normal bathing frequency                                                                  | 1.62            | 403              |
| 199     | Identify ability of members of the culture to use English                                          | 1.60            | 404              |
| 127     | Identify disconnects between outsider and insider consideration of the same history                | 1.59            | 405              |
| 157     | Identify/model exchange of personal information/calling cards                                      | 1.58            | 406              |
| 227     | Model not eating too much too soon                                                                 | 1.56            | 407              |
| 038     | Identify/respond to attitudes regarding relativity of time                                         | 1.55            | 408              |
| 039     | Write date with all numerals                                                                       | 1.54            | 409              |
| 317     | Identify organization for accommodation and housekeeping                                           | 1.52            | 410              |
| 219     | Eat typical foods                                                                                  | 1.51            | 411              |
| 218     | Identify how foods are typically prepared                                                          | 1.50            | 412              |
| 128     | Identify major themes from the culture's history that are relevant today                           | 1.48            | 413              |
| 126     | Identify how outsiders consider the culture's history                                              | 1.47            | 414              |
| 134     | Identify the basis for mobility between social classes                                             | 1.46            | 415              |
| 001     | Identify/respond to key concepts                                                                   | 1.44            | 416              |
| 044     | Avoid telling jokes with Arab counterparts                                                         | 1.43            | 417              |
| 232     | Model appropriate participation                                                                    | 1.42            | 418              |
| 135     | Identify the limits of upward or downward class mobility                                           | 1.40            | 419              |
| 194     | Identify/respond to/model basic intonational patterns in scripted conversation                     | 1.39            | 420              |
| 196     | Model reading from a phrase dictionary                                                             | 1.37            | 421              |
| 228     | Identify how members of the society define the concept of discretionary time                       | 1.36            | 422              |
| 204     | Identify examples of calligraphy and the arabesque                                                 | 1.35            | 423              |
| 195     | Identify/respond to/model basic phrases in scripted conversation                                   | 1.33            | 424              |
| 226     | Identify normal sequence of courses                                                                | 1.32            | 425              |
| 224     | Identify what meals are eaten at what times of the day                                             | 1.31            | 426              |
| 209     | Identify the importance of poetry                                                                  | 1.29            | 427              |
| 045     | Recognize components of name                                                                       | 1.28            | 428              |
| 210     | Identify functions and purpose of prose                                                            | 1.27            | 429              |
| 251     | Model appropriate use                                                                              | 1.25            | 430              |
| 118     | Identify major themes from mythology relevant to the culture today                                 | 1.24            | 431              |
| 208     | Identify main genres of oral literature                                                            | 1.23            | 432              |
| 236     | Identify the role of sports in Arab culture                                                        | 1.21            | 433              |
| 034     | Identify/respond to attitudes regarding value of time                                              | 1.20            | 434              |
| 037     | Identify manner in which time is written                                                           | 1.19            | 435              |
| 235     | Identify participatory and observer roles in sports                                                | 1.17            | 436              |
| 229     | Identify how much time is typically available for leisure                                          | 1.16            | 437              |
| 036     | Ask when lunch and supper are generally eaten                                                      | 1.15            | 438              |
| 234     | Identify soccer as the only commonly played sport                                                  | 1.13            | 439              |
| 212     | Identify folk instruments                                                                          | 1.12            | 440              |
| 213     | Know that harmony is not common in Arab music—either vocal or instrumental                         | 1.11            | 441              |
| 252     | Identify the role that tobacco plays                                                               | 1.09            | 442              |
| 249     | Identify the legality of tobacco                                                                   | 1.08            | 443              |

| Item<br>No | Behavior                                                                      | Culture<br>Weights | Culture<br>Rankings |
|------------|-------------------------------------------------------------------------------|--------------------|---------------------|
| 231        | Identify, by activity, participatory and observer roles in leisure activities | 1.07               | 444                 |
| 230        | Identify common leisure activities                                            | 1.05               | 445                 |
| 211        | Identify functions and purpose of film                                        | 1.04               | 446                 |
| 035        | Ask when stores/offices/banks tend to be open                                 | 1.03               | 447                 |
| 250        | Identify penalties for using tobacco                                          | 1.01               | 448                 |

## APPENDIX I

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# APPENDIX J

## Behaviors Weighted by Culture — Russian

| Item No | Behavior                                                                                                     | Culture Weights | Culture Rankings |
|---------|--------------------------------------------------------------------------------------------------------------|-----------------|------------------|
| 411     | Identify circumstances in which police should be involved and costs associated with police involvement       | 7.00            | 1                |
| 363     | Model surrendering visa and passport and retrieving                                                          | 6.99            | 2                |
| 410     | Identify/respond to/model appropriate manner to deal with police regarding major and minor traffic violation | 6.97            | 3                |
| 220     | Identify the legal and illegal drugs, and sanctions for using illegal drugs                                  | 6.96            | 4                |
| 334     | Identify places to exchange currency legally                                                                 | 6.94            | 5                |
| 281     | Identify / respond to rank                                                                                   | 6.93            | 6                |
| 374     | Identify/respond to the safety of the water supply and sources of potable water other than the tap           | 6.91            | 7                |
| 415     | Identify/respond/model how to use public transportation                                                      | 6.90            | 8                |
| 414     | Identify/respond to/model how to obtain and use taxi                                                         | 6.89            | 9                |
| 305     | Identify / respond to / model whom to salute                                                                 | 6.87            | 10               |
| 222     | Identify the role that liquor plays                                                                          | 6.86            | 11               |
| 038     | Model appropriate behavior toward homosexual man                                                             | 6.84            | 12               |
| 280     | Identify category (officer / warrant / noncommissioned / other ranks)                                        | 6.83            | 13               |
| 306     | Identify / respond to / model when and when not to salute                                                    | 6.81            | 14               |
| 364     | Identify stamp on visa                                                                                       | 6.80            | 15               |
| 405     | Identify/respond to/model how to rent, use, and return a car                                                 | 6.78            | 16               |
| 416     | Identify most economical form of long distance transport and how to use it                                   | 6.77            | 17               |
| 388     | Model making an international call                                                                           | 6.76            | 18               |
| 417     | Identify most economical form of international transport and how to use                                      | 6.74            | 19               |
| 391     | Identify/model how to access e-mail systems                                                                  | 6.73            | 20               |
| 284     | Identify mission, functions, and structures of strategic organizations                                       | 6.71            | 21               |
| 412     | Identify/respond to/model contacting medical and road services                                               | 6.70            | 22               |
| 072     | Identify/respond to typical expressions of aggression                                                        | 6.68            | 23               |
| 006     | Identify/respond to role of ethics, morality, and friendship in decision-making                              | 6.67            | 24               |
| 373     | Identify/respond to main health risks for outsiders                                                          | 6.66            | 25               |
| 406     | Identify typical road conditions                                                                             | 6.64            | 26               |
| 034     | Model appropriate behavior toward married female                                                             | 6.63            | 27               |
| 053     | Identify/respond to insult in scripted conversation                                                          | 6.61            | 28               |
| 223     | Identify/respond to/model appropriate behavior regarding liquor, to include how to refuse more               | 6.60            | 29               |
| 335     | Identify currency conversion rules , exchange rates, and sanctioned commissions                              | 6.58            | 30               |
| 372     | Identify main health risks for members of the culture                                                        | 6.57            | 31               |
| 319     | Identify/respond to attitudes toward corruption                                                              | 6.56            | 32               |
| 359     | Model renting an appropriate place to live in an urban area                                                  | 6.54            | 33               |
| 347     | Identify local measurements and model converting them to US measurements                                     | 6.53            | 34               |
| 309     | Identify / respond to / model appropriate customs in the officers' mess                                      | 6.51            | 35               |
| 103     | Identify social strata from clothing, mannerisms, speech patterns                                            | 6.50            | 36               |
| 343     | Model transferring funds to/from home                                                                        | 6.48            | 37               |
| 387     | Model making a local call from a public telephone                                                            | 6.47            | 38               |
| 307     | Identify / respond to / model how to address a senior                                                        | 6.45            | 39               |
| 404     | Model obtaining an insurance policy                                                                          | 6.44            | 40               |
| 339     | Identify the role of banks in the financial system                                                           | 6.43            | 41               |
| 408     | Buy a tank of gasoline                                                                                       | 6.41            | 42               |
| 394     | Model buying stamps for domestic and overseas letters                                                        | 6.40            | 43               |
| 396     | Model correctly addressing a letter                                                                          | 6.38            | 44               |
| 389     | Identify/respond to/model knowing when and how a fax may be sent                                             | 6.37            | 45               |
| 304     | Identify tensions within the armed forces                                                                    | 6.35            | 46               |
| 285     | Identify mission, functions, and structures of tactical and operational organizations and units              | 6.34            | 47               |
| 233     | Identify/respond to potential conflicts between local and US values regarding ethnic/minority groups         | 6.33            | 48               |
| 318     | Identify how corruption is defined                                                                           | 6.31            | 49               |
| 279     | Identify / respond to key individuals                                                                        | 6.30            | 50               |
| 413     | Identify/respond to/model how to deal with reporting requirements for auto accidents                         | 6.28            | 51               |
| 278     | Identify / respond to uniforms of different services                                                         | 6.27            | 52               |
| 378     | Identify/respond to professional qualifications of health care practitioners                                 | 6.25            | 53               |
| 155     | Identify officially recognized languages used and contexts in which they are used                            | 6.24            | 54               |
| 381     | Identify/respond to/model acquisition and use of nonprescription medication                                  | 6.22            | 55               |

| Item No | Behavior                                                                                                         | Culture Weights | Culture Rankings |
|---------|------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
| 384     | Model accounting for the difference between general practice and US DoS recommendations                          | 6.21            | 56               |
| 379     | Identify availability of local practitioners and model gaining access for treatment                              | 6.20            | 57               |
| 221     | Identify the role that drugs play                                                                                | 6.18            | 58               |
| 407     | Model planning the most economical route in terms of time and money                                              | 6.17            | 59               |
| 375     | Model water purification techniques                                                                              | 6.15            | 60               |
| 402     | Model obtaining an international driver's license                                                                | 6.14            | 61               |
| 353     | Identify what services are available                                                                             | 6.12            | 62               |
| 401     | Identify sources and requirements for international driver's license                                             | 6.11            | 63               |
| 310     | Identify / respond to / model appropriate customs in the sergeants' mess                                         | 6.10            | 64               |
| 390     | Identify/model how to send local and international telegrams                                                     | 6.08            | 65               |
| 312     | Identify/respond to prestige/social status conferred by wealth                                                   | 6.07            | 66               |
| 302     | Identify / respond to / model voice radio procedures                                                             | 6.05            | 67               |
| 308     | Identify / respond to / model how to address a junior                                                            | 6.04            | 68               |
| 393     | Identify mail boxes and post offices                                                                             | 6.02            | 69               |
| 397     | Model mailing parcel to the USA                                                                                  | 6.01            | 70               |
| 104     | Identify/respond appropriately to conflicts in attitudes/local values towards individuals of other social strata | 6.00            | 71               |
| 344     | Model accepting and discharging personal financial obligations                                                   | 5.98            | 72               |
| 293     | Identify procedures for military education and training                                                          | 5.97            | 73               |
| 409     | Identify documents required for self, domestic animals, and vehicle                                              | 5.95            | 74               |
| 382     | Identify/respond to/model acquisition and use of prescription medication                                         | 5.94            | 75               |
| 338     | Model having sufficient currency to cover routine requirements                                                   | 5.92            | 76               |
| 369     | Identify/respond to voltage and cycles of electric current and necessary adapters (transformers/plugs)           | 5.91            | 77               |
| 007     | Identify/respond to Russian perception of human rights                                                           | 5.89            | 78               |
| 336     | Identify/respond to/model using banknotes                                                                        | 5.88            | 79               |
| 057     | Identify hostile gestures and respond                                                                            | 5.87            | 80               |
| 069     | Identify/respond to Russian concept of "poryadok"                                                                | 5.85            | 81               |
| 095     | Identify how Americans consider the culture's history                                                            | 5.84            | 82               |
| 371     | Identify/respond to availability of telephone service                                                            | 5.82            | 83               |
| 292     | Identify typical career patterns in the military                                                                 | 5.81            | 84               |
| 083     | Identify/respond to the value and importance ascribed to education                                               | 5.79            | 85               |
| 282     | Identify/respond to pay issues                                                                                   | 5.78            | 86               |
| 383     | Identify/respond to immunizations generally accepted or recommended by the US DoS                                | 5.77            | 87               |
| 283     | Identify mission, functions, and structures of joint organizations                                               | 5.75            | 88               |
| 030     | Use title, proper form of address in written communications                                                      | 5.74            | 89               |
| 156     | Identify/respond to/model basic phrases in scripted conversation                                                 | 5.72            | 90               |
| 395     | Identify services available at post offices                                                                      | 5.71            | 91               |
| 403     | Identify minimum and sensible levels of insurance required and sources                                           | 5.69            | 92               |
| 046     | Identify culturally-unacceptable compromises in scripted negotiations                                            | 5.68            | 93               |
| 277     | Identify components of the defense establishment                                                                 | 5.67            | 94               |
| 249     | Identify head of state and head of government                                                                    | 5.65            | 95               |
| 288     | Identify command and control doctrine and procedures                                                             | 5.64            | 96               |
| 333     | Identify legal controls placed on the import, exchange, and/or export of currency                                | 5.62            | 97               |
| 045     | Model appropriate behavior during scripted negotiations                                                          | 5.61            | 98               |
| 380     | Identify types of health care facilities available and model gaining access for treatment                        | 5.59            | 99               |
| 062     | Identify hostile behaviors and respond appropriately during scripted conversation                                | 5.58            | 100              |
| 096     | Identify disconnects between Russian and American consideration of the same history                              | 5.56            | 101              |
| 067     | Identify/respond to normal cultural expectations from authority                                                  | 5.55            | 102              |
| 289     | Identify military personnel accession sources                                                                    | 5.54            | 103              |
| 314     | Identify approved and disapproved means of acquiring wealth                                                      | 5.52            | 104              |
| 370     | Identify/respond to availability and uses of gas                                                                 | 5.51            | 105              |
| 290     | Identify procedures for conscription, recruiting, and accession                                                  | 5.49            | 106              |
| 079     | Identify/respond to notions of cultural superiority without giving offense                                       | 5.48            | 107              |
| 376     | Identify types of treatment in use                                                                               | 5.46            | 108              |
| 337     | Identify/respond to where and for what credit cards can typically be used                                        | 5.45            | 109              |
| 081     | Identify/respond to perceived threats to cultural integrity                                                      | 5.44            | 110              |
| 352     | Identify purchasing etiquette, to include inspection for quality of durable goods, clothing, etc.                | 5.42            | 111              |
| 287     | Identify doctrine and procedures for conducting constabulary operations                                          | 5.41            | 112              |
| 340     | Identify a bank                                                                                                  | 5.39            | 113              |
| 392     | Identify classes of postal service and prices associated with them                                               | 5.38            | 114              |
| 342     | Identify methods and parameters for economical transfer of funds                                                 | 5.36            | 115              |

| Item No | Behavior                                                                                      | Culture Weights | Culture Rankings |
|---------|-----------------------------------------------------------------------------------------------|-----------------|------------------|
| 386     | Identify/respond to/model appropriate etiquette for incoming and outgoing calls               | 5.35            | 116              |
| 262     | Model avoiding committing a crime                                                             | 5.33            | 117              |
| 059     | Model avoiding offensive gestures in scripted conversation                                    | 5.32            | 118              |
| 286     | Identify doctrine and procedures for conducting conventional operations                       | 5.31            | 119              |
| 004     | Identify appropriate financial exchanges during official interactions                         | 5.29            | 120              |
| 229     | Identify degree of privacy expected                                                           | 5.28            | 121              |
| 080     | Identify actual threats to cultural integrity                                                 | 5.26            | 122              |
| 086     | Identify/respond to/model accepted methods of conflict resolution                             | 5.25            | 123              |
| 362     | Identify/respond to levels of quality and price                                               | 5.23            | 124              |
| 051     | Identify inappropriate elicitation techniques                                                 | 5.22            | 125              |
| 296     | Identify procedures for unit training                                                         | 5.21            | 126              |
| 035     | Identify characteristics of different generations and model appropriate behavior toward them  | 5.19            | 127              |
| 235     | Identify/respond to extreme cold weather.                                                     | 5.18            | 128              |
| 010     | Identify/respond to indicators of status in Russian culture                                   | 5.16            | 129              |
| 291     | Identify procedures for personnel classification, assignment and use                          | 5.15            | 130              |
| 028     | Correctly use title, proper form of address in business meetings                              | 5.13            | 131              |
| 317     | Identify/respond to accepted standards and practices in personal business transactions        | 5.12            | 132              |
| 297     | Identify normal sources and availability of materiel                                          | 5.11            | 133              |
| 351     | Identify negotiation parameters for durable goods, clothing, consumer goods, and food         | 5.09            | 134              |
| 355     | Identify/model assessing quality based on source                                              | 5.08            | 135              |
| 164     | Identify local sources, time required, and costs of quality translation work                  | 5.06            | 136              |
| 341     | Identify circumstances in which external accounts should be used                              | 5.05            | 137              |
| 358     | Identify/respond to options regarding a place to live in an urban area                        | 5.03            | 138              |
| 368     | Identify/respond to availability and uses of electricity                                      | 5.02            | 139              |
| 230     | Identify/respond to/model appropriate request to use a toilet                                 | 5.00            | 140              |
| 357     | Model negotiating to purchase services                                                        | 4.99            | 141              |
| 232     | Model appropriate use of toilet                                                               | 4.98            | 142              |
| 295     | Identify procedures for individual training in schools and units                              | 4.96            | 143              |
| 231     | Identify/respond to appropriate methods of cleaning up                                        | 4.95            | 144              |
| 385     | Identify/respond to availability and costs associated with courier service                    | 4.93            | 145              |
| 263     | Identify typical patterns of crime                                                            | 4.92            | 146              |
| 102     | Identify basis upon which distinctions in social position rest in Russia                      | 4.90            | 147              |
| 077     | Identify/respond to attitudes toward authority figures                                        | 4.89            | 148              |
| 002     | Identify/respond to differences in perceptions of key concepts between Russians and Americans | 4.88            | 149              |
| 356     | Identify negotiation parameters                                                               | 4.86            | 150              |
| 082     | Identify/respond to attitudes regarding specific aspects of American culture                  | 4.85            | 151              |
| 303     | Identify "non-military" activities performed by the armed forces                              | 4.83            | 152              |
| 078     | Identify/respond to responses to authority                                                    | 4.82            | 153              |
| 047     | Identify when not appropriate to initiate a conversation                                      | 4.80            | 154              |
| 076     | Identify/respond to the role of the individual within a group                                 | 4.79            | 155              |
| 029     | Use correct form of address in social situations                                              | 4.78            | 156              |
| 345     | Model a cash retail transaction                                                               | 4.76            | 157              |
| 354     | Identify sources to provide services                                                          | 4.75            | 158              |
| 377     | Identify quality and thoroughness of health care regulation                                   | 4.73            | 159              |
| 350     | Identify sources of durable goods, clothing, consumer goods, and food                         | 4.72            | 160              |
| 070     | Identify/respond to cultural concepts of individual identity                                  | 4.70            | 161              |
| 234     | Identify/respond to weather patterns                                                          | 4.69            | 162              |
| 052     | Model appropriate elicitation techniques in scripted conversation                             | 4.67            | 163              |
| 074     | Identify/respond to the relative importance of larger groups to the individual                | 4.66            | 164              |
| 245     | Identify ethnic or minority groups                                                            | 4.65            | 165              |
| 313     | Identify relative financial status of individual by outward display                           | 4.63            | 166              |
| 316     | Identify/respond to the hours covered by the typical work day                                 | 4.62            | 167              |
| 294     | Identify retirement privileges and benefits                                                   | 4.60            | 168              |
| 349     | Identify typical frequency for grocery shopping                                               | 4.59            | 169              |
| 056     | Identify scripted warnings and respond appropriately                                          | 4.57            | 170              |
| 266     | Identify a member of the militia                                                              | 4.56            | 171              |
| 033     | Model appropriate behavior toward unmarried female                                            | 4.55            | 172              |
| 068     | Identify normal civil obligations and note that this is changing                              | 4.53            | 173              |
| 061     | Identify friendly behaviors and respond appropriately during scripted conversation            | 4.52            | 174              |
| 264     | Identify typical punishments                                                                  | 4.50            | 175              |

| Item No | Behavior                                                                                                           | Culture Weights | Culture Rankings |
|---------|--------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
| 005     | Identify/respond to Russian disregard for intellectual property                                                    | 4.49            | 176              |
| 099     | Identify current rate of change                                                                                    | 4.47            | 177              |
| 320     | Identify what social and community services are provided                                                           | 4.46            | 178              |
| 321     | Identify the role of the government in production                                                                  | 4.44            | 179              |
| 299     | Identify normal sources and availability of transportation support                                                 | 4.43            | 180              |
| 311     | Identify/respond to how wealth is defined                                                                          | 4.42            | 181              |
| 399     | Identify/respond to legal restraints on self-published materials                                                   | 4.40            | 182              |
| 400     | Identify/respond to effective means to distribute self-published materials                                         | 4.39            | 183              |
| 315     | Identify/respond to the days covered by the typical work week                                                      | 4.37            | 184              |
| 398     | Identify sources for, availability of, and prices charged for newspapers and magazines                             | 4.36            | 185              |
| 017     | Understand main taboos and avoid behaviors which can be offensive                                                  | 4.34            | 186              |
| 261     | Identify categories of crime                                                                                       | 4.33            | 187              |
| 065     | Identify/respond to typical attitudes toward political authority                                                   | 4.32            | 188              |
| 063     | Identify/respond to typical attitudes towards legal systems                                                        | 4.30            | 189              |
| 043     | Model appropriate response to interruptions during scripted conversation                                           | 4.29            | 190              |
| 044     | Model appropriate turn-taking behavior during scripted conversation                                                | 4.27            | 191              |
| 055     | Identify scripted friendly gestures and respond appropriately                                                      | 4.26            | 192              |
| 348     | Identify/respond to typical types of food/beverage preservation                                                    | 4.24            | 193              |
| 064     | Identify/respond to typical attitudes toward family authority                                                      | 4.23            | 194              |
| 418     | Identify/respond to political controls on the education system                                                     | 4.22            | 195              |
| 105     | Identify the basis for mobility between social strata                                                              | 4.20            | 196              |
| 246     | Identify major religious groups                                                                                    | 4.19            | 197              |
| 300     | Identify procedures for the conduct of research and development                                                    | 4.17            | 198              |
| 367     | Model renting an appropriate room in a rural area                                                                  | 4.16            | 199              |
| 108     | Identify/respond to/model wearing appropriate clothing                                                             | 4.14            | 200              |
| 360     | Identify/respond to options regarding temporary accommodation in an urban area                                     | 4.13            | 201              |
| 419     | Identify various educational institutions in the Russian system                                                    | 4.11            | 202              |
| 137     | Identify/model accepting/rejecting food/drink as appropriate at a social gathering                                 | 4.10            | 203              |
| 139     | Identify/model how long to stay at a social gathering                                                              | 4.09            | 204              |
| 298     | Identify / respond to normal sources and availability of maintenance support                                       | 4.07            | 205              |
| 260     | Identify rigor with which laws are enforced                                                                        | 4.06            | 206              |
| 003     | Identify/respond to accepted standards of personal responsibility                                                  | 4.04            | 207              |
| 247     | Identify permanent aspects of political organization                                                               | 4.03            | 208              |
| 268     | Identify relationships between the security organization and ethnic or minority groups                             | 4.01            | 209              |
| 322     | Identify the government role in allocating human and material resources                                            | 4.00            | 210              |
| 219     | Understand that the social context of all forms of gambling is dangerous and the possibility of winning negligible | 3.99            | 211              |
| 073     | Identify/respond to the ways in which members of the culture respond to external stimuli                           | 3.97            | 212              |
| 100     | Identify/respond to perceived rate of change                                                                       | 3.96            | 213              |
| 109     | Identify/respond to/model appropriate formality for introductions                                                  | 3.94            | 214              |
| 032     | Model appropriate behavior toward married male                                                                     | 3.93            | 215              |
| 110     | Identify/model appropriate role in scripted meeting/negotiation                                                    | 3.91            | 216              |
| 250     | Identify differences in function of head of state and head of government                                           | 3.90            | 217              |
| 217     | Identify/respond to attitudes regarding winning and losing                                                         | 3.89            | 218              |
| 162     | Model using simplified English                                                                                     | 3.87            | 219              |
| 060     | Model standing next to someone according to Russian concept of interpersonal space                                 | 3.86            | 220              |
| 163     | Model appropriate use of a consecutive interpreter                                                                 | 3.84            | 221              |
| 330     | Identify/respond to attitudes toward paying taxes                                                                  | 3.83            | 222              |
| 157     | Model reading from a phrase dictionary                                                                             | 3.81            | 223              |
| 346     | Identify/respond to clothing sizes for men and women                                                               | 3.80            | 224              |
| 244     | Identify literacy rate and level of compulsory education                                                           | 3.78            | 225              |
| 224     | Identify the role that tobacco plays                                                                               | 3.77            | 226              |
| 071     | Identify/respond to conditions causing stress in members of the culture                                            | 3.76            | 227              |
| 012     | Identify/model appropriate behavior during religious services or ceremonies                                        | 3.74            | 228              |
| 037     | Identify/respond to attitudes towards American individuals                                                         | 3.73            | 229              |
| 088     | Identify/respond to the purpose of history and impact on current events                                            | 3.71            | 230              |
| 058     | Model using gestures appropriate to content and audience in scripted conversation                                  | 3.70            | 231              |
| 024     | Identify/respond to events of Russian history with significant emotional attachment                                | 3.68            | 232              |
| 094     | Identify/respond to how members of the culture consider their history                                              | 3.67            | 233              |
| 054     | Model maintaining appropriate eye contact during a scripted conversation                                           | 3.66            | 234              |
| 124     | Identify/model appropriate time to arrive for a business calls                                                     | 3.64            | 235              |

| Item No | Behavior                                                                                            | Culture Weights | Culture Rankings |
|---------|-----------------------------------------------------------------------------------------------------|-----------------|------------------|
| 257     | Identify political relationships with ethnic or minority groups                                     | 3.63            | 236              |
| 161     | Identify ability of members of the culture to use English                                           | 3.61            | 237              |
| 248     | Identify temporary aspects of political organization                                                | 3.60            | 238              |
| 146     | Identify/model how long to stay on a overnight visit                                                | 3.58            | 239              |
| 140     | Identify/model appropriate behavior to conclude a social call                                       | 3.57            | 240              |
| 158     | Read simple words and phrases in the Cyrillic alphabet                                              | 3.56            | 241              |
| 323     | Identify types of resources available                                                               | 3.54            | 242              |
| 275     | Identify internal influences that have molded the professional ethic                                | 3.53            | 243              |
| 152     | Identify/respond to/model appropriate topics of conversation during a condolence call               | 3.51            | 244              |
| 036     | Model appropriate behavior to child                                                                 | 3.50            | 245              |
| 144     | Identify appropriate expectations of guests                                                         | 3.48            | 246              |
| 269     | Identify the cultural importance of a formal contract                                               | 3.47            | 247              |
| 160     | Identify willingness of members the culture to use English                                          | 3.45            | 248              |
| 133     | Identify/model appropriate time to arrive for a social call                                         | 3.44            | 249              |
| 031     | Model appropriate behavior toward unmarried male                                                    | 3.43            | 250              |
| 366     | Identify/respond to options and levels of quality regarding temporary accommodation in a rural area | 3.41            | 251              |
| 331     | Identify the procedures for tax collection and the stringency with which tax collection is enforced | 3.40            | 252              |
| 142     | Model planning appropriate food/beverages                                                           | 3.38            | 253              |
| 143     | Model issuing invitations                                                                           | 3.37            | 254              |
| 121     | Model responding to a toast                                                                         | 3.35            | 255              |
| 301     | Identify fiscal issues affecting the armed forces                                                   | 3.34            | 256              |
| 016     | Gestures/behaviors appropriate/inappropriate with religious leaders                                 | 3.33            | 257              |
| 013     | Identify/respond to gestures/body language in response to symbols                                   | 3.31            | 258              |
| 098     | Identify/respond to cultural concepts of change                                                     | 3.30            | 259              |
| 041     | Identify/respond to frequently-used euphemisms                                                      | 3.28            | 260              |
| 050     | Model a telephone call that you initiated                                                           | 3.27            | 261              |
| 009     | Identify/respond to Russian perception of respect for the environment                               | 3.25            | 262              |
| 324     | Identify capabilities and procedures for resource production and distribution                       | 3.24            | 263              |
| 243     | Identify main demographic features                                                                  | 3.22            | 264              |
| 114     | Identify/model appropriate way to close scripted meeting/negotiation                                | 3.21            | 265              |
| 145     | Identify/model appropriate guest obligations                                                        | 3.20            | 266              |
| 153     | Identify/model how long to stay                                                                     | 3.18            | 267              |
| 329     | Identify types of taxes imposed                                                                     | 3.17            | 268              |
| 132     | Identify appropriate times to make social calls                                                     | 3.15            | 269              |
| 066     | Identify /respond to typical attitudes toward educational authority                                 | 3.14            | 270              |
| 225     | Identify common modes and frequency of bathing                                                      | 3.12            | 271              |
| 267     | Identify interfaces between security and military organizations                                     | 3.11            | 272              |
| 255     | Identify key contemporary figures                                                                   | 3.10            | 273              |
| 135     | Identify/respond to/model appropriate greetings                                                     | 3.08            | 274              |
| 138     | Identify/respond to/model appropriate topics of conversation at a social gathering                  | 3.07            | 275              |
| 014     | Identify a place of worship; model appropriate behavior near and inside a place of worship          | 3.05            | 276              |
| 040     | Identify typical family relationships                                                               | 3.04            | 277              |
| 026     | Recognize components of Russian name                                                                | 3.02            | 278              |
| 027     | Identify Russian titles                                                                             | 3.01            | 279              |
| 122     | Identify appropriate times to make business/professional calls                                      | 3.00            | 280              |
| 199     | Identify religious/secular connotations regarding certain foods and beverages                       | 2.98            | 281              |
| 084     | Identify/respond to learning styles within the culture                                              | 2.97            | 282              |
| 202     | Respond appropriately to distasteful foods                                                          | 2.95            | 283              |
| 226     | Identify normal locations of bathing facilities                                                     | 2.94            | 284              |
| 147     | Identify/model appropriate follow-up action after a overnight visit                                 | 2.92            | 285              |
| 120     | Model making a toast at the appropriate time                                                        | 2.91            | 286              |
| 148     | Identify appropriate tribute—flowers/card/memorial contribution                                     | 2.89            | 287              |
| 042     | Identify/respond to historical allusions in scripted conversation                                   | 2.88            | 288              |
| 113     | Identify the importance of consensus in achieving meeting objectives/negotiation                    | 2.87            | 289              |
| 049     | Model when and how to terminate a conversation                                                      | 2.85            | 290              |
| 048     | Model how to initiate a conversation                                                                | 2.84            | 291              |
| 270     | Identify compliance/enforcement procedures / remedies                                               | 2.82            | 292              |
| 112     | Identify/respond to/model appropriate way to begin scripted meeting/negotiation                     | 2.81            | 293              |
| 123     | Model making an appointment for a business/professional call                                        | 2.79            | 294              |
| 111     | Identify seating arrangements in scripted meeting/negotiation                                       | 2.78            | 295              |

| Item No | Behavior                                                                                             | Culture Weights | Culture Rankings |
|---------|------------------------------------------------------------------------------------------------------|-----------------|------------------|
| 150     | Identify/model appropriate methods of expressing condolences                                         | 2.77            | 296              |
| 332     | Identify what economic requirements are met from indigenous sources                                  | 2.75            | 297              |
| 159     | Identify/respond appropriately to signage                                                            | 2.74            | 298              |
| 209     | Identify normal sequence of courses for "obed"                                                       | 2.72            | 299              |
| 154     | Identify/model appropriate behavior to conclude a condolence call                                    | 2.71            | 300              |
| 197     | Identify/respond to Russian attitude toward applied science.                                         | 2.69            | 301              |
| 196     | Identify/respond to Russian attitude toward pure science.                                            | 2.68            | 302              |
| 023     | Identify major holidays                                                                              | 2.67            | 303              |
| 025     | Identify appropriate sources and targets of humor                                                    | 2.65            | 304              |
| 011     | Identify/respond to times when religious services occur                                              | 2.64            | 305              |
| 090     | Identify methods of historical interpretation and impact on historical analysis                      | 2.62            | 306              |
| 141     | Model planning a social gathering for appropriate people                                             | 2.61            | 307              |
| 107     | Identify/respond to/model appropriate grooming                                                       | 2.59            | 308              |
| 134     | Model appropriate acceptance of invitation to social gathering                                       | 2.58            | 309              |
| 259     | Identify/respond to relations between civil and religious authorities                                | 2.56            | 310              |
| 211     | Identify how members of the society define the concept of discretionary time.                        | 2.55            | 311              |
| 149     | Identify appropriate times to make condolence calls                                                  | 2.54            | 312              |
| 236     | Identify overall geographical features                                                               | 2.52            | 313              |
| 361     | Identify/respond to methods of seeking temporary accommodation in an urban area                      | 2.51            | 314              |
| 198     | Identify/respond to Russian attitude toward technology                                               | 2.49            | 315              |
| 365     | Identify patterns of rural housing                                                                   | 2.48            | 316              |
| 273     | Model obtaining automotive insurance                                                                 | 2.46            | 317              |
| 242     | Identify/respond to definitions of and attitudes toward domestic animals                             | 2.45            | 318              |
| 093     | Respond to cultural emotions aroused by key historical dates, events and figures                     | 2.44            | 319              |
| 101     | Identify reality vs. perception of social structures in Russian culture                              | 2.42            | 320              |
| 271     | Identify default procedures/remediation                                                              | 2.41            | 321              |
| 089     | Identify documentation requirements (or lack thereof) required by culture                            | 2.39            | 322              |
| 128     | Identify/model when to discuss business during scripted meeting/negotiation                          | 2.38            | 323              |
| 125     | Identify/respond to/model appropriate greetings during scripted meeting/negotiation                  | 2.36            | 324              |
| 085     | Identify/respond to expected instructional styles                                                    | 2.35            | 325              |
| 115     | Identify/respond to time to arrive for a formal banquet                                              | 2.33            | 326              |
| 256     | Identify/respond to the relative cohesion of the political organization                              | 2.32            | 327              |
| 136     | Identify/model appropriate seating/posture at a social gathering                                     | 2.31            | 328              |
| 039     | Identify typical marriage and divorce practices                                                      | 2.29            | 329              |
| 126     | Identify/respond to/model exchange of personal information/business cards during meeting/negotiation | 2.28            | 330              |
| 328     | Identify the market structure for industrial products                                                | 2.26            | 331              |
| 207     | Identify what meals are eaten at what times of the day and how long such meals typically last        | 2.25            | 332              |
| 185     | Identify current movie-watching habits                                                               | 2.23            | 333              |
| 201     | Identify how foods are typically prepared                                                            | 2.22            | 334              |
| 215     | Identify common participatory and observer sports and their role in Russian culture                  | 2.21            | 335              |
| 254     | Identify key historical figures                                                                      | 2.19            | 336              |
| 276     | Identify key historical figures and their roles in molding the professional ethic                    | 2.18            | 337              |
| 206     | Model appropriate conversation                                                                       | 2.16            | 338              |
| 091     | Identify major themes from history relevant to the culture today                                     | 2.15            | 339              |
| 216     | Model appropriate participation                                                                      | 2.13            | 340              |
| 020     | Identify manner in which time is written                                                             | 2.12            | 341              |
| 327     | Identify sources, availability, and costs of financing industrial operations                         | 2.11            | 342              |
| 218     | Identify/respond to definitions of gambling, types of gambling, and the legality of gambling         | 2.09            | 343              |
| 265     | Identify the components of the legal system                                                          | 2.08            | 344              |
| 204     | Model appropriate use of eating utensils                                                             | 2.06            | 345              |
| 205     | Identify appropriate conversational topics                                                           | 2.05            | 346              |
| 274     | Identify external influences that have molded the professional ethic                                 | 2.03            | 347              |
| 130     | Identify/model appropriate behavior to conclude scripted meeting/negotiation                         | 2.02            | 348              |
| 117     | Model participating in a banquet                                                                     | 2.00            | 349              |
| 210     | Model eating appropriate quantities at appropriate times                                             | 1.99            | 350              |
| 118     | Identify importance of guests from seating arrangements                                              | 1.98            | 351              |
| 127     | Identify/model appropriate seating/posture during scripted meeting/negotiation                       | 1.96            | 352              |
| 075     | Identify/respond to the role of the individual within the family                                     | 1.95            | 353              |
| 177     | Identify major prose writers                                                                         | 1.93            | 354              |
| 176     | Identify/respond to functions, purpose and importance of prose                                       | 1.92            | 355              |

| Item No | Behavior                                                                                                   | Culture Weights | Culture Rankings |
|---------|------------------------------------------------------------------------------------------------------------|-----------------|------------------|
| 186     | Model conveying appreciation of film                                                                       | 1.90            | 356              |
| 227     | Identify/respond to typical bathing scents                                                                 | 1.89            | 357              |
| 097     | Identify major themes from Russian history that are relevant today                                         | 1.88            | 358              |
| 092     | Identify key date, events, and figures known to all members of the culture                                 | 1.86            | 359              |
| 087     | Identify/respond to basic concept of history and impact on current events                                  | 1.85            | 360              |
| 258     | Identify, by area, functions that the government performs                                                  | 1.83            | 361              |
| 019     | Identify/respond to attitudes regarding value of time                                                      | 1.82            | 362              |
| 251     | Identify the structure of governmental executive functions                                                 | 1.80            | 363              |
| 253     | Identify the structure of governmental legal functions                                                     | 1.79            | 364              |
| 213     | Identify/respond to common participatory and observer leisure activities and their role in Russian culture | 1.78            | 365              |
| 129     | Identify/model knowing when the business is concluded during scripted meeting                              | 1.76            | 366              |
| 119     | Model sitting in the correct place                                                                         | 1.75            | 367              |
| 131     | Identify/model appropriate subsequent follow-up to meeting                                                 | 1.73            | 368              |
| 203     | Identify who generally sits down together                                                                  | 1.72            | 369              |
| 151     | Identify/model appropriate seating/posture during a condolence call                                        | 1.70            | 370              |
| 212     | Identify how much time is typically available for leisure.                                                 | 1.69            | 371              |
| 238     | Identify/respond to water-use and control patterns                                                         | 1.67            | 372              |
| 184     | Identify/respond to functions, purpose and importance of film                                              | 1.66            | 373              |
| 008     | Identify/respond to Russian perception of respect for animals                                              | 1.65            | 374              |
| 272     | Identify Russian attitudes towards insurance                                                               | 1.63            | 375              |
| 200     | Identify/respond to typical diet                                                                           | 1.62            | 376              |
| 252     | Identify the structure of governmental legislative functions                                               | 1.60            | 377              |
| 106     | Identify situations which bring together individuals from different social strata                          | 1.59            | 378              |
| 018     | Identify/respond to main superstitions and avoid behaviors which can be offensive                          | 1.57            | 379              |
| 021     | Identify/respond to attitudes regarding relativity of time                                                 | 1.56            | 380              |
| 214     | Model appropriate participation in leisure activities                                                      | 1.55            | 381              |
| 228     | Identify public toilet facilities                                                                          | 1.53            | 382              |
| 022     | Write date with all numerals                                                                               | 1.52            | 383              |
| 208     | Identify/respond to correct serving and presentation techniques                                            | 1.50            | 384              |
| 178     | Identify Russian winners of Nobel prize for literature                                                     | 1.49            | 385              |
| 116     | Identify/respond to how long a formal banquet is likely to last                                            | 1.47            | 386              |
| 180     | Identify/respond to functions, purpose and importance of theater                                           | 1.46            | 387              |
| 240     | Identify/respond to culturally-significant flora                                                           | 1.44            | 388              |
| 239     | Identify/respond to water rituals and customs                                                              | 1.43            | 389              |
| 237     | Identify main water sources                                                                                | 1.42            | 390              |
| 165     | Identify major art forms, their functions and importance                                                   | 1.40            | 391              |
| 172     | Model conveying appreciation of oral literature                                                            | 1.39            | 392              |
| 241     | Identify/respond to culturally-significant fauna                                                           | 1.37            | 393              |
| 179     | Model conveying appreciation of prose                                                                      | 1.36            | 394              |
| 171     | Identify/respond to functions, purpose and importance of oral literature                                   | 1.34            | 395              |
| 175     | Model conveying appreciation of poetry                                                                     | 1.33            | 396              |
| 174     | Identify major poets                                                                                       | 1.32            | 397              |
| 173     | Identify/respond to functions, purpose and importance of poetry                                            | 1.30            | 398              |
| 325     | Identify crops grown and methods                                                                           | 1.29            | 399              |
| 001     | Identify cultural foundations for ethics and morality                                                      | 1.27            | 400              |
| 170     | Model conveying appreciation                                                                               | 1.26            | 401              |
| 192     | Model conveying appreciation of ballet                                                                     | 1.24            | 402              |
| 015     | Identify religious leaders                                                                                 | 1.23            | 403              |
| 166     | Model conveying appreciation of art forms                                                                  | 1.22            | 404              |
| 191     | Identify/respond to functions, purpose and importance of ballet                                            | 1.20            | 405              |
| 167     | Identify architectural styles                                                                              | 1.19            | 406              |
| 181     | Model conveying appreciation of theater                                                                    | 1.17            | 407              |
| 169     | Identify/respond to relevance and importance of architecture                                               | 1.16            | 408              |
| 183     | Model conveying appreciation of opera                                                                      | 1.14            | 409              |
| 182     | Identify/respond to functions, purpose and importance of opera                                             | 1.13            | 410              |
| 188     | Model conveying appreciation of instrumental music                                                         | 1.11            | 411              |
| 168     | Identify purpose of buildings by form/materials/decoration                                                 | 1.10            | 412              |
| 187     | Identify/respond to functions, purpose and importance of instrumental music                                | 1.09            | 413              |
| 193     | Identify/respond to functions, purpose and importance of dance                                             | 1.07            | 414              |
| 194     | Model conveying appreciation of dance                                                                      | 1.06            | 415              |

| Item<br>No | Behavior                                                             | Culture<br>Weights | Culture<br>Rankings |
|------------|----------------------------------------------------------------------|--------------------|---------------------|
| 326        | Identify how the agricultural sector is organized                    | 1.04               | 416                 |
| 190        | Model conveying appreciation of vocal music                          | 1.03               | 417                 |
| 189        | Identify/respond to functions, purpose and importance of vocal music | 1.01               | 418                 |
| 195        | Model appropriate ballroom dancing                                   | 1.00               | 419                 |

## APPENDIX K

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# APPENDIX L

## Behaviors Weighted by Culture — Cuban

| Item No | Behavior                                                                                                       | Culture Weights | Culture Rankings |
|---------|----------------------------------------------------------------------------------------------------------------|-----------------|------------------|
| 010     | Identify/respond to respect for the environment dictated by ethics and morality                                | 7.00            | 1                |
| 050     | Identify culturally-unacceptable compromises in negotiations                                                   | 6.92            | 2                |
| 221     | Identify types of liquor produced and consumed                                                                 | 6.84            | 3                |
| 083     | Identify/respond to manifestations of obedience and disobedience to authority                                  | 6.75            | 4                |
| 017     | Identify a place of worship; model appropriate dress and behavior near and inside a place of worship           | 6.67            | 5                |
| 024     | Identify/respond to historical events with significant emotional attachment                                    | 6.59            | 6                |
| 004     | Identify appropriate and inappropriate financial exchanges with public/private officials                       | 6.51            | 7                |
| 005     | Identify/respond to role of ethics and morality in relationships                                               | 6.42            | 8                |
| 034     | Model appropriate behavior toward a married female                                                             | 6.34            | 9                |
| 040     | Identify/respond to attitudes towards American individuals                                                     | 6.26            | 10               |
| 043     | Identify/respond to attitudes toward marriage and divorce                                                      | 6.18            | 11               |
| 033     | Model appropriate behavior toward an unmarried female                                                          | 6.10            | 12               |
| 008     | Identify/respond to respect for human rights dictated by ethics and morality                                   | 6.01            | 13               |
| 329     | Identify/respond to attitudes toward corruption                                                                | 5.93            | 14               |
| 031     | Model appropriate behavior toward an unmarried male                                                            | 5.85            | 15               |
| 036     | Model appropriate behavior to a child                                                                          | 5.77            | 16               |
| 018     | Identify/respond to basic beliefs and practices of Santeria                                                    | 5.69            | 17               |
| 023     | Identify major holidays                                                                                        | 5.60            | 18               |
| 009     | Identify/respond to respect for animals dictated by ethics and morality                                        | 5.56            | 19               |
| 266     | Identify typical punishments for various crimes                                                                | 5.44            | 20               |
| 060     | Identify friendly and hostile gestures and respond appropriately                                               | 5.36            | 21               |
| 035     | Identify characteristics of different generations and model appropriate behavior toward them                   | 5.27            | 22               |
| 041     | Model appropriate behavior toward homosexuals                                                                  | 5.19            | 23               |
| 039     | Model appropriate behavior in dealing with students or proteges                                                | 5.11            | 24               |
| 015     | Identify/model appropriate dress and behavior during religious observances                                     | 5.03            | 25               |
| 013     | Identify/respond to basic beliefs and practices of Roman Catholicism                                           | 4.95            | 26               |
| 022     | Write date with all numerals                                                                                   | 4.86            | 27               |
| 222     | Model appropriate use or avoidance of liquor                                                                   | 4.78            | 28               |
| 037     | Model appropriate behavior and forms of address in giving direction to and receiving information from servants | 4.70            | 29               |
| 030     | Use correct form of address in written communications                                                          | 4.62            | 30               |
| 016     | Identify/respond to gestures/body language in response to symbols                                              | 4.53            | 31               |
| 415     | Identify/respond to generally-accepted/required immunizations                                                  | 4.45            | 32               |
| 088     | Identify/respond to attitudes towards actions taken by American government                                     | 4.37            | 33               |
| 328     | Identify how corruption is defined                                                                             | 4.29            | 34               |
| 104     | Identify major social, economic, and political changes and the forces that drive them                          | 4.21            | 35               |
| 082     | Identify/respond to attitudes toward authority figures                                                         | 4.12            | 36               |
| 080     | Identify/respond to the role of the individual within the family, within a group, and within the state         | 4.04            | 37               |
| 409     | Identify/respond to the professional qualifications of health care practitioners                               | 3.96            | 38               |
| 093     | Identify political traditions                                                                                  | 3.88            | 39               |
| 038     | Model appropriate behavior in dealing with teachers or mentors                                                 | 3.80            | 40               |
| 058     | Identify/respond to insult in a conversation                                                                   | 3.71            | 41               |
| 077     | Identify/respond to typical expressions of aggression                                                          | 3.63            | 42               |
| 026     | Identify appropriate sources and targets of humor                                                              | 3.55            | 43               |
| 327     | Identify holidays                                                                                              | 3.47            | 44               |
| 447     | Identify/respond to the documentation required for travel on international public transportation               | 3.38            | 45               |
| 094     | Identify/respond to political doctrines                                                                        | 3.30            | 46               |
| 267     | Identify the levels of jurisdiction in the legal system                                                        | 3.22            | 47               |
| 064     | Identify/respond to concepts of interpersonal space                                                            | 3.14            | 48               |
| 435     | Model planning the most economical route in terms of time and money                                            | 3.06            | 49               |
| 081     | Identify/respond to highly-personalized authority structure                                                    | 2.97            | 50               |
| 012     | Identify/respond to indicators of status in the culture                                                        | 2.89            | 51               |
| 373     | Identify the rationing procedures and quantities for durable goods                                             | 2.81            | 52               |
| 224     | Model appropriate use or avoidance of tobacco                                                                  | 2.73            | 53               |
| 229     | Identify/respond to/model appropriate request to use a toilet                                                  | 2.64            | 54               |
| 162     | Identify/model appropriate behavior to conclude a condolence call                                              | 2.56            | 55               |
| 169     | Model reading from a phrase dictionary                                                                         | 2.48            | 56               |
| 220     | Model appropriate use or avoidance of drugs                                                                    | 2.40            | 57               |
| 068     | Identify/respond to attitudes toward legal systems                                                             | 2.32            | 58               |

| Item No | Behavior                                                                                                   | Culture Weights | Culture Rankings |
|---------|------------------------------------------------------------------------------------------------------------|-----------------|------------------|
| 283     | Identify the role of the United States in shaping Cuban military attitudes                                 | 2.23            | 59               |
| 049     | Model appropriate behavior during negotiations                                                             | 2.15            | 60               |
| 265     | Identify typical patterns of crime                                                                         | 2.07            | 61               |
| 408     | Identify the quality, thoroughness, and shortcomings regarding health care regulation                      | 1.99            | 62               |
| 085     | Identify actual and perceived threats to cultural integrity                                                | 1.90            | 63               |
| 003     | Identify/respond to appropriate standards of personal behavior                                             | 1.82            | 64               |
| 071     | Identify normal civil obligations                                                                          | 1.74            | 65               |
| 411     | Model gaining access to a local practitioner for treatment                                                 | 1.66            | 66               |
| 078     | Identify/respond to the ways in which members of the culture respond to external stimuli                   | 1.58            | 67               |
| 032     | Model appropriate behavior toward a married male                                                           | 1.49            | 68               |
| 262     | Identify the conceptual basis for the laws and the legal system                                            | 1.41            | 69               |
| 165     | Identify attempts to regulate language use and reasons therefore                                           | 1.33            | 70               |
| 382     | Identify/respond to the typical types of food and beverage preservation                                    | 1.25            | 71               |
| 396     | Identify/respond to the availability of and uses for electricity                                           | 1.16            | 72               |
| 225     | Identify/respond to/model common modes and frequency of bathing                                            | 1.08            | 73               |
| 246     | Identify ethnic or minority groups                                                                         | 1.00            | 74               |
| 001     | Identify cultural foundations for ethics and morality                                                      | 0.00            |                  |
| 002     | Identify/respond to key concepts pertaining to ethics and morality                                         | 0.00            |                  |
| 006     | Identify/respond to role of ethics and morality in possession-behavior                                     | 0.00            |                  |
| 007     | Identify/respond to role of ethics and morality in decision-making                                         | 0.00            |                  |
| 011     | Identify/respond to role of ethics and morality as they affect other issues                                | 0.00            |                  |
| 014     | Identify/respond to times when religious observances occur/are required                                    | 0.00            |                  |
| 019     | Identify/respond to attitudes regarding value of time                                                      | 0.00            |                  |
| 020     | Identify manner in which time is written                                                                   | 0.00            |                  |
| 021     | Identify/respond to attitudes regarding relativity of time                                                 | 0.00            |                  |
| 025     | Identify what can be humorous by situation and context                                                     | 0.00            |                  |
| 027     | Recognize components of personal names                                                                     | 0.00            |                  |
| 028     | Correctly use title, proper form of address in business meetings                                           | 0.00            |                  |
| 029     | Use correct form of address in social situations                                                           | 0.00            |                  |
| 042     | Model appropriate behavior toward a prostitute                                                             | 0.00            |                  |
| 044     | Identify/respond to relationships within both nuclear and extended families                                | 0.00            |                  |
| 045     | Identify/respond to frequently-used euphemisms                                                             | 0.00            |                  |
| 046     | Identify/respond to allusions (religious, literary, historical) in conversation                            | 0.00            |                  |
| 047     | Model appropriate response to interruptions during a conversation                                          | 0.00            |                  |
| 048     | Model appropriate turn-taking behavior during a conversation                                               | 0.00            |                  |
| 051     | Identify when not appropriate to initiate a conversation                                                   | 0.00            |                  |
| 052     | Model how to initiate and terminate a conversation                                                         | 0.00            |                  |
| 053     | Model appropriate etiquette to initiate and terminate telephone calls                                      | 0.00            |                  |
| 054     | Identify inappropriate elicitation techniques                                                              | 0.00            |                  |
| 055     | Model appropriate elicitation techniques in a conversation                                                 | 0.00            |                  |
| 056     | Identify appropriate and inappropriate uses of profanity in a conversation                                 | 0.00            |                  |
| 057     | Model appropriate response to inappropriate profanity in a conversation                                    | 0.00            |                  |
| 059     | Model maintaining appropriate eye contact during a conversation                                            | 0.00            |                  |
| 061     | Model using gestures appropriate to content and audience                                                   | 0.00            |                  |
| 062     | Model avoiding offensive gestures                                                                          | 0.00            |                  |
| 063     | Identify/respond to hand motions                                                                           | 0.00            |                  |
| 065     | Identify/respond to typical attitudes toward cultural change                                               | 0.00            |                  |
| 066     | Identify/respond to typical attitudes toward social, economic, and political change                        | 0.00            |                  |
| 067     | Identify/respond to typical attitudes toward technological change                                          | 0.00            |                  |
| 069     | Identify/respond to typical attitudes toward various types of authority                                    | 0.00            |                  |
| 070     | Identify/respond to normal cultural expectations from authority                                            | 0.00            |                  |
| 072     | Identify/respond to normal cultural expectations of and needs for political and social order and structure | 0.00            |                  |
| 073     | Identify/respond to normal cultural expectations of and needs for individual order and structure           | 0.00            |                  |
| 074     | Identify/respond to deviation from American norms in attitudes toward human rights                         | 0.00            |                  |
| 075     | Identify/respond to cultural concepts of individual identity                                               | 0.00            |                  |
| 076     | Identify/respond to conditions causing stress in members of the culture                                    | 0.00            |                  |
| 079     | Identify/respond to the relative importance of larger groups to the individual                             | 0.00            |                  |
| 084     | Identify/respond to notions of cultural exceptionalism without giving offense                              | 0.00            |                  |
| 086     | Identify/respond to attitudes regarding specific aspects of American culture                               | 0.00            |                  |
| 087     | Identify actual and perceived threats to political integrity                                               | 0.00            |                  |
| 089     | Identify/respond to the value and importance ascribed to education                                         | 0.00            |                  |
| 090     | Identify/respond to major learning styles within the culture                                               | 0.00            |                  |
| 091     | Identify/respond to expected instructional styles                                                          | 0.00            |                  |

| Item No | Behavior                                                                                                 | Culture Weights | Culture Rankings |
|---------|----------------------------------------------------------------------------------------------------------|-----------------|------------------|
| 092     | Identify/respond to/model culturally-appropriate means of conflict resolution                            | 0.00            |                  |
| 095     | Identify/respond to cultural concept of history and its impact today                                     | 0.00            |                  |
| 096     | Identify/respond to the cultural purpose of history and its impact today                                 | 0.00            |                  |
| 097     | Identify methods of historical interpretation and their impact on historical analysis within the culture | 0.00            |                  |
| 098     | Identify key historical dates, events, and figures and respond to emotions aroused by them               | 0.00            |                  |
| 099     | Identify/respond to major themes from the culture's history that are relevant today                      | 0.00            |                  |
| 100     | Identify disconnects between insider and outsider consideration of the same history                      | 0.00            |                  |
| 101     | Identify/respond to cultural concepts of change                                                          | 0.00            |                  |
| 102     | Identify/respond to actual and perceived rates of change                                                 | 0.00            |                  |
| 103     | Identify major cultural changes and their sources                                                        | 0.00            |                  |
| 105     | Identify the basis upon which class distinctions rest                                                    | 0.00            |                  |
| 106     | Identify class from clothing, mannerisms, and speech patterns                                            | 0.00            |                  |
| 107     | Identify/respond to types and sources of rank within the culture                                         | 0.00            |                  |
| 108     | Identify the basis for and limits of mobility between social classes                                     | 0.00            |                  |
| 109     | Identify/respond to/model appropriate grooming and clothing                                              | 0.00            |                  |
| 110     | Identify/respond to/model appropriate formality for introductions                                        | 0.00            |                  |
| 111     | Model introducing self and companions                                                                    | 0.00            |                  |
| 112     | Identify changes in dynamics based on the size or purpose of a meeting/negotiation                       | 0.00            |                  |
| 113     | Identify who participates in what kinds of meetings/negotiations                                         | 0.00            |                  |
| 114     | Identify/model appropriate role in a meeting/negotiation                                                 | 0.00            |                  |
| 115     | Identify appropriate place to sit in a meeting/negotiation                                               | 0.00            |                  |
| 116     | Identify/respond to/model appropriate way to begin a meeting/negotiation                                 | 0.00            |                  |
| 117     | Identify the importance of consensus in achieving meeting/negotiation objectives                         | 0.00            |                  |
| 118     | Identify/model appropriate way to close a meeting/negotiation                                            | 0.00            |                  |
| 119     | Identify/respond to time to arrive for a formal banquet                                                  | 0.00            |                  |
| 120     | Identify/respond to how long a formal banquet is likely to last                                          | 0.00            |                  |
| 121     | Identify who is likely to be invited to a formal banquet                                                 | 0.00            |                  |
| 122     | Model participating in a formal banquet                                                                  | 0.00            |                  |
| 123     | Identify importance of guests from seating arrangements                                                  | 0.00            |                  |
| 124     | Model sitting in the correct place                                                                       | 0.00            |                  |
| 125     | Model making a toast at the appropriate time                                                             | 0.00            |                  |
| 126     | Model responding to a toast                                                                              | 0.00            |                  |
| 127     | Identify appropriate times to make business/professional calls                                           | 0.00            |                  |
| 128     | Model making an appointment for a business/professional call                                             | 0.00            |                  |
| 129     | Identify/model appropriate time to arrive for a business call                                            | 0.00            |                  |
| 130     | Identify/respond to/model appropriate greetings during a meeting                                         | 0.00            |                  |
| 131     | Identify/respond to/model exchange of personal information/business cards during a meeting               | 0.00            |                  |
| 132     | Identify/model appropriate seating/posture during a meeting                                              | 0.00            |                  |
| 133     | Identify/model when to bring up the business during a meeting                                            | 0.00            |                  |
| 134     | Identify/model knowing when the business is concluded during a meeting                                   | 0.00            |                  |
| 135     | Identify/model appropriate behavior to conclude a meeting                                                | 0.00            |                  |
| 136     | Identify/model appropriate subsequent follow-up to a meeting                                             | 0.00            |                  |
| 137     | Identify appropriate times to make social calls                                                          | 0.00            |                  |
| 138     | Identify/model appropriate time to arrive for a social call                                              | 0.00            |                  |
| 139     | Model appropriate acceptance of invitation to a social gathering                                         | 0.00            |                  |
| 140     | Identify/respond to/model appropriate greetings at a social gathering                                    | 0.00            |                  |
| 141     | Identify/model exchange of personal information/calling cards in a social setting                        | 0.00            |                  |
| 142     | Identify/model appropriate seating/posture at a social gathering                                         | 0.00            |                  |
| 143     | Identify/model accepting/rejecting food/drink at a social gathering, as appropriate                      | 0.00            |                  |
| 144     | Identify/respond to/model appropriate topics of conversation at a social gathering                       | 0.00            |                  |
| 145     | Identify/model how long to stay at a social gathering                                                    | 0.00            |                  |
| 146     | Identify/model appropriate behavior to conclude a social call                                            | 0.00            |                  |
| 147     | Identify/model appropriate subsequent follow-up to a social call                                         | 0.00            |                  |
| 148     | Model planning a social gathering for appropriate people                                                 | 0.00            |                  |
| 149     | Model planning appropriate food/beverages for a social gathering                                         | 0.00            |                  |
| 150     | Model issuing invitations for a social gathering                                                         | 0.00            |                  |
| 151     | Model appropriate acceptance of invitation for an overnight stay                                         | 0.00            |                  |
| 152     | Identify appropriate expectations of guests during an overnight stay                                     | 0.00            |                  |
| 153     | Identify/model appropriate actions after an overnight stay                                               | 0.00            |                  |
| 154     | Identify appropriate tribute — flowers/card/memorial contribution — as a condolence                      | 0.00            |                  |
| 155     | Identify appropriate times to make condolence calls                                                      | 0.00            |                  |
| 156     | Identify/respond to/model appropriate greetings in a condolence call                                     | 0.00            |                  |
| 157     | Identify/model appropriate methods of expressing condolences                                             | 0.00            |                  |

| Item No | Behavior                                                                                            | Culture Weights | Culture Rankings |
|---------|-----------------------------------------------------------------------------------------------------|-----------------|------------------|
| 158     | Identify/model appropriate seating/posture during a condolence call                                 | 0.00            |                  |
| 159     | Identify/model accepting/rejecting food/drink during a condolence call                              | 0.00            |                  |
| 160     | Identify/respond to/model appropriate topics of conversation during a condolence call               | 0.00            |                  |
| 161     | Identify/model how long to stay for a condolence call                                               | 0.00            |                  |
| 163     | Identify Spanish as the only officially-recognized language                                         | 0.00            |                  |
| 164     | Identify the importance of language in defining the culture                                         | 0.00            |                  |
| 166     | Identify/respond to aphorisms and to religious, literary and historical allusions in a conversation | 0.00            |                  |
| 167     | Identify/respond to/model basic intonational patterns in a conversation                             | 0.00            |                  |
| 168     | Identify/respond to/model basic phrases in a conversation                                           | 0.00            |                  |
| 170     | Identify/respond appropriately to signage                                                           | 0.00            |                  |
| 171     | Identify willingness and ability of members of the culture to use English                           | 0.00            |                  |
| 172     | Model using simplified English                                                                      | 0.00            |                  |
| 173     | Identify differences in outcome between simultaneous and consecutive interpretation                 | 0.00            |                  |
| 174     | Model appropriate use of a consecutive interpreter                                                  | 0.00            |                  |
| 175     | Model appropriate use of a simultaneous interpreter                                                 | 0.00            |                  |
| 176     | Identify local sources of quality translation work                                                  | 0.00            |                  |
| 177     | Identify times and costs required to produce quality translation work                               | 0.00            |                  |
| 178     | Identify the functions, purpose, and importance of painting                                         | 0.00            |                  |
| 179     | Model conveying appreciation of painting                                                            | 0.00            |                  |
| 180     | Identify the functions, purpose, and importance of sculpture                                        | 0.00            |                  |
| 181     | Model conveying appreciation of sculpture                                                           | 0.00            |                  |
| 182     | Identify the functions, purpose, and importance of ceramics                                         | 0.00            |                  |
| 183     | Model conveying appreciation of ceramics                                                            | 0.00            |                  |
| 184     | Identify the types, functions, purposes, and importance of textiles produced                        | 0.00            |                  |
| 185     | Model conveying appreciation of textiles                                                            | 0.00            |                  |
| 186     | Identify architectural styles                                                                       | 0.00            |                  |
| 187     | Identify the purpose of buildings by form/materials/decoration                                      | 0.00            |                  |
| 188     | Identify/respond to the importance of architecture                                                  | 0.00            |                  |
| 189     | Model conveying appreciation of architecture                                                        | 0.00            |                  |
| 190     | Identify the functions, purposes, and importance of poetry and prose                                | 0.00            |                  |
| 191     | Model conveying appreciation of poetry and prose                                                    | 0.00            |                  |
| 192     | Identify the functions, purposes, and importance of theater                                         | 0.00            |                  |
| 193     | Model conveying appreciation of theater                                                             | 0.00            |                  |
| 194     | Identify the functions, purposes, and importance of film                                            | 0.00            |                  |
| 195     | Model conveying appreciation of film                                                                | 0.00            |                  |
| 196     | Identify the functions, purposes, and importance of instrumental and vocal music                    | 0.00            |                  |
| 197     | Model conveying appreciation of instrumental and vocal music                                        | 0.00            |                  |
| 198     | Identify the functions, purposes, and importance of dance                                           | 0.00            |                  |
| 199     | Model conveying appreciation of dance                                                               | 0.00            |                  |
| 200     | Model appropriate ballroom dancing                                                                  | 0.00            |                  |
| 201     | Identify/respond to the typical diet                                                                | 0.00            |                  |
| 202     | Identify how foods are typically prepared                                                           | 0.00            |                  |
| 203     | Respond appropriately to distasteful foods                                                          | 0.00            |                  |
| 204     | Identify who generally sits down together                                                           | 0.00            |                  |
| 205     | Identify/model appropriate use of eating utensils                                                   | 0.00            |                  |
| 206     | Identify appropriate conversational topics; model appropriate conversation                          | 0.00            |                  |
| 207     | Identify what meals are eaten at what times of the day and how long each meal typically lasts       | 0.00            |                  |
| 208     | Identify/respond to correct serving and presentation techniques                                     | 0.00            |                  |
| 209     | Identify normal sequence of courses                                                                 | 0.00            |                  |
| 210     | Model not eating too much                                                                           | 0.00            |                  |
| 211     | Identify how members of the society define the concept of discretionary time                        | 0.00            |                  |
| 212     | Identify how much time is typically available for leisure                                           | 0.00            |                  |
| 213     | Identify/model participatory and observer roles in common leisure activities                        | 0.00            |                  |
| 214     | Identify/model participatory and observer roles in common sports activities                         | 0.00            |                  |
| 215     | Identify/respond to attitudes regarding winning and losing                                          | 0.00            |                  |
| 216     | Identify types of gambling and the legality of various types of gambling                            | 0.00            |                  |
| 217     | Model appropriate action or avoidance of gambling                                                   | 0.00            |                  |
| 218     | Identify the role that gambling plays in the culture                                                | 0.00            |                  |
| 219     | Identify the legal and illegal drugs and sanctions for using illegal drugs                          | 0.00            |                  |
| 223     | Identify patterns of tobacco production and consumption                                             | 0.00            |                  |
| 226     | Identify normal locations of bathing facilities                                                     | 0.00            |                  |
| 227     | Identify public toilet facilities                                                                   | 0.00            |                  |
| 228     | Identify degree of privacy expected                                                                 | 0.00            |                  |

| Item No | Behavior                                                                                                            | Culture Weights | Culture Rankings |
|---------|---------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
| 230     | Identify/respond to appropriate methods of cleaning up                                                              | 0.00            |                  |
| 231     | Model appropriate use of toilet                                                                                     | 0.00            |                  |
| 232     | Identify other normal hygienic procedures                                                                           | 0.00            |                  |
| 233     | Identify/respond to significant differences between local distinctions and US distinctions regarding race and color | 0.00            |                  |
| 234     | Identify importance and impacts of Cuba's location and size                                                         | 0.00            |                  |
| 235     | Identify/respond to local climate patterns                                                                          | 0.00            |                  |
| 236     | Identify significant geographical features                                                                          | 0.00            |                  |
| 237     | Identify/respond to land-use patterns                                                                               | 0.00            |                  |
| 238     | Identify significant water sources                                                                                  | 0.00            |                  |
| 239     | Identify significant flora                                                                                          | 0.00            |                  |
| 240     | Identify significant fauna                                                                                          | 0.00            |                  |
| 241     | Identify/respond to attitudes regarding domestic animals                                                            | 0.00            |                  |
| 242     | Identify possible working animal roles in mission execution                                                         | 0.00            |                  |
| 243     | Identify significant demographic features                                                                           | 0.00            |                  |
| 244     | Identify typical occupations                                                                                        | 0.00            |                  |
| 245     | Identify typical education levels                                                                                   | 0.00            |                  |
| 247     | Identify religious groups                                                                                           | 0.00            |                  |
| 248     | Identify long-lasting aspects of the political organization                                                         | 0.00            |                  |
| 249     | Identify temporary aspects of the political organization                                                            | 0.00            |                  |
| 250     | Identify the history of political structures                                                                        | 0.00            |                  |
| 251     | Identify the head of state and the head of government and differences in their functions                            | 0.00            |                  |
| 252     | Identify the structure of governmental legal functions                                                              | 0.00            |                  |
| 253     | Identify the structure of governmental legislative functions                                                        | 0.00            |                  |
| 254     | Identify the structure of governmental executive functions                                                          | 0.00            |                  |
| 255     | Identify significant contemporary and historical figures                                                            | 0.00            |                  |
| 256     | Identify/respond to the relative cohesion of the political organization                                             | 0.00            |                  |
| 257     | Identify/respond to lack of conflict between cultural and national allegiances                                      | 0.00            |                  |
| 258     | Identify/respond to the roles of the Cuban Communist Party                                                          | 0.00            |                  |
| 259     | Identify cultural, social, economic, and legal activities in which the political organization is involved           | 0.00            |                  |
| 260     | Identify the political organization's roles                                                                         | 0.00            |                  |
| 261     | Identify/respond to relations between civil and religious authorities                                               | 0.00            |                  |
| 263     | Identify the rigor with which laws are enforced                                                                     | 0.00            |                  |
| 264     | Identify categories of crime                                                                                        | 0.00            |                  |
| 268     | Identify which courts have appellate jurisdiction                                                                   | 0.00            |                  |
| 269     | Identify the relationship between the legislature and the legal system                                              | 0.00            |                  |
| 270     | Identify the five chambers of the higher courts                                                                     | 0.00            |                  |
| 271     | Identify special jurisdictions                                                                                      | 0.00            |                  |
| 272     | Identify/respond to the Family Code                                                                                 | 0.00            |                  |
| 273     | Identify police ranks, authorities, and responsibilities                                                            | 0.00            |                  |
| 274     | Identify a policeman                                                                                                | 0.00            |                  |
| 275     | Identify/respond to the roles performed by various internal security organizations                                  | 0.00            |                  |
| 276     | Identify/respond to roles and functions performed by the Committees for Defense of the Revolution                   | 0.00            |                  |
| 277     | Identify interfaces between the security and military organizations                                                 | 0.00            |                  |
| 278     | Identify the cultural importance of a formal contract                                                               | 0.00            |                  |
| 279     | Identify the essential elements of a contract                                                                       | 0.00            |                  |
| 280     | Model writing a contract                                                                                            | 0.00            |                  |
| 281     | Identify contract compliance/enforcement procedures/remedies                                                        | 0.00            |                  |
| 282     | Identify contract default procedures/remediation                                                                    | 0.00            |                  |
| 284     | Identify the Russians impact on the Cuban armed forces                                                              | 0.00            |                  |
| 285     | Identify other external influences that have molded the professional military ethic                                 | 0.00            |                  |
| 286     | Identify internal influences that have molded the professional military ethic                                       | 0.00            |                  |
| 287     | Identify non-military roles that have molded the professional ethic                                                 | 0.00            |                  |
| 288     | Identify the components, missions, and overall capabilities of the defense establishment                            | 0.00            |                  |
| 289     | Identify/respond to the uniforms of different military, naval, and paramilitary services                            | 0.00            |                  |
| 291     | Identify/respond to commissioned/warrant/noncommissioned/other military rank                                        | 0.00            |                  |
| 292     | Identify significant aspects of the military pay and compensation structure                                         | 0.00            |                  |
| 292     | Identify/respond to the key individuals directing the defense establishment                                         | 0.00            |                  |
| 293     | Identify the mission, functions, and structures of strategic defense organizations                                  | 0.00            |                  |
| 294     | Identify the mission, functions, and structures of tactical and operational defense organizations and units         | 0.00            |                  |
| 295     | Identify key military schools and curricula                                                                         | 0.00            |                  |
| 296     | Identify logistics organizations and capabilities                                                                   | 0.00            |                  |
| 297     | Identify defense research and development structure                                                                 | 0.00            |                  |
| 298     | Identify interfaces between the defense establishment and internal security organizations                           | 0.00            |                  |

| Item No | Behavior                                                                                                                 | Culture Weights | Culture Rankings |
|---------|--------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|
| 299     | Identify the doctrine and procedures for conducting joint conventional operations                                        | 0.00            |                  |
| 300     | Identify command and control doctrine                                                                                    | 0.00            |                  |
| 301     | Identify military personnel accession sources                                                                            | 0.00            |                  |
| 302     | Identify procedures for conscription, recruiting, and accession                                                          | 0.00            |                  |
| 303     | Identify typical career patterns                                                                                         | 0.00            |                  |
| 304     | Identify opportunities for military education                                                                            | 0.00            |                  |
| 305     | Identify lack of retirement privileges and benefits                                                                      | 0.00            |                  |
| 306     | Identify procedures for individual training                                                                              | 0.00            |                  |
| 307     | Identify procedures for unit training                                                                                    | 0.00            |                  |
| 308     | Identify the doctrine and procedures for special training                                                                | 0.00            |                  |
| 309     | Identify, by class of supply, the normal internal and external sources and availability of material                      | 0.00            |                  |
| 310     | Identify/respond to capabilities and availability of maintenance support                                                 | 0.00            |                  |
| 311     | Identify the normal transport capabilities and operations                                                                | 0.00            |                  |
| 312     | Identify construction capabilities and operations                                                                        | 0.00            |                  |
| 313     | Identify research and development capabilities                                                                           | 0.00            |                  |
| 314     | Identify fiscal procedures                                                                                               | 0.00            |                  |
| 315     | Identify procedures for the control of weapons and ammunition                                                            | 0.00            |                  |
| 316     | Identify/respond to the social roles played by the armed forces and to the importance assigned to these roles            | 0.00            |                  |
| 317     | Identify/respond to "nonmilitary" activities performed by the armed forces and to the importance assigned to these roles | 0.00            |                  |
| 318     | Identify/respond to the economic roles played by the armed forces and to the importance assigned to these roles          | 0.00            |                  |
| 319     | Identify/respond to political roles of the armed forces and the importance assigned to these roles                       | 0.00            |                  |
| 320     | Identify/respond to/model whom to salute, when to salute, and when not to salute                                         | 0.00            |                  |
| 321     | Identify/respond to/model how to address seniors and juniors                                                             | 0.00            |                  |
| 322     | Identify/respond to/model appropriate customs in the officers' mess                                                      | 0.00            |                  |
| 323     | Identify/respond to/model appropriate customs in the sergeants' mess                                                     | 0.00            |                  |
| 324     | Identify/respond to how wealth is defined                                                                                | 0.00            |                  |
| 325     | Identify the relative financial status of an individual by outward display                                               | 0.00            |                  |
| 326     | Identify/respond to the periods covered by the typical work day and work week                                            | 0.00            |                  |
| 330     | Identify what social and community services are provided by the public sector                                            | 0.00            |                  |
| 331     | Identify the role of the government in production                                                                        | 0.00            |                  |
| 332     | Identify the government role in allocating human and material resources                                                  | 0.00            |                  |
| 333     | Identify the types of resources (raw materials) available                                                                | 0.00            |                  |
| 334     | Identify capabilities and procedures for the production of raw materials                                                 | 0.00            |                  |
| 335     | Identify capabilities and procedures for the distribution of raw materials                                               | 0.00            |                  |
| 336     | Identify the crops grown and methods used to grow them                                                                   | 0.00            |                  |
| 337     | Identify how the agricultural sector is organized                                                                        | 0.00            |                  |
| 338     | Identify the percentage of population involved in agricultural production                                                | 0.00            |                  |
| 339     | Identify how agricultural products are distributed                                                                       | 0.00            |                  |
| 340     | Identify the market structure for agricultural products                                                                  | 0.00            |                  |
| 341     | Identify/respond to information media in use and availability of such media                                              | 0.00            |                  |
| 342     | Identify the sources and availability of financing for industrial operations                                             | 0.00            |                  |
| 343     | Identify the industrial products manufactured domestically                                                               | 0.00            |                  |
| 344     | Identify how the industrial sector is organized                                                                          | 0.00            |                  |
| 345     | Identify the methods used to produce industrial products                                                                 | 0.00            |                  |
| 346     | Identify how industrial products are distributed                                                                         | 0.00            |                  |
| 347     | Identify the market structure for industrial products                                                                    | 0.00            |                  |
| 348     | Identify taxes that exist                                                                                                | 0.00            |                  |
| 349     | Identify/respond to attitudes toward paying taxes                                                                        | 0.00            |                  |
| 350     | Identify what economic requirements are met from indigenous sources                                                      | 0.00            |                  |
| 351     | Identify what economic requirements must be provided by imports                                                          | 0.00            |                  |
| 352     | Identify the sources from which imports are normally made                                                                | 0.00            |                  |
| 353     | Identify the current and projected balance of trade figures                                                              | 0.00            |                  |
| 354     | Identify legal controls placed on the import, exchange, and/or export of currency                                        | 0.00            |                  |
| 355     | Identify places to exchange currency legally                                                                             | 0.00            |                  |
| 356     | Identify currency conversion rules, rates, and commissions—including authorized variances                                | 0.00            |                  |
| 357     | Identify/respond to the structure of currency; model using banknotes and coins                                           | 0.00            |                  |
| 358     | Identify/respond to where and for what credit cards can typically be used                                                | 0.00            |                  |
| 359     | Identify/respond to where and for what checks may be uttered                                                             | 0.00            |                  |
| 360     | Identify/respond to identification requirements for the use of credit cards or checks                                    | 0.00            |                  |
| 361     | Model using credit cards and checks as appropriate                                                                       | 0.00            |                  |
| 362     | Model having sufficient currency to cover routine requirements                                                           | 0.00            |                  |
| 363     | Identify the role of the Banco Nacional de Cuba                                                                          | 0.00            |                  |
| 364     | Identify other banks and their role in the financial system                                                              | 0.00            |                  |

| Item No | Behavior                                                                                           | Culture Weights | Culture Rankings |
|---------|----------------------------------------------------------------------------------------------------|-----------------|------------------|
| 365     | Identify a savings bank and the role of savings banks in the financial system                      | 0.00            |                  |
| 366     | Identify private money changers and their role in the financial system                             | 0.00            |                  |
| 367     | Identify circumstances in which external accounts should be used                                   | 0.00            |                  |
| 368     | Model opening, using, and closing a checking account                                               | 0.00            |                  |
| 369     | Identify the methods and parameters for the economical transfer of funds                           | 0.00            |                  |
| 370     | Model transferring funds from and to a bank at home                                                | 0.00            |                  |
| 371     | Identify/respond to/model knowing when to pay a debt                                               | 0.00            |                  |
| 372     | Model accepting and discharging personal financial obligations                                     | 0.00            |                  |
| 374     | Identify the sources for durable goods                                                             | 0.00            |                  |
| 375     | Identify the rationing procedures and quantities for clothing                                      | 0.00            |                  |
| 376     | Identify/respond to clothing sizes for men and women                                               | 0.00            |                  |
| 377     | Identify the sources for clothing                                                                  | 0.00            |                  |
| 378     | Identify/model assessing the quality of clothing based on the source                               | 0.00            |                  |
| 379     | Identify the rationing procedures and quantities for food and beverages                            | 0.00            |                  |
| 380     | Identify how foods and beverages are priced/purchased                                              | 0.00            |                  |
| 381     | Model dealing with differences between local and US measurements                                   | 0.00            |                  |
| 383     | Identify the sources for food and beverages                                                        | 0.00            |                  |
| 384     | Identify/model assessing the quality of foods and beverages based on the source                    | 0.00            |                  |
| 385     | Identify/model assessing the quality of foods and beverages based on the price                     | 0.00            |                  |
| 386     | Identify the typical frequency for grocery shopping                                                | 0.00            |                  |
| 387     | Identify the purchasing etiquette for foods and beverages                                          | 0.00            |                  |
| 388     | Model negotiating to purchase foods and beverages                                                  | 0.00            |                  |
| 389     | Model cash retail transactions for food and beverages                                              | 0.00            |                  |
| 390     | Model negotiating to purchase services                                                             | 0.00            |                  |
| 391     | Identify the patterns of housing                                                                   | 0.00            |                  |
| 392     | Identify/respond to options regarding temporary accommodation                                      | 0.00            |                  |
| 393     | Identify/model methods of seeking temporary accommodation                                          | 0.00            |                  |
| 394     | Identify/respond to levels of quality and prices of temporary housing                              | 0.00            |                  |
| 395     | Model renting an appropriate room                                                                  | 0.00            |                  |
| 397     | Identify voltage and cycles of electric current                                                    | 0.00            |                  |
| 398     | Identify/respond to the availability of and uses for gas                                           | 0.00            |                  |
| 399     | Identify/respond to the availability of and uses for sources of fuel other than gas or electricity | 0.00            |                  |
| 400     | Identify/respond to the availability of and uses for water                                         | 0.00            |                  |
| 401     | Identify/respond to the safety of the water supply                                                 | 0.00            |                  |
| 402     | Identify/respond to the sources of safe water                                                      | 0.00            |                  |
| 403     | Model water purification techniques                                                                | 0.00            |                  |
| 404     | Identify/respond to the availability of telephone service                                          | 0.00            |                  |
| 405     | Identify the main health risks for members of the culture                                          | 0.00            |                  |
| 406     | Identify/respond to the main health risks for outsiders                                            | 0.00            |                  |
| 407     | Identify the types of treatment in use                                                             | 0.00            |                  |
| 410     | Identify the availability of local practitioners                                                   | 0.00            |                  |
| 412     | Identify the types and capabilities of health care facilities available                            | 0.00            |                  |
| 413     | Model gaining access for elective/essential treatment                                              | 0.00            |                  |
| 414     | Identify/respond to/model the acquisition and use of prescription and nonprescription medication   | 0.00            |                  |
| 416     | Identify the costs of health care and who pays what parts of the costs                             | 0.00            |                  |
| 417     | Model making local calls from a public telephone                                                   | 0.00            |                  |
| 418     | Model making an international call through a hotel operator                                        | 0.00            |                  |
| 419     | Identify/respond to/model knowing when and how to send local and international faxes               | 0.00            |                  |
| 420     | Identify/model how to send local and international telegrams                                       | 0.00            |                  |
| 421     | Identify/model how to access e-mail systems                                                        | 0.00            |                  |
| 422     | Identify the classes of postal service and the prices associated with them                         | 0.00            |                  |
| 423     | Identify a post office and a mail box                                                              | 0.00            |                  |
| 424     | Identify/respond to the services available at a post office                                        | 0.00            |                  |
| 425     | Model buying stamps                                                                                | 0.00            |                  |
| 426     | Model renting a post office box                                                                    | 0.00            |                  |
| 427     | Model correctly addressing and posting domestic and international letters                          | 0.00            |                  |
| 428     | Identify the sources for, and availability of newspapers                                           | 0.00            |                  |
| 429     | Identify the sources for and availability of magazines                                             | 0.00            |                  |
| 430     | Identify/respond to legal restraints on self-published materials                                   | 0.00            |                  |
| 431     | Identify the sources and requirements for an international drivers' license                        | 0.00            |                  |
| 432     | Model obtaining an international drivers' license                                                  | 0.00            |                  |
| 433     | Identify/respond to/model how to rent, use, and return a car                                       | 0.00            |                  |
| 434     | Identify/respond to typical road conditions                                                        | 0.00            |                  |

| Item<br>No | Behavior                                                                                                          | Culture<br>Weights | Culture<br>Rankings |
|------------|-------------------------------------------------------------------------------------------------------------------|--------------------|---------------------|
| 436        | Model purchasing fuel for a vehicle                                                                               | 0.00               |                     |
| 437        | Identify/respond to/model the appropriate manner to deal with police regarding major and minor traffic violations | 0.00               |                     |
| 438        | Identify the circumstances in which police should be involved following a vehicle accident                        | 0.00               |                     |
| 439        | Identify the costs associated with police involvement following a vehicle accident                                | 0.00               |                     |
| 440        | Identify/respond to/model contacting medical and road services following a vehicle accident                       | 0.00               |                     |
| 441        | Identify/respond to/model how to deal with reporting requirements following a vehicle accident                    | 0.00               |                     |
| 442        | Identify/respond to/model how to obtain and use a taxi                                                            | 0.00               |                     |
| 443        | Identify/respond/model how to use domestic public transportation                                                  | 0.00               |                     |
| 444        | Identify the most economical form of domestic transportation                                                      | 0.00               |                     |
| 445        | Identify/respond to/model how to use domestic bus, rail, water, and air public transportation                     | 0.00               |                     |
| 446        | Identify/respond to/model the appropriate action regarding gratuities                                             | 0.00               |                     |
| 448        | Identify/respond to/model how to use international water, and air international public transportation             | 0.00               |                     |
| 449        | Identify/respond to/model the appropriate action regarding gratuities                                             | 0.00               |                     |
| 450        | Identify/respond to the political controls on the education system                                                | 0.00               |                     |
| 451        | Identify/respond to the universality of elementary education                                                      | 0.00               |                     |
| 452        | Identify/respond to the types of secondary/vocational education                                                   | 0.00               |                     |
| 453        | Identify the types of post-secondary/professional education                                                       | 0.00               |                     |

## APPENDIX M

### Foreign Internal Defense Mission Template

#### MISSION SPECIFIC REQUIREMENTS

##### **Advise and Assist**

- Content

- Means

##### **Train**

- Assess training

- Plan training

- Develop training content

- Conduct/present training

- Assess training results

##### **Evaluate**

#### SUPPORTING REQUIREMENTS

##### **Command and control**

- Legal

- Communications

##### **Security**

- Responsibilities

- Maintenance

- Intelligence

##### **Combat Service Support**

- Supply

- Services

- Transportation

- Maintenance

##### **Personnel Support**

- Housing

- Subsistence

- Finance

- Health

- Recreation

- Transportation

## APPENDIX N

### Unconventional Warfare Mission Template

#### MISSION EXECUTION

##### **Advise and Assist**

###### **Organization**

- Guerrilla forces

- Underground elements

- Auxiliary elements

###### **Political/Military Integration**

- Strategy

- Development and deployment

###### **Operational Support**

- Recruitment

- Command, control, and communications

- Intelligence and security

- Logistics

###### **Operations**

- Guerrilla forces

- Underground elements

- Auxiliary elements

##### **Train**

- Plan

- Design

- Develop

- Conduct

- Evaluate

#### MISSION SUPPORT

##### **Command, Control, and Communications**

##### **Intelligence and Security**

- Intelligence Collection and Evaluation

- Operational Security

- Base Area Security

##### **Logistics**

- Base System Development

- Supply

- Services

- Maintenance

- Transportation

- Health

##### **PSYOP Support**

- Design

- Production

- Dissemination

## Mission Element Weighting

### Weighting FID Mission Elements

The North Carolina Center for World Languages & Cultures is under contract to the US Army Research Institute to develop methods to improve cultural communications skills in Special Operations Forces. Part of that project is analyzing individual cultures to identify specific cultural communications skills. The mission to be performed is crucial to the process of selecting which skills should be trained.

General mission considerations for Special Operating Forces include the following:

- They are in the region to do a specific job
- They are there as a group, not individuals
- They are there because their higher command ordered them there
- They are under very specific legal and diplomatic control

A specific culture has been identified and a prioritized list of cultural communications skills has been developed. A specific mission has also been identified — an A Detachment on a Foreign Internal Defense Mission — and all aspects of the FID mission as described in the Mission Training Plan are to be considered.

Using the ARTEP for FID, with the assistance of subject matter experts, key FID mission elements have been identified. Recognizing that every mission element cannot be equally important to overall mission success, participants are asked to weight these mission elements. The results will be used to prioritize cultural communications skills training requirements.

### FID Mission Elements

Seven mission elements have been identified. For each element key sub-elements have also been identified. All of the elements except for #7 are based on the ARTEP. Note that mission support sub-elements include to host nation interface concerns.

- |                                                                                                                                                                              |                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Advise and Assist (Mission Execution)<br/>Content: Providing Host Nation counterparts with information<br/>Means: The methods by which the information is conveyed</p> | <p>5. Security (Mission Support)<br/>Responsibilities<br/>Maintenance<br/>Intelligence</p>                                                                                                                                  |
| <p>2. Train (Mission Execution)<br/>Assess Needs<br/>Plan<br/>Develop Training<br/>Conduct Training<br/>Assess Results</p>                                                   | <p>6. Combat Service Support (Mission Support)<br/>Supply<br/>Services<br/>Transportation<br/>Maintenance</p>                                                                                                               |
| <p>3. Evaluate Unit Performance (Mission Execution)</p>                                                                                                                      | <p>7. Personnel Support (Mission Support)<br/>Housing<br/>Subsistence<br/>Finance<br/>Health<br/>Recreation<br/>Transportation<br/>(Note: This category covers key concerns regarding the team living 'on the economy')</p> |
| <p>4. Command and Control (Mission Support)<br/>Communications<br/>Legal Concerns (e.g., Status of Forces)</p>                                                               |                                                                                                                                                                                                                             |

## FID Mission Element Worksheet

### Step 1

For each of the mission element pairs below, circle which of the two is the most important to the success of a FID mission.

---

Advise and Assist or Train  
 Advise and Assist or Evaluate  
 Advise and Assist or Cmd & Control  
 Advise and Assist or Security  
 Advise and Assist or CSS  
 Advise and Assist or Personnel Support

Train or Evaluate  
 Train or Cmd & Control  
 Train or Security  
 Train or CSS  
 Train or Personnel Support

Evaluate or Cmd & Control  
 Evaluate or Security  
 Evaluate or CSS  
 Evaluate or Personnel Support

Cmd & Control or Security  
 Cmd & Control or CSS  
 Cmd & Control or Personnel Support

Security or CSS  
 Security or Personnel Support  
 CSS or Personnel Support

---

### Step 2

Using the 7-point scale below, identify the relative importance of each mission element to the success of the FID mission by circling a single number. Do not mark space between numbers.

#### Scale

---

1 = Of no importance  
 2  
 3  
 4 = Important to success  
 5  
 6  
 7 = Critical to success

---

|                   |   |   |   |   |   |   |   |
|-------------------|---|---|---|---|---|---|---|
| Advise and Assist | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Train             | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Evaluate          | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Cmd & Control     | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Security          | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| CSS               | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Personnel Support | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

---

## Weighting UW Mission Elements

The North Carolina Center for World Languages & Cultures is under contract to the US Army Research Institute to develop methods to improve cultural communications skills in Special Operation Forces. Part of that project is analyzing individual cultures to identify specific cultural communications skills. The mission to be performed is crucial to the process of selecting which skills should be trained.

General mission considerations for Special Operating Forces include the following:

- They are in the region to do a specific job
- They are there as a group, not individuals
- They are there because their higher command ordered them there
- They are under very specific legal and diplomatic control

A specific culture has been identified and a prioritized list of cultural communications skills has been developed. A specific mission has also been identified — an A detachment on an unconventional warfare (UW) mission — and all aspects of the UW mission as described in supporting doctrinal publications are to be considered.

Using FM 100-25, ARTEP 31-807-30-MTP, and the Joint Special Operations Awareness Program (JSOAP) Reference Manual, and with the assistance of subject matter experts, key UW mission elements have been identified. Recognizing that every mission element cannot be equally important to overall mission success, participants are asked to weight these mission elements. The results will be used to prioritize cultural communications skills training requirements.

## UW Mission Elements

### 1 Advise and Assist

- Organization
  - Guerrilla forces
  - Underground elements
  - Auxiliary elements
- Political/Military Integration
  - Strategy
  - Development and deployment
- Operational Support
  - Recruitment
  - Command, control, and communications
  - Intelligence and security
  - Logistics
- Operations
  - Guerrilla forces
  - Underground elements
  - Auxiliary elements

### 2 Train

- Plan
- Design
- Develop
- Conduct
- Evaluate

### 3 Command, Control and Communications

### 4 Intelligence and Security

- Intelligence Collection And Evaluation
- Operational Security
- Base Area Security

### 5 Logistics

- Base System Development
- Supply
- Services
- Maintenance
- Transportation
- Health

### 6 PSYOP Support

- Design
- Production
- Dissemination

## UW Mission Element Worksheet

### Step 1

For each of the mission element pairs below, circle which of the two is the most important to the success of a UW mission. Refer to the introductory page for detailed descriptions of mission elements.

Advise & Assist or Train

Advise & Assist or Command & Control

Advise & Assist or Intelligence & Security

Advise & Assist or Logistics

Advise & Assist or PSYOP

Train or Command & Control

Train or Intelligence & Security

Train or Logistics

Train or PSYOP

Command & Control or Intelligence & Security

Command & Control or Logistics

Command & Control or PSYOP

Intelligence & Security or Logistics

Intelligence & Security or PSYOP

Logistics or PSYOP

### Step 2

Using the 7-point scale below, identify the relative importance of each mission element to the success of the UW mission by circling a single number. Do not mark space between numbers.

#### Scale

1 = Of no importance

2

3

4 = Important to success

5

6

7 = Critical to success

Advise & Assist      1   2   3   4   5   6   7

Train      1   2   3   4   5   6   7

Command & Control      1   2   3   4   5   6   7

Intelligence & Security      1   2   3   4   5   6   7

Logistics      1   2   3   4   5   6   7

PSYOP      1   2   3   4   5   6   7

## APPENDIX P

### Composite Template

#### Objective

Having examined both the culture and the mission independently, the objective was to bring both together to determine what cultural behaviors were relevant to successful performance of what mission elements.

#### Method

The method used was to compare **each** topic and behavior contained in the draft *Cultural Communication Skills Template: Arabs of West Asia* with **each** mission element in the draft *Foreign Internal Defense Mission Template* to assess the relevance of the specific cultural behaviors to the tasks required by the specific mission element.

#### Procedures

This methodology was tested by developing a notional composite template in which an early draft of the generic culture template was amalgamated with the initial draft foreign internal defense mission template. This notional composite template was presented to mission experts during a conference (refer to Appendix D for the conference report). These experts concurred with the procedures to be used.

The composite template combining the foreign internal defense mission with the Arabs of West Asia culture was similarly formed by merging the topics and behaviors contained in the revised draft *Cultural Communication Skills Template: Arabs of West Asia* into the elements of the revised *Foreign Internal Defense Mission Template*. Following the procedures tested before the conference and confirmed by the mission experts, a complete culture template was added to each of the 23 discrete subelements of the mission template. Then, looking independently at each subelement of the mission template, each topic in the culture template was assessed to determine if it was relevant to that specific mission subelement. In this process:

- If the cultural topic was assessed as germane to those tasks associated with that discrete mission subelement, the topic and all of its associated behaviors were left with that subelement.
- If the cultural topic was assessed as irrelevant to the tasks associated with that mission subelement, both the topic and all behaviors associated with it were deleted from that mission subelement.

After deletion of irrelevant topics and associated behaviors, the remaining behaviors were assessed, one by one, to confirm that they were relevant to the tasks required by the specific mission subelement. No attempt was made to assess the importance of individual behaviors; the issue was merely the relevance of the behaviors to the mission subelements.

#### Results

The ultimate outcome was a draft *Cultural Communication Skills Template: Foreign Internal Defense — Arabs of West Asia* that pertains **only** to a foreign internal defense mission to be performed somewhere within the cultural region inhabited by the Arabs of West Asia. As such, the applicability of this template is very specific. However, more specificity regarding the

parameters of the mission or the country in which it would be performed would necessarily engender template modifications.

### Weighting Skills by Mission Elements

#### Method

The methodology involved combining the weights assigned to the skills with the weights assigned to the mission elements.

#### Procedures

For the purposes of this project, it was decided that cultural behaviors and mission elements would carry equal weights. Other determinations of the relative importance of cultural skills and mission elements might be appropriate. However, although the results would change, the methodology would not.

As rated, mission element values ranged from 0 to 20.99 while the cultural skills values varied in range only from 1 to 7. Therefore, the investigators decided to divide each mission weighting score by three before adding it to the cultural skills score to develop the final score.

With the weighting decision made, each mission element of the composite template was examined for the occurrence or non-occurrence of a cultural skill. If a skill appeared under that mission element, it was judged a "hit" for that mission element and the weighting value for that mission element was entered into the table following this discussion. Weights for each behavior were then summed to establish a weighting for each skill within the context of the mission.

#### Results

The outcome was a listing of cultural behaviors pertaining to the Arabs of West Asia culture prioritized within the specific context of the foreign internal defense mission.

As might be expected, the weighted cultural skills clustered into 43 different groupings ranging from a group of 109 that "hit" in all seven mission elements to a group of 3 that did not appear in any mission element. More than 50% of the skills appear in the top ten rankings. This skewed distribution may be taken as an indicator of the importance of cultural concerns that influence accomplishment foreign internal defense missions within the Arabs of West Asia culture.

## APPENDIX Q

### FID Topic/Mission Worksheet

#### INSTRUCTIONS TO RATERS

You have been selected to participate in this project based on your appreciation and understanding of how cultural issues can affect successful mission accomplishment. Your task is to assess the relevance of key aspects of any culture to key elements of the foreign internal defense (FID) mission. To accomplish this task, you have copies of a Topic/Mission Worksheet to record your responses as well as copies of the Generic Culture Template and the FID Mission Template for reference.

The FID Mission Template describes the FID mission. Key elements of that mission are noted in **bold type** and are repeated as the seven columns on the right of the Topic Assessment Worksheet.

The Generic Culture Template is a detailed topic outline of the elements of any culture. An extract of this document — down to the fourth level of the Template's outline — is duplicated in the first column of the Topic/Mission Worksheet.

#### PROCEDURES

In the Topic/Mission Worksheet, use your expertise and judgement to assess whether a cultural topic on the left axis is (or can be) relevant to successful performance of each of the mission elements. Record each positive response with an "x" at the intersection between the cultural topic and the mission element. Leave the box blank for a negative response. To assist in your judgements, refer to the Mission and Generic Templates that describe the contexts for each item to be rated.

For example, in assessing how culture interacts with the FID mission, you might determine that "naming conventions" (topic I.B.1.a. from the Generic Culture Template) is relevant to the "advise and assist," the "train," the "command, control, and communications," and the "intelligence and security," elements of the FID mission. At the same time, you might determine that "naming conventions" are irrelevant to the "logistics" element of the FID mission. In this instance, you would leave the "logistics" box blank and record an "x" in each of the remaining boxes.

Similarly, you might determine that "hierarchy of merit" (topic III.E.1.b.) is relevant only to the "intelligence and security" element of the FID mission. In this instance, you would record an "x" in only that box and you would leave the rest of the boxes blank.

# APPENDIX Q — TAB 1

## FID Topic/Mission Worksheet

| FID Mission elements |       |          |              |          |     |             |
|----------------------|-------|----------|--------------|----------|-----|-------------|
| Adv & Asst           | Train | Evaluate | Comm & Contr | Security | CSS | Pers & Supp |

### I. Cultural core/psychological profile/human factors

#### A. Cultural values

##### 1. Ethics and morality

- Foundations/roots of ethics and morality
- Key concepts pertaining to ethics and morality
- Personal responsibility as defined by ethics and morality
- Role of ethics and morality in financial transactions
- Role of ethics and morality in relationships
- Role of ethics and morality in possession behavior
- Influence of ethics and morality on decision-making
- Respect for life and environment
- Ethics and morality as they affect specific issues

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
|   |   |   |   | X |   |   |
| X | X | X | X | X | X | X |
| X | X | X |   | X |   | X |
| X |   |   |   | X | X | X |
| X | X | X | X | X | X | X |
|   |   |   |   | X |   | X |
| X | X | X | X | X |   | X |
| X | X | X | X | X | X | X |
| X | X | X | X | X | X | X |

##### 2. Measures of status

- Family/clan/tribe
- Social position
- Social connections
- Religious
- Money and property
- Profession
- Education
- Children

|   |   |   |  |   |  |   |
|---|---|---|--|---|--|---|
| X |   |   |  | X |  | X |
| X | X | X |  | X |  | X |
| X |   |   |  | X |  | X |
| X |   |   |  | X |  | X |
| X |   |   |  | X |  | X |
| X |   |   |  | X |  | X |
| X |   |   |  | X |  | X |
| X |   |   |  | X |  | X |

##### 3. Religious customs

- Basic religious beliefs and practices
- Prohibitions/Taboos
- Other beliefs

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| X | X | X | X | X | X | X |
| X | X | X | X | X | X | X |
| X | X | X | X | X | X | X |

##### 4. Time

- Concepts of specific time vs. approximate time
- Clock time
- Calendars
- Astrology
- Historical time

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| X | X | X | X | X | X | X |
| X | X | X | X | X | X | X |
| X | X | X | X | X | X | X |
|   |   |   |   | X |   |   |
| X |   |   |   | X |   |   |

##### 5. Humor

- Definition of what is humorous
- Sources of humor
- Targets of humor

|   |   |  |  |   |  |   |
|---|---|--|--|---|--|---|
| X | X |  |  | X |  | X |
| X | X |  |  | X |  | X |
| X | X |  |  | X |  | X |

#### B. Relationships

##### 1. Interpersonal relationships

- Naming conventions
- Forms of address
- How adults relate to each other

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| X | X | X | X | X | X | X |
| X | X | X | X | X | X | X |
| X | X | X | X | X | X | X |

- d. How generations (age groups) relate to each other
- e. How castes/social classes relate to each other
- f. Master/mistress—servant relationships
- g. Teacher/mentor—student/protege relationships
- h. Relationships with individual outsiders
- i. Sexual practices
- j. Marriage and divorce
- k. The family
- l. The clan
- m. The tribe
2. Communication, gestures, and interpersonal space
  - a. Linguistic behaviors
  - b. Eye contact
  - c. General gestures and body language
  - d. Other interpersonal gestures
  - e. Interpersonal space
3. Person-society relationships
  - a. Attitudes toward change
  - b. Attitudes toward legal systems
  - c. Attitudes toward authority
  - d. Expectations from authority
  - e. Obligations of citizens
  - f. Importance of order and structure
  - g. Attitudes towards human rights
- C. Motivations
  1. General character/personality traits
    - a. Concept of individual identity
    - b. Response to non-normative behavior
    - c. Socialization
    - d. Sources of stress
    - e. Expressions of aggression
    - f. Psychological orientation based on analytic tools
  2. The relative importance of the group
    - a. Importance and role of the larger group
    - b. Importance and role of the extended/nuclear family
    - c. Importance and role of the individual within the group
  3. Response to governance
    - a. Identification of authority
    - b. Authority figures
    - c. Types of response
  4. Attitudes/responses toward external influences
    - a. Degree of self-perceived cultural superiority
    - b. Perceived threats from external sources
  5. Education

| FID Mission elements |       |          |              |          |     |             |
|----------------------|-------|----------|--------------|----------|-----|-------------|
| Adv & Asst           | Train | Evaluate | Comm & Contr | Security | CSS | Pers & Supp |
| X                    |       |          |              | X        |     | X           |
| X                    | X     | X        |              | X        |     | X           |
|                      |       |          |              | X        |     | X           |
| X                    | X     |          |              | X        |     |             |
| X                    | X     | X        | X            | X        | X   | X           |
| X                    |       |          |              | X        |     | X           |
| X                    |       |          |              | X        |     | X           |
| X                    |       |          |              | X        |     | X           |
| X                    | X     |          |              | X        |     |             |
| X                    | X     |          |              | X        |     |             |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| X | X | X | X | X | X | X |
| X | X | X | X | X | X | X |
| X | X | X | X | X | X | X |
| X | X | X | X | X | X | X |
| X | X | X | X | X | X | X |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| X | X | X |   | X |   | X |
|   |   |   | X | X | X | X |
| X | X | X | X | X |   | X |
| X | X |   |   | X |   | X |
| X | X | X |   | X |   | X |
| X | X | X | X | X | X | X |
| X | X | X | X | X | X | X |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| X | X | X |   | X |   | X |
|   |   |   |   | X |   |   |
| X | X | X |   | X |   | X |
| X | X | X |   | X |   | X |
| X | X | X | X | X | X | X |
| X | X | X | X | X | X | X |

|   |   |   |  |   |  |   |
|---|---|---|--|---|--|---|
| X | X | X |  | X |  |   |
| X |   |   |  | X |  |   |
| X | X | X |  | X |  | X |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| X | X | X | X | X | X | X |
| X | X | X | X | X | X | X |
| X | X | X | X | X | X | X |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| X | X | X | X | X | X | X |
| X |   |   |   | X |   | X |

- a. Value
- b. Philosophy/practice
- 6. Means of conflict resolution
  - a. Physical force
  - b. Intellectual discussion/compromise
  - c. Mediation/arbitration
  - d. Legal (courts)
  - e. Acceptance/avoidance
- 7. Political customs and beliefs
  - a. Political parties
  - b. Political leaders
- II. The culture's shared history
  - A. Historical tradition
    - 1. Mythology
      - a. Organic to culture
      - b. Adapted/incorporated from other cultures
      - c. Key ideas imbedded in mythology
    - 2. Oral history
      - a. Dating from
      - b. Information transmitted
      - c. Key legends/tales from oral history
      - d. Key ideas imbedded in culture from oral history
    - 3. Functions/historiography
      - a. Concept of history
      - b. Purpose of history
      - c. Documentation
      - d. Interpretation/frameworks
      - e. Key concepts imbedded in culture from history
    - 4. Key elements of history
      - a. Key historical dates known to all
      - b. Key historical figures known to all
      - c. Emotional values attached to specific events and figures
      - d. Perceptions of insiders
      - e. Perceptions of outsiders
      - f. Historical threads
    - 5. Change
      - a. Concepts
      - b. Rates of change
      - c. Cultural changes
  - B. Social structures
    - 1. Egalitarian social structures
      - a. Real
      - b. Stated
      - c. Perceived

| FID Mission elements |       |          |              |          |     |             |
|----------------------|-------|----------|--------------|----------|-----|-------------|
| Adv & Asst           | Train | Evaluate | Comm & Contr | Security | CSS | Pers & Supp |
| X                    | X     |          |              | X        |     |             |
| X                    | X     |          |              | X        |     |             |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| X | X |   |   | X |   |   |
| X | X | X | X | X | X | X |
| X | X | X | X | X | X | X |
| X |   |   | X |   |   |   |
| X | X | X | X | X | X | X |
|   |   |   |   |   |   |   |
| X |   |   | X | X |   |   |
| X |   |   | X | X |   |   |

|   |   |  |  |   |  |   |
|---|---|--|--|---|--|---|
|   |   |  |  | X |  |   |
|   |   |  |  | X |  |   |
| X | X |  |  | X |  | X |

|   |   |  |  |   |  |   |
|---|---|--|--|---|--|---|
|   |   |  |  | X |  |   |
|   |   |  |  | X |  |   |
| X |   |  |  | X |  |   |
| X | X |  |  | X |  | X |

|   |  |  |  |   |  |   |
|---|--|--|--|---|--|---|
| X |  |  |  | X |  |   |
| X |  |  |  | X |  |   |
|   |  |  |  | X |  |   |
|   |  |  |  | X |  |   |
| X |  |  |  | X |  | X |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| X | X |   |   | X |   |   |
| X | X |   |   | X |   |   |
| X | X | X | X | X | X | X |
| X |   |   |   | X |   | X |
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2. Stratified social structures
  - a. Kinship system
  - b. Class system
  - c. Caste system
3. Rank vs. social class/caste
  - a. Types of rank
  - b. Sources of rank
  - c. Permanence
  - d. Relative importance
4. Social class/caste mobility
  - a. Basis
  - b. Flexibility
5. Cross-class/caste relationships
  - a. By class/caste
  - b. By activity
- C. Manners/protocol
  1. Personal appearance/apparel
    - a. Grooming conventions
    - b. Apparel
  2. Introductions
    - a. Who
    - b. How
  3. Meetings/negotiations
    - a. Size/dynamics
    - b. Participants
    - c. Roles
    - d. Seating
    - e. Opening rituals
    - f. Importance of consensus
    - g. Closure
  4. Formal banquet
    - a. Times
    - b. Participants
    - c. Seating
    - d. Etiquette
  5. Consumption of alcohol
    - a. Accepted types of alcoholic drinks
    - b. Attitudes toward consumption
  6. Hospitality forms
    - a. Business/professional call
    - b. Social calls and gatherings
    - c. Overnight stay
    - d. Expressing condolences
- D. Linguistic characteristics

| FID Mission elements |       |          |              |          |     |             |
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| Adv & Asst           | Train | Evaluate | Comm & Contr | Security | CSS | Pers & Supp |
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| X                    | X     | X        |              | X        |     | X           |
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1. Linguistic history
2. Language(s) used
  - a. Officially-recognized language(s)
  - b. Other languages spoken
  - c. Language as a critical cultural ingredient
  - d. Attempts to regulate language
3. Language characteristics
  - a. Oral language
  - b. Written language
4. Use of English
  - a. Willingness
  - b. Ability/proficiency
  - c. Interpretation (oral)
  - d. Translation (written)
- E. The arts
  1. Visual arts
    - a. Painting
    - b. Sculpture
    - c. Ceramics
    - d. Textiles
    - e. Calligraphy
  2. Architectural tradition
    - a. Forms/building materials/decoration
    - b. Who does it
    - c. Functions
    - d. Cultural attitudes
  3. Literary tradition
    - a. Oral
    - b. Poetry
    - c. Prose
  4. Drama
    - a. Theater
    - b. Opera
    - c. Films
  5. Musical tradition
    - a. Instrumental music
    - b. Vocal music
    - c. Dance
- F. Science and technology
  1. Pure science
  2. Applied science
  3. Technology
- G. Culinary tradition
  1. Foods and beverages

| FID Mission elements |       |          |              |          |     |             |
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| Adv & Asst           | Train | Evaluate | Comm & Contr | Security | CSS | Pers & Supp |
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- a. Connotations
- b. Foods
- c. Beverages
- 2. Eating customs
  - a. Who generally sits down together
  - b. Appropriate mealtime etiquette
  - c. Length of meals
- 3. Typical meals
  - a. Times of day
  - b. Serving/presentation
  - c. Sequence of courses
- H. Recreation and leisure
  - 1. Discretionary time
    - a. Concept
    - b. Availability
  - 2. Activities/hobbies/avocations
    - a. Types of activities
    - b. Individual/group roles
  - 3. Role in culture
- I. Sports
  - 1. Definition of sport
  - 2. Sport activities
    - a. Types of activities
    - b. Individual/group roles
  - 3. Attitudes toward winning and losing
  - 4. Role in culture
- J. Vice
  - 1. Gambling
    - a. Clandestine
    - b. Legality/sanctions
    - c. Forms
    - d. Participation
    - e. Role in access to culture
  - 2. Narcotics
    - a. Legality/sanctions
    - b. Production
    - c. Distribution
    - d. Use
    - e. Role in society
  - 3. Liquor
    - a. Legality/sanctions
    - b. Production
    - c. Distribution
    - d. Use

| FID Mission elements |       |          |              |          |     |             |
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| Adv & Asst           | Train | Evaluate | Comm & Contr | Security | CSS | Pers & Supp |
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- e. Role in society
- 4. Tobacco
  - a. Legality/sanctions
  - b. Production
  - c. Distribution
  - d. Use
  - e. Role in society
- K. Hygiene
  - 1. Bathing
    - a. Modes
    - b. Location
    - c. Collegiality
    - d. Frequency
    - e. Appropriate scents
  - 2. Toilet use
    - a. Location
    - b. Customs
    - c. Mechanics
- L. Ethnic or minority groups
  - 1. Characteristics
    - a. Criteria for membership
    - b. Distinctive apparel
    - c. Distinctive customs
  - 2. Privileges
  - 3. Responsibilities
  - 4. Education
  - 5. Recreation/sports
  - 6. Attitudes towards others
- III. National/regional considerations
  - A. Geography
    - 1. Climate
      - a. Temperature ranges
      - b. Seasons
      - c. Precipitation patterns
      - d. Currents—wind/water
      - e. Adaptations to patterns
    - 2. Terrain
      - a. General relief
      - b. Land-use patterns
      - c. Adaptation to extremes
    - 3. Water
      - a. Sources
      - b. Availability
      - c. Uses

| FID Mission elements |       |          |              |          |     |             |
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| Adv & Asst           | Train | Evaluate | Comm & Contr | Security | CSS | Pers & Supp |
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- a. Institutions
- b. Jurisdictions

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- c. Trial procedures
- d. Linkages to ethnic or minority groups
- e. Religious law vs. civil law
- 5. Internal security organization
  - a. Structure
  - b. Types
  - c. Criminal investigation
  - d. Confinement
  - e. Interfaces with military organizations
  - f. Linkages to ethnic groups
- 6. Contracts
  - a. Concept and importance
  - b. Form
  - c. Enforcement
  - d. Default
- 7. Insurance
  - a. Liability
  - b. Availability
  - c. Costs
- D. Military Institutions
  - 1. History
    - a. External Influences
    - b. Internal Influences
  - 2. Organization
    - a. Defense establishment
    - b. Rank structure
    - c. Pay structure
    - d. Elite units
    - e. Joint organizations
    - f. Strategic organizations
    - g. Tactical/operational organizations
    - h. Administrative organizations
    - i. Logistics organizations
    - j. Research and development
    - k. Interfaces with security organizations
    - l. Linkages to ethnic or minority groups
  - 3. Procedures
    - a. Operations
    - b. Command and control
    - c. Administrative
    - d. Manpower management
    - e. Training
    - f. Logistical
    - g. Research and development

| FID Mission elements |       |          |              |          |     |             |
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| Adv & Asst           | Train | Evaluate | Comm & Contr | Security | CSS | Pers & Supp |
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- h. Financial
- i. Control of weapons and ammunition
- j. Communications
- 4. Social Role
  - a. Importance assigned
  - b. "Nonmilitary" activities
- 5. Economic role
  - a. Importance assigned
  - b. Sources of tension
- 6. Customs and courtesies
  - a. Saluting
  - b. Forms of address
  - c. Officers' mess
  - d. Sergeants' mess
- E. Economic structure
  - 1. Concept of wealth
    - a. Definition
    - b. Hierarchy of merit
    - c. Indicators of wealth
    - d. Prestige/social status conferred by wealth
    - e. Display
    - f. Acquisition of wealth
    - g. Disposition of wealth
    - h. Excessive wealth
  - 2. Property system
  - 3. Economic administration
    - a. Time
    - b. Standards/practices in bookkeeping/recordkeeping
    - c. Standards/practices in personal business transactions
    - d. Corruption
  - 4. Public sector
    - a. Social/community services
    - b. State industries
    - c. Government role in allocations
  - 5. Private sector
  - 6. Subsistence technology
  - 7. Resources
    - a. Types
    - b. Production
    - c. Distribution
  - 8. Agriculture
    - a. Financing
    - b. Production
    - c. Relative cost of labor

| FID Mission elements |       |          |              |          |     |             |
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| Adv & Asst           | Train | Evaluate | Comm & Contr | Security | CSS | Pers & Supp |
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- ### F. Finance

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- c. Sources
- d. Prices
- e. Purchasing
- 3. Food and beverages
  - a. Rationing
  - b. Units of measurement
  - c. Foods bought
  - d. Sources
  - e. Prices
  - f. Purchasing
- 4. Services
  - a. Availability
  - b. Sources
  - c. Prices
  - d. Purchasing
- H. Housing
  - 1. Urban
    - a. Permanent
    - b. Temporary
  - 2. Rural
    - a. Permanent
    - b. Temporary
  - 3. Utilities
    - a. Electricity
    - b. Gas
    - c. Other fuel sources
    - d. Water
    - e. Telephone service
- I. Health
  - 1. Basic concerns
    - a. Main health risks/diseases
    - b. Safety of water supply
  - 2. Types of care
    - a. Intervention (prevention)
    - b. Treatment (short-term)
    - c. Therapy (long-term)
  - 3. Health care structure
    - a. Regulation
    - b. Professional qualifications
  - 4. Availability (urban/rural)
    - a. Local practitioners
    - b. Health care facilities
  - 5. Endemic diseases and prevention
    - a. Generally-accepted/required immunizations

| FID Mission elements |       |          |              |          |     |             |
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| Adv & Asst           | Train | Evaluate | Comm & Contr | Security | CSS | Pers & Supp |
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|---|---|---|---|---|---|---|
|   |   |   |   | X | X | X |
| X | X | X | X | X | X | X |

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|---|---|---|---|---|---|---|
|   |   |   |   | X | X | X |
| X | X | X | X | X | X | X |

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|---|---|---|---|---|---|---|
| X | X | X | X | X | X | X |
|   |   |   |   | X | X | X |
|   |   |   |   | X | X | X |
| X | X | X | X | X | X | X |
|   |   |   | X | X | X | X |

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| X | X | X | X | X | X | X |
| X | X | X | X | X | X | X |

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| X | X | X | X | X | X | X |
| X | X | X | X | X | X | X |

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|  |  |  |  | X |  | X |
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|---|---|---|---|---|---|---|
| X | X | X | X | X | X | X |
|---|---|---|---|---|---|---|

- b. Immunizations recommended by US DoS
- 6. Costs
  - a. How much
  - b. Who pays
- 7. Psychiatric care for those with
  - a. Nonconforming political beliefs
  - b. Nonconforming religious beliefs
  - c. Nonconforming social practices
  - d. Neuroticism
- J. Communication
  - 1. Modes and access
    - a. Courier
    - b. Telephone
    - c. Electronic
    - d. Postal
  - 2. Mass media
    - a. Newspapers
    - b. Magazines
    - c. Self-published materials
    - d. Radio
    - e. Television
- K. Transportation
  - 1. Personal driving
    - a. Licensing requirements
    - b. Insurance requirements
    - c. Rental cars/vans/trucks/boats
    - d. Roads
    - e. Fuel/services
    - f. Border crossing
    - g. Violations
    - h. Accidents
  - 2. Local
    - a. Taxis and chauffeured cars
    - b. Buses/trams/subway
  - 3. Distance travel
    - a. Domestic
    - b. International
- L. Educational system
  - 1. Oversight and control
  - 2. Institutions/curricula
    - a. Elementary
    - b. Secondary
    - c. Post-secondary/professional education
    - d. Linkages to ethnic or minority groups

| FID Mission elements |     |          |              |          |       |            |
|----------------------|-----|----------|--------------|----------|-------|------------|
| Pers & Supp          | CSS | Security | Comm & Contr | Evaluate | Train | Adv & Asst |
|                      |     | X        |              |          |       |            |

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|  |  | X |  |  |  |  |
|  |  | X |  |  |  |  |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| X |   | X | X | X | X |   |
| X | X | X | X | X | X | X |
| X | X | X | X | X | X | X |
|   |   |   | X | X | X | X |

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|--|--|--|--|---|--|---|
|  |  |  |  | X |  | X |
|  |  |  |  | X |  | X |
|  |  |  |  | X |  |   |
|  |  |  |  | X |  | X |
|  |  |  |  | X |  | X |

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|---|---|---|---|---|---|---|
|   |   |   | X | X | X | X |
|   |   |   |   | X | X | X |
|   |   |   | X | X | X | X |
|   |   |   | X | X | X | X |
| X | X | X | X | X | X | X |
|   |   |   | X | X | X | X |
| X | X | X | X | X | X | X |
| X | X | X | X | X | X | X |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| X | X | X | X | X | X | X |
| X | X | X | X | X | X | X |

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|---|---|---|---|---|---|---|
| X | X | X | X | X | X | X |
|   |   |   | X | X | X | X |

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|  |  |  |  | X |  |  |
|--|--|--|--|---|--|--|

|   |   |   |  |   |  |  |
|---|---|---|--|---|--|--|
| X | X | X |  | X |  |  |
| X | X | X |  | X |  |  |
| X | X | X |  | X |  |  |
| X | X | X |  | X |  |  |

## APPENDIX R

### UW Topic/Mission Worksheet

#### INSTRUCTIONS TO RATERS

You have been selected to participate in this project based on your appreciation and understanding of how cultural issues can affect successful mission accomplishment. Your task is to assess the relevance of key aspects of any culture to key elements of the unconventional warfare (UW) mission. To accomplish this task, you have copies of a Topic/Mission Worksheet to record your responses as well as copies of the Generic Culture Template and the UW Mission Template for reference.

The UW Mission Template describes the UW mission. Key elements of that mission are noted in **bold type** and are repeated as the six columns on the right of the Topic Assessment Worksheet.

The Generic Culture Template is a detailed topic outline of the elements of any culture. An extract of this document — down to the fourth level of the Template's outline — is duplicated in the first column of the Topic Assessment Worksheet.

#### PROCEDURES

In the Topic/Mission Worksheet, use your expertise and judgement to assess whether a cultural topic on the left axis is (or can be) relevant to successful performance of each of the mission elements. Record each positive response with an "x" at the intersection between the cultural topic and the mission element. Leave the box blank for a negative response. To assist in your judgements, refer to the Mission and Generic Templates that describe the contexts for each item to be rated.

For example, in assessing how culture interacts with the unconventional warfare (UW) mission, you might determine that "naming conventions" (topic I.B.1.a. from the Generic Culture Template) is relevant to the "advise and assist," the "train," the "command, control, and communications," the "intelligence and security," and the "psychological operations" elements of the UW mission. At the same time, you might determine that "naming conventions" are irrelevant to the "logistics" element of the UW mission. In this instance, you would leave the "logistics" box blank and record an "x" in each of the remaining boxes.

Similarly, you might determine that "hierarchy of merit" (topic III.E.1.b.) is relevant only to the "intelligence and security" and the "psychological operations" elements of the UW mission. In this instance, you would record an "x" in each of these two boxes and you would leave the rest of the boxes blank.

# APPENDIX R — TAB 1

## UW Topic/Mission Assessment

| UW Mission elements |       |    |     |           |       |
|---------------------|-------|----|-----|-----------|-------|
| Adv & Asst          | Train | C3 | I&S | Logistics | PSYOP |

### I. Cultural core/psychological profile/human factors

#### A. Cultural values

##### 1. Ethics and morality

- Foundations/roots of ethics and morality
- Key concepts pertaining to ethics and morality
- Personal responsibility as defined by ethics and morality
- Role of ethics and morality in financial transactions
- Role of ethics and morality in relationships
- Role of ethics and morality in possession behavior
- Influence of ethics and morality on decision-making
- Respect for life and environment
- Ethics and morality as they affect specific issues

|   |   |   |   |   |   |
|---|---|---|---|---|---|
|   |   |   | X |   | X |
| X | X | X | X | X | X |
| X | X | X | X | X | X |
|   |   | X | X | X |   |
| X |   |   | X |   | X |
|   |   |   | X | X | X |
| X |   | X | X |   | X |
| X | X | X | X | X | X |
| X |   |   | X | X | X |

##### 2. Measures of status

- Family/clan/tribe
- Social position
- Social connections
- Religious
- Money and property
- Profession
- Education
- Children

|   |   |  |   |  |   |
|---|---|--|---|--|---|
| X | X |  | X |  | X |
| X | X |  | X |  | X |
| X | X |  | X |  | X |
| X | X |  | X |  | X |
| X | X |  | X |  | X |
| X | X |  | X |  | X |
| X | X |  | X |  | X |
| X | X |  | X |  | X |

##### 3. Religious customs

- Basic religious beliefs and practices
- Prohibitions/Taboos
- Other beliefs

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| X | X | X | X | X | X |
| X | X | X | X | X | X |
| X | X | X | X | X | X |

##### 4. Time

- Concepts of specific time vs. approximate time
- Clock time
- Calendars
- Astrology
- Historical time

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| X | X | X | X | X | X |
| X | X | X | X | X | X |
| X | X | X | X | X | X |
|   |   |   | X |   | X |
| X |   |   | X |   | X |

##### 5. Humor

- Definition of what is humorous
- Sources of humor
- Targets of humor

|   |   |  |   |  |   |
|---|---|--|---|--|---|
| X | X |  | X |  | X |
| X | X |  | X |  | X |
| X | X |  | X |  | X |

#### B. Relationships

##### 1. Interpersonal relationships

- Naming conventions

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| X | X | X | X | X | X |
|---|---|---|---|---|---|

- b. Forms of address
- c. How adults relate to each other
- d. How generations (age groups) relate to each other
- e. How castes/social classes relate to each other
- f. Master/mistress—servant relationships
- g. Teacher/mentor/student/protege relationships
- h. Relationships with individual outsiders
- i. Sexual practices
- j. Marriage and divorce
- k. The family
- l. The clan
- m. The tribe
2. Communication, gestures, and interpersonal space
  - a. Linguistic behaviors
  - b. Eye contact
  - c. General gestures and body language
  - d. Other interpersonal gestures
  - e. Interpersonal space
3. Person-society relationships
  - a. Attitudes toward change
  - b. Attitudes toward legal systems
  - c. Attitudes toward authority
  - d. Expectations from authority
  - e. Obligations of citizens
  - f. Importance of order and structure
  - g. Attitudes towards human rights
- C. Motivations
  1. General character/personality traits
    - a. Concept of individual identity
    - b. Response to non-normative behavior
    - c. Socialization
    - d. Sources of stress
    - e. Expressions of aggression
    - f. Psychological orientation based on analytic tools
  2. The relative importance of the group
    - a. Importance and role of the larger group
    - b. Importance and role of the extended/nuclear family
    - c. Importance and role of the individual within the group
  3. Response to governance
    - a. Identification of authority
    - b. Authority figures
    - c. Types of response
  4. Attitudes/responses toward external influences
    - a. Degree of self-perceived cultural superiority

| UW Mission elements |       |    |     |           |       |
|---------------------|-------|----|-----|-----------|-------|
| Adv & Asst          | Train | C3 | I&S | Logistics | PSYOP |
| X                   | X     | X  | X   | X         | X     |
| X                   | X     | X  | X   | X         | X     |
|                     |       |    | X   |           | X     |
| X                   | X     |    | X   |           | X     |
|                     |       |    | X   |           | X     |
| X                   | X     |    | X   |           | X     |
| X                   | X     | X  | X   | X         | X     |
| X                   |       |    | X   |           | X     |
|                     |       |    | X   |           | X     |
|                     |       |    | X   |           | X     |
|                     |       |    | X   |           | X     |
|                     |       |    | X   |           | X     |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| X | X | X | X | X | X |
| X | X | X | X | X | X |
| X | X | X | X | X | X |
| X | X | X | X | X | X |
| X | X | X | X | X | X |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| X | X | X | X | X | X |
|   |   |   | X |   | X |
| X | X | X | X |   | X |
| X | X | X | X |   | X |
|   |   |   | X |   | X |
| X | X | X | X | X | X |
| X | X | X | X |   | X |

|   |   |  |   |  |   |
|---|---|--|---|--|---|
| X | X |  | X |  | X |
|---|---|--|---|--|---|

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|---|---|---|---|---|---|
| X | X |   | X |   | X |
| X | X | X | X |   | X |
| X | X | X | X | X | X |
| X | X |   | X |   | X |

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| X |   |  | X |  | X |
|   |   |  | X |  | X |
| X | X |  | X |  | X |

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| X | X | X | X |   | X |
| X |   | X | X |   | X |
| X | X | X | X | X | X |

|   |   |  |   |  |   |
|---|---|--|---|--|---|
| X | X |  | X |  | X |
|---|---|--|---|--|---|

- b. Perceived threats from external sources
- 5. Education
  - a. Value
  - b. Philosophy/practice
- 6. Means of conflict resolution
  - a. Physical force
  - b. Intellectual discussion/compromise
  - c. Mediation/arbitration
  - d. Legal (courts)
  - e. Acceptance/avoidance
- 7. Political customs and beliefs
  - a. Political parties
  - b. Political leaders
- II. The culture's shared history
  - A. Historical tradition
    - 1. Mythology
      - a. Organic to culture
      - b. Adapted/incorporated from other cultures
      - c. Key ideas imbedded in mythology
    - 2. Oral history
      - a. Dating from
      - b. Information transmitted
      - c. Key ideas imbedded in culture from oral history
    - 3. Functions/historiography
      - a. Concept of history
      - b. Purpose of history
      - c. Documentation
      - d. Interpretation/frameworks
      - e. Key concepts imbedded in culture from history
    - 4. Key elements of history
      - a. Key historical dates known to all
      - b. Key historical figures known to all
      - c. Emotional values attached to specific events and figures
      - d. Perceptions of insiders
      - e. Perceptions of outsiders
      - f. Historical threads
    - 5. Change
      - a. Concepts
      - b. Rates of change
      - c. Cultural changes
  - B. Social structures
    - 1. Egalitarian social structures
      - a. Real
      - b. Stated

| UW Mission elements |       |    |     |           |       |
|---------------------|-------|----|-----|-----------|-------|
| Adv & Asst          | Train | C3 | I&S | Logistics | PSYOP |
| X                   | X     | X  | X   |           | X     |

|   |   |  |   |  |   |
|---|---|--|---|--|---|
| X | X |  | X |  | X |
| X | X |  | X |  | X |

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|---|---|---|---|--|---|
| X | X | X | X |  | X |
| X | X | X | X |  | X |
| X | X | X | X |  | X |
|   |   |   | X |  | X |
| X | X | X | X |  | X |

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|   |  |   | X |  | X |
| X |  | X | X |  | X |

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| X |   |  | X |  | X |
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| X | X |  | X |  | X |

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| X | X |  | X |  | X |
| X | X |  | X |  | X |
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| X | X |  | X |  | X |
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| X | X |  | X |  | X |

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| X | X |  | X |  | X |
|   |   |  | X |  | X |
| X | X |  | X |  | X |

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|---|---|--|---|--|---|
| X | X |  | X |  | X |
| X | X |  | X |  | X |

- c. Perceived
- 2. Stratified social structures
  - a. Kinship system
  - b. Class system
  - c. Caste system
- 3. Rank vs. social class/caste
  - a. Types of rank
  - b. Sources of rank
  - c. Permanence
  - d. Relative importance
- 4. Social class/caste mobility
  - a. Basis
  - b. Flexibility
- 5. Cross-class/caste relationships
  - a. By class/caste
  - b. By activity
- C. Manners/protocol
  - 1. Personal appearance/apparel
    - a. Grooming conventions
    - b. Apparel
  - 2. Introductions
    - a. Who
    - b. How
  - 3. Meetings/negotiations
    - a. Size/dynamics
    - b. Participants
    - c. Roles
    - d. Seating
    - e. Opening rituals
    - f. Importance of consensus
    - g. Closure
  - 4. Formal banquet
    - a. Times
    - b. Participants
    - c. Seating
    - d. Etiquette
  - 5. Consumption of alcohol
    - a. Accepted types of alcoholic drinks
    - b. Attitudes toward consumption
  - 6. Hospitality forms
    - a. Business/professional call
    - b. Social calls and gatherings
    - c. Overnight stay
    - d. Expressing condolences

| UW Mission elements |       |    |     |           |       |
|---------------------|-------|----|-----|-----------|-------|
| Adv & Asst          | Train | C3 | I&S | Logistics | PSYOP |
| X                   | X     |    | X   |           | X     |
| X                   | X     |    | X   |           | X     |
| X                   | X     |    | X   |           | X     |
| X                   | X     | X  | X   | X         | X     |
|                     |       |    | X   |           | X     |
|                     |       |    | X   |           | X     |
| X                   | X     | X  | X   | X         | X     |
|                     |       |    | X   |           | X     |
|                     |       |    | X   |           | X     |
| X                   |       |    | X   |           | X     |
| X                   |       |    | X   |           | X     |
| X                   | X     | X  | X   | X         | X     |
| X                   | X     | X  | X   | X         | X     |
| X                   | X     | X  | X   | X         | X     |
| X                   | X     | X  | X   | X         | X     |
| X                   |       | X  | X   | X         |       |
| X                   |       | X  | X   | X         |       |
| X                   |       | X  | X   | X         |       |
| X                   |       | X  | X   | X         |       |
| X                   |       | X  | X   | X         |       |
| X                   |       | X  | X   | X         |       |
|                     |       |    | X   |           |       |
|                     |       |    | X   |           |       |
|                     |       |    | X   |           |       |
|                     |       |    | X   |           |       |
| X                   | X     | X  | X   | X         | X     |
| X                   | X     | X  | X   | X         | X     |
| X                   | X     | X  | X   | X         | X     |
|                     |       |    | X   |           |       |
|                     |       |    | X   |           |       |
|                     |       |    | X   |           |       |

D. Linguistic characteristics

1. Linguistic history
2. Language(s) used
  - a. Officially-recognized language(s)
  - b. Other languages spoken
  - c. Language as a critical cultural ingredient
  - d. Attempts to regulate language
3. Language characteristics
  - a. Oral language
  - b. Written language
4. Use of English
  - a. Willingness
  - b. Ability/proficiency
  - c. Interpretation (oral)
  - d. Translation (written)

E. The arts

1. Visual arts
  - a. Painting
  - b. Sculpture
  - c. Ceramics
  - d. Textiles
  - e. Calligraphy
2. Architectural tradition
  - a. Forms/building materials/decoration
  - b. Who does it
  - c. Functions
  - d. Cultural attitudes
3. Literary tradition
  - a. Oral
  - b. Poetry
  - c. Prose
4. Drama
  - a. Theater
  - b. Opera
  - c. Films
5. Musical tradition
  - a. Instrumental music
  - b. Vocal music
  - c. Dance

G. Culinary tradition

1. Foods and beverages
  - a. Connotations
  - b. Foods
  - c. Beverages

| UW Mission elements |       |    |     |           |       |
|---------------------|-------|----|-----|-----------|-------|
| Adv & Asst          | Train | C3 | I&S | Logistics | PSYOP |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| X | X | X | X | X | X |
| X | X | X | X | X | X |
| X | X |   | X |   | X |
|   |   |   | X |   |   |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| X | X | X | X | X | X |
| X | X | X | X | X | X |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| X | X | X | X | X | X |
| X | X | X | X | X | X |
| X | X | X | X | X | X |
| X | X | X | X | X | X |

|  |  |  |   |  |   |
|--|--|--|---|--|---|
|  |  |  | X |  | X |
|  |  |  | X |  | X |
|  |  |  | X |  | X |
|  |  |  | X |  | X |
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|---|---|---|---|---|---|
|   |   |   | X |   |   |
|   |   |   | X |   |   |
| X | X | X | X | X | X |
|   |   |   | X |   | X |

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|--|--|--|---|--|---|
|  |  |  | X |  | X |
|  |  |  | X |  | X |
|  |  |  | X |  | X |

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|--|--|--|---|--|---|
|  |  |  | X |  | X |
|  |  |  | X |  |   |
|  |  |  | X |  | X |

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|--|--|--|---|--|---|
|  |  |  | X |  |   |
|  |  |  | X |  | X |
|  |  |  | X |  | X |

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|---|--|--|---|---|---|
| X |  |  | X |   | X |
| X |  |  | X | X |   |
| X |  |  | X | X |   |

2. Eating customs
  - a. Who generally sits down together
  - b. Appropriate mealtime etiquette
  - c. Length of meals
3. Typical meals
  - a. Times of day
  - b. Serving/presentation
  - c. Sequence of courses
- H. Recreation and leisure
  1. Discretionary time
    - a. Concept
    - b. Availability
  2. Activities/hobbies/avocations
    - a. Types of activities
    - b. Individual/group roles
  3. Role in culture
- I. Sports
  1. Definition of sport
  2. Sport activities
    - a. Types of activities
    - b. Individual/group roles
  3. Attitudes toward winning and losing
  4. Role in culture
- J. Vice
  1. Gambling
    - a. Clandestine
    - b. Legality/sanctions
    - c. Forms
    - d. Participation
    - e. Role in access to culture
  2. Narcotics
    - a. Legality/sanctions
    - b. Production
    - c. Distribution
    - d. Use
    - e. Role in society
  3. Liquor
    - a. Legality/sanctions
    - b. Production
    - c. Distribution
    - d. Use
    - e. Role in society
  4. Tobacco
    - a. Legality/sanctions

| UW Mission elements |       |    |     |           |       |
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- b. Production
- c. Distribution
- d. Use
- e. Role in society
- K. Hygiene
  - 1. Bathing
    - a. Modes
    - b. Location
    - c. Collegiality
    - d. Frequency
    - e. Appropriate scents
  - 2. Toilet use
    - a. Location
    - b. Customs
    - c. Mechanics
- L. Ethnic or minority groups
  - 1. Characteristics
    - a. Criteria for membership
    - b. Distinctive apparel
    - c. Distinctive customs
  - 2. Privileges
  - 3. Responsibilities
  - 4. Education
  - 5. Recreation/sports
  - 6. Attitudes towards others
- III. National/regional considerations
  - A. Geography
    - 1. Climate
      - a. Temperature ranges
      - b. Seasons
      - c. Precipitation patterns
      - d. Currents—wind/water
      - e. Adaptations to patterns
    - 2. Terrain
      - a. General relief
      - b. Land-use patterns
      - c. Adaptation to Extremes
    - 3. Water
      - a. Sources
      - b. Availability
      - c. Uses
      - d. Control
      - e. Rituals/customs associated with water
    - 4. Flora

| UW Mission elements |       |    |     |           |       |
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- a. Culturally-significant flora
- b. Availability
- 5. Fauna
  - a. Culturally-significant fauna
  - b. Status
  - c. Domestic animals
- 6. Demography
  - a. Living
  - b. Employment
  - c. Education
  - d. Ethnic or minority groups/disposition
  - e. Religious groups/region
- B. The polity
  - 1. Political structures
    - a. Durative (arising from within the culture itself)
    - b. Temporary (imposed from outside the culture)
  - 2. Power structure
    - a. Leadership
    - b. Executive functions
    - c. Legislative functions
    - d. Legal functions
    - e. Key individuals
    - f. Political cohesion
    - g. Patriotism
    - h. Linkages to ethnic or minority groups
  - 3. Roles of the political organization
    - a. Areas of involvement
    - b. Functions
  - 4. Relations between civil and religious authorities
- C. Legal system
  - 1. Conceptual basis
  - 2. Laws
    - a. Manner in which laws are enforced
    - b. Process for legal change
  - 3. Crime
    - a. Categories
    - b. Patterns/locations
    - c. Punishments
  - 4. Legal organization
    - a. Institutions
    - b. Jurisdictions
    - c. Trial procedures
    - d. Linkages to ethnic or minority groups
    - e. Religious law vs. civil law

| UW Mission elements |       |    |     |           |       |
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5. Internal security organization
  - a. Structure
  - b. Types
  - c. Criminal investigation
  - d. Confinement
  - e. Interfaces with military organizations
  - f. Linkages to ethnic groups
6. Contracts
  - a. Concept and importance
  - b. Form
  - c. Enforcement
  - d. Default
7. Insurance
  - a. Liability
  - b. Availability
  - c. Costs
- D. Military Institutions
  1. History
    - a. External Influences
    - b. Internal Influences
  2. Organization
    - a. Defense establishment
    - b. Rank structure
    - c. Pay structure
    - d. Elite units
    - e. Joint organizations
    - f. Strategic organizations
    - g. Tactical/operational organizations
    - h. Administrative organizations
    - i. Logistics organizations
    - j. Research and development
    - k. Interfaces with security organizations
    - l. Linkages to ethnic or minority groups
  3. Procedures
    - a. Operations
    - b. Command and control
    - c. Administrative
    - d. Manpower management
    - e. Training
    - f. Logistical
    - g. Research and development
    - h. Financial
    - i. Control of weapons and ammunition
    - j. Communications

| UW Mission elements |           |     |    |       |            |
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| PSYOP               | Logistics | I&S | C3 | Train | Adv & Asst |

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4. Social Role
  - a. Importance assigned
  - b. "Nonmilitary" activities
5. Economic role
  - a. Importance assigned
  - b. Sources of tension
6. Customs and courtesies
  - a. Saluting
  - b. Forms of address
  - c. Officers' mess
  - d. Sergeants' mess
- E. Economic structure
  1. Concept of wealth
    - a. Definition
    - b. Hierarchy of merit
    - c. Indicators of wealth
    - d. Prestige/social status conferred by wealth
    - e. Display
    - f. Acquisition of wealth
    - g. Disposition of wealth
    - h. Excessive wealth
  2. Property system
  3. Economic administration
    - a. Time
    - b. Standards/practices in bookkeeping/recordkeeping
    - c. Standards/practices in personal business transactions
    - d. Corruption
  4. Public sector
    - a. Social/community services
    - b. State industries
    - c. Government role in allocations
  5. Private sector
  6. Subsistence technology
  7. Resources
    - a. Types
    - b. Production
    - c. Distribution
  8. Agriculture
    - a. Financing
    - b. Production
    - c. Relative cost of labor
    - d. Organization
    - e. Distribution
    - f. Market structure

| UW Mission elements |       |    |    |           |       |
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9. Information and service technology
  - a. Media
  - b. Availability
10. Industry
  - a. Management philosophies
  - b. Financing
  - c. Production
  - d. Distribution
  - e. Market structure
11. Taxation
  - a. Types of taxes
  - b. Who pays
  - c. Enforcement
12. Relative self-sufficiency
  - a. What requirements met from indigenous sources
  - b. What requirements provided by imports
- F. Finance
  1. Currency
    - a. Controls
    - b. Conversion
    - c. Appearance and structure
    - d. Need for cash
  2. Institutions
    - a. Banks
    - b. Savings banks
    - c. Money shops
  3. Procedures
    - a. External (foreign currency) accounts
    - b. Current (checking or savings) accounts
    - c. Funding Transfers
  4. International links
  5. Personal financial transactions
- G. Buying/leasing/selling goods and services
  1. Durable goods
    - a. Rationing
    - b. Sources
    - c. Prices
    - d. Purchasing
  2. Clothing
    - a. Rationing
    - b. Sizes
    - c. Sources
    - d. Prices
    - e. Purchasing

| UW Mission elements |       |    |     |           |       |
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| UW Mission elements |  |
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| Adv & Asst          |  |

3. Food and beverages
    - a. Rationing
    - b. Units of measurement
    - c. Foods bought
    - d. Sources
    - e. Prices
    - f. Purchasing
  4. Services
    - a. Availability
    - b. Sources
    - c. Prices
    - d. Purchasing
- H. Housing
1. Urban
    - a. Permanent
    - b. Temporary
  2. Rural
    - a. Permanent
    - b. Temporary
  3. Utilities
    - a. Electricity
    - b. Gas
    - c. Other fuel sources
    - d. Water
    - e. Telephone service
- I. Health
1. Basic concerns
    - a. Main health risks/diseases
    - b. Safety of water supply
  2. Types of care
    - a. Intervention (prevention)
    - b. Treatment (short-term)
    - c. Therapy (long-term)
  3. Health care structure
    - a. Regulation
    - b. Professional qualifications
  4. Availability (urban/rural)
    - a. Local practitioners
    - b. Health care facilities
  5. Endemic diseases and prevention
    - a. Generally-accepted/required immunizations
    - b. Immunizations recommended by US DoS
  6. Costs
    - a. How much

- b. Who pays
- 7. Psychiatric care for those with
  - a. Nonconforming political beliefs
  - b. Nonconforming religious beliefs
  - c. Nonconforming social practices
  - d. Neuroticism
- J. Communication
  - 1. Modes and access
    - a. Courier
    - b. Telephone
    - c. Electronic
    - d. Postal
  - 2. Mass media
    - a. Newspapers
    - b. Magazines
    - c. Self-published materials
    - d. Radio
    - e. Television
- K. Transportation
  - 1. Personal driving
    - a. Licensing requirements
    - b. Insurance requirements
    - c. Rental cars/vans/trucks/boats
    - d. Roads
    - e. Fuel/services
    - f. Border crossing
    - g. Violations
    - h. Accidents
  - 2. Local
    - a. Taxis and chauffeured cars
    - b. Buses/trams/subway
  - 3. Distance travel
    - a. Domestic
    - b. International
- L. Educational system
  - 1. Oversight and control
  - 2. Institutions/curricula
    - a. Elementary
    - b. Secondary
    - c. Post-secondary/professional education
    - d. Linkages to ethnic or minority groups

| UW Mission elements |       |    |     |           |       |
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# APPENDIX S

## Preliminary Prioritization of Skills for Training—Arabs of West Asia/FID

| 1    | 2       | 3                                                                                                  | 4                                             | 5    | 6     | 7    | 8        | 9    | 10         | 11   | 12       | 13        | 14        |                 |                 |                  |                |
|------|---------|----------------------------------------------------------------------------------------------------|-----------------------------------------------|------|-------|------|----------|------|------------|------|----------|-----------|-----------|-----------------|-----------------|------------------|----------------|
|      |         |                                                                                                    | Mission Weightings — Foreign Internal Defense |      |       |      |          |      |            |      |          |           |           |                 |                 |                  |                |
| Rank | Item No | Behavior                                                                                           | Advise/Assist                                 |      | Train |      | Evaluate |      | Cmd & Ctrl |      | Security | Logistics | Personnel | Mission Weights | Culture Weights | Culture Rankings | Overall Weight |
|      |         |                                                                                                    | 1.18                                          | 1.57 | 0.90  | 0.83 | 1.46     | 0.68 | 0.38       | 7.00 |          |           |           |                 |                 |                  |                |
| 1    | 087     | Avoid touching behaviors with members of opposite sex (except a handshake in a business situation) | X                                             | X    | X     | X    | X        | X    | X          | X    | X        | X         | X         | 7.00            | 6.93            | 6                | 13.93          |
| 2    | 073     | Never use profanity                                                                                | X                                             | X    | X     | X    | X        | X    | X          | X    | X        | X         | X         | 7.00            | 6.88            | 10               | 13.88          |
| 3    | 439     | Identify/respond to/model appropriate manner to deal with police regarding major traffic violation | X                                             | X    | X     | X    | X        | X    | X          | X    | X        | X         | X         | 7.00            | 6.77            | 18               | 13.77          |
| 4    | 438     | Identify/respond to/model appropriate manner to deal with police regarding minor traffic violation | X                                             | X    | X     | X    | X        | X    | X          | X    | X        | X         | X         | 7.00            | 6.71            | 23               | 13.71          |
| 5    | 216     | Identify prohibited foods                                                                          | X                                             | X    | X     | X    | X        | X    | X          | X    | X        | X         | X         | 7.00            | 6.69            | 24               | 13.69          |
| 6    | 424     | Identify/respond to validity of US driver's license                                                | X                                             | X    | X     | X    | X        | X    | X          | X    | X        | X         | X         | 7.00            | 6.68            | 25               | 13.68          |
| 7    | 440     | Identify circumstances in which police should be involved                                          | X                                             | X    | X     | X    | X        | X    | X          | X    | X        | X         | X         | 7.00            | 6.53            | 36               | 13.53          |
| 8    | 082     | Avoid using offensive gestures in scripted conversation                                            | X                                             | X    | X     | X    | X        | X    | X          | X    | X        | X         | X         | 7.00            | 6.52            | 37               | 13.52          |
| 9    | 368     | Identify/respond to/model how to address a senior                                                  | X                                             | X    | X     | X    | X        | X    | X          | X    | X        | X         | X         | 7.00            | 6.49            | 39               | 13.49          |
| 10   | 365     | Identify/respond to/model whom to salute                                                           | X                                             | X    | X     | X    | X        | X    | X          | X    | X        | X         | X         | 7.00            | 6.46            | 41               | 13.46          |
| 11   | 370     | Identify/respond to/model appropriate customs in the officers' mess                                | X                                             | X    | X     | X    | X        | X    | X          | X    | X        | X         | X         | 7.00            | 6.45            | 42               | 13.45          |
| 12   | 371     | Identify/respond to/model appropriate customs in the sergeants' mess                               | X                                             | X    | X     | X    | X        | X    | X          | X    | X        | X         | X         | 7.00            | 6.41            | 45               | 13.41          |
| 13   | 041     | Identify importance of Hajj/Eid al-Adha                                                            | X                                             | X    | X     | X    | X        | X    | X          | X    | X        | X         | X         | 7.00            | 6.34            | 50               | 13.34          |
| 14   | 075     | Identify/respond to insult in scripted conversation                                                | X                                             | X    | X     | X    | X        | X    | X          | X    | X        | X         | X         | 7.00            | 6.24            | 58               | 13.24          |
| 15   | 403     | Identify/respond to the safety of the water supply                                                 | X                                             | X    | X     | X    | X        | X    | X          | X    | X        | X         | X         | 7.00            | 6.12            | 67               | 13.12          |
| 16   | 425     | Identify sources and requirements for International driver's license                               | X                                             | X    | X     | X    | X        | X    | X          | X    | X        | X         | X         | 7.00            | 6.09            | 69               | 13.09          |
| 17   | 297     | Identify police authority and responsibility                                                       | X                                             | X    | X     | X    | X        | X    | X          | X    | X        | -         | X         | 6.32            | 6.75            | 20               | 13.07          |
| 18   | 049     | Use title, proper form of address in written communications                                        | X                                             | X    | X     | X    | X        | X    | X          | X    | X        | X         | X         | 7.00            | 6.05            | 72               | 13.05          |
| 19   | 259     | Identify degree of privacy expected                                                                | X                                             | X    | X     | X    | X        | X    | X          | X    | X        | X         | X         | 7.00            | 6.04            | 73               | 13.04          |
| 20   | 141     | Identify/respond to/model wearing appropriate clothing                                             | X                                             | X    | X     | X    | X        | X    | X          | X    | X        | X         | X         | 7.00            | 6.00            | 76               | 13.00          |
| 21   | 311     | Identify/respond to rank                                                                           | X                                             | X    | -     | X    | X        | X    | X          | X    | X        | X         | X         | 6.10            | 6.79            | 17               | 12.89          |
| 22   | 443     | Identify/respond to/model how to deal with reporting requirements                                  | X                                             | X    | X     | X    | X        | X    | X          | X    | X        | X         | X         | 7.00            | 5.87            | 85               | 12.87          |
| 23   | 442     | Identify/respond to/model contacting medical and road services                                     | X                                             | X    | X     | X    | X        | X    | X          | X    | X        | X         | X         | 7.00            | 5.86            | 86               | 12.86          |
| 24   | 366     | Identify/respond to/model when to salute                                                           | X                                             | X    | X     | X    | X        | X    | X          | X    | X        | X         | X         | 7.00            | 5.85            | 87               | 12.85          |
| 25   | 369     | Identify/respond to/model how to address a junior                                                  | X                                             | X    | X     | X    | X        | X    | X          | X    | X        | X         | X         | 7.00            | 5.77            | 93               | 12.77          |
| 26   | 048     | Use correct form of address in social situations                                                   | X                                             | X    | X     | X    | X        | X    | X          | X    | X        | X         | X         | 7.00            | 5.71            | 97               | 12.71          |
| 27   | 089     | Identify/respond to typical attitudes toward political authority                                   | X                                             | X    | X     | X    | X        | X    | X          | X    | X        | X         | X         | 6.32            | 6.33            | 51               | 12.65          |

| Rank | Item No | Behavior                                                                               | Mission Weightings |       |          |            |          |           |           | Culture Rankings | Overall Weight |     |       |
|------|---------|----------------------------------------------------------------------------------------|--------------------|-------|----------|------------|----------|-----------|-----------|------------------|----------------|-----|-------|
|      |         |                                                                                        | Advise/Assist      | Train | Evaluate | Cmd & Ctrl | Security | Logistics | Personnel |                  |                |     |       |
|      |         |                                                                                        | 1.18               | 1.57  | 0.90     | 0.83       | 1.46     | 0.68      | 0.38      | 7.00             |                |     |       |
| 28   | 447     | Identify/respond to required documentation                                             | X                  | X     | X        | X          | X        | X         | X         | 7.00             | 5.61           | 105 | 12.61 |
| 29   | 104     | Identify/respond to notions of cultural superiority without giving offense             | X                  | X     | X        | X          | X        | X         | X         | 7.00             | 5.53           | 111 | 12.53 |
| 30   | 160     | Identify/respond to/model appropriate topics of conversation                           | X                  | X     | X        | X          | X        | X         | X         | 7.00             | 5.50           | 113 | 12.50 |
| 31   | 217     | Understand the role of ritual slaughtering of animals                                  | X                  | X     | X        | X          | X        | X         | X         | 7.00             | 5.49           | 114 | 12.49 |
| 32   | 040     | Identify importance of Ramadan/Eid al-Fitr                                             | X                  | X     | -        | X          | X        | X         | X         | 6.10             | 6.37           | 48  | 12.47 |
| 33   | 155     | Model appropriate acceptance of invitation to business gathering                       | X                  | X     | X        | X          | X        | X         | X         | 7.00             | 5.45           | 117 | 12.45 |
| 34   | 057     | Identify/respond to attitudes towards American individuals                             | X                  | X     | X        | X          | X        | X         | X         | 7.00             | 5.42           | 119 | 12.42 |
| 35   | 140     | Foreign men should NOT adopt local dress                                               | X                  | X     | X        | X          | X        | X         | X         | 7.00             | 5.39           | 121 | 12.39 |
| 36   | 285     | Identify, by area, functions that the political organization performs                  | X                  | X     | X        | X          | X        | -         | X         | 6.32             | 6.06           | 71  | 12.38 |
| 37   | 223     | Model appropriate conversation                                                         | X                  | X     | X        | X          | X        | -         | X         | 6.32             | 6.02           | 74  | 12.34 |
| 38   | 053     | Men: Do not deal with Arab women                                                       | X                  | -     | X        | X          | X        | X         | X         | 5.43             | 6.91           | 8   | 12.34 |
| 39   | 448     | Identify/respond to/model appropriate action regarding gratuities                      | X                  | X     | X        | X          | X        | X         | X         | 7.00             | 5.33           | 126 | 12.33 |
| 40   | 433     | Identify/respond to/model how to rent, use, and return a car                           | X                  | X     | X        | X          | X        | X         | X         | 7.00             | 5.30           | 128 | 12.30 |
| 41   | 052     | Avoid all physical contact with members of the opposite sex (Arab and non-Arab alike)  | X                  | -     | X        | X          | X        | X         | X         | 5.43             | 6.87           | 11  | 12.30 |
| 42   | 308     | Identify/respond to uniforms of different services                                     | X                  | X     | X        | X          | X        | X         | -         | 6.62             | 5.67           | 100 | 12.29 |
| 43   | 080     | Identify hostile gestures and respond                                                  | X                  | X     | X        | X          | X        | X         | X         | 7.00             | 5.26           | 131 | 12.26 |
| 44   | 081     | Model using gestures appropriate to content and audience in scripted conversation      | X                  | X     | X        | X          | X        | X         | X         | 7.00             | 5.19           | 136 | 12.19 |
| 45   | 069     | Model when and how to terminate a conversation                                         | X                  | X     | X        | X          | X        | X         | X         | 7.00             | 5.17           | 138 | 12.17 |
| 46   | 047     | Correctly use title, proper form of address in business meetings                       | X                  | X     | X        | X          | X        | X         | X         | 7.00             | 5.15           | 139 | 12.15 |
| 47   | 404     | Identify/respond to generally-accepted/required immunizations                          | X                  | X     | X        | X          | X        | -         | X         | 6.32             | 5.83           | 88  | 12.15 |
| 48   | 312     | Identify missions, functions, structures, and special privileges of elite units        | X                  | X     | X        | X          | X        | -         | -         | 5.94             | 6.21           | 60  | 12.15 |
| 49   | 402     | Identify/respond to main health risks for outsiders                                    | X                  | X     | X        | X          | X        | X         | X         | 7.00             | 5.14           | 140 | 12.14 |
| 50   | 077     | Model maintaining appropriate eye contact with a woman during a scripted conversation  | -                  | X     | X        | X          | X        | X         | X         | 5.82             | 6.29           | 54  | 12.11 |
| 51   | 304     | Identify relationships between the security organization and ethnic or minority groups | X                  | X     | X        | X          | X        | -         | -         | 5.94             | 6.17           | 63  | 12.11 |
| 52   | 303     | Identify interfaces between security and military organizations                        | X                  | X     | X        | X          | X        | -         | -         | 5.94             | 6.13           | 66  | 12.07 |
| 53   | 106     | Identify/respond to attitudes towards actions taken by American government             | X                  | X     | X        | -          | X        | -         | X         | 5.49             | 6.54           | 35  | 12.03 |
| 54   | 084     | Identify/respond to hand motions during scripted conversation                          | X                  | X     | X        | X          | X        | X         | X         | 7.00             | 4.99           | 151 | 11.99 |
| 55   | 310     | Identify category (officer/warrant/noncommissioned/other ranks)                        | X                  | X     | -        | X          | X        | X         | X         | 6.10             | 5.89           | 84  | 11.99 |
| 56   | 329     | Identify administrative procedures                                                     | X                  | X     | X        | X          | X        | X         | -         | 6.62             | 5.35           | 124 | 11.97 |
| 57   | 201     | Practice the appropriate manner of speaking when using a consecutive interpreter       | X                  | X     | X        | X          | X        | X         | X         | 7.00             | 4.96           | 153 | 11.96 |
| 58   | 144     | Identify the importance of consensus in achieving meeting objectives                   | X                  | X     | X        | X          | X        | X         | X         | 7.00             | 4.95           | 154 | 11.95 |

| 1                                             | 2       | 3                                                                                      | 4                  | 5     | 6        | 7         | 8        | 9         | 10        | 11              | 12              | 13               | 14             |
|-----------------------------------------------|---------|----------------------------------------------------------------------------------------|--------------------|-------|----------|-----------|----------|-----------|-----------|-----------------|-----------------|------------------|----------------|
| Mission Weightings — Foreign Internal Defense |         |                                                                                        |                    |       |          |           |          |           |           |                 |                 |                  |                |
| Rank                                          | Item No | Behavior                                                                               | Mission Weightings |       |          |           |          |           |           |                 |                 |                  |                |
|                                               |         |                                                                                        | Advise/Assist      | Train | Evaluate | Cmd & Ctr | Security | Logistics | Personnel | Mission Weights | Culture Weights | Culture Rankings | Overall Weight |
| 59                                            | 202     | Identify local sources of quality translation work                                     | 1.18               | 1.57  | 0.90     | 0.83      | 1.46     | 0.68      | 0.38      | 7.00            | 4.91            | 157              | 11.91          |
| 60                                            | 441     | Identify costs associated with police involvement                                      | X                  | X     | X        | X         | X        | X         | X         | 7.00            | 4.91            | 157              | 11.91          |
| 61                                            | 222     | Identify appropriate/inappropriate conversational topics                               | X                  | X     | X        | X         | X        | -         | X         | 6.32            | 5.55            | 109              | 11.87          |
| 62                                            | 358     | Identify procedures for control of weapons and ammunition                              | X                  | X     | X        | -         | X        | X         | -         | 5.79            | 6.08            | 70               | 11.87          |
| 63                                            | 367     | Identify/respond to model when not to salute                                           | X                  | X     | X        | X         | X        | X         | X         | 7.00            | 4.83            | 163              | 11.83          |
| 64                                            | 434     | Identify typical road conditions                                                       | X                  | X     | X        | X         | X        | X         | X         | 7.00            | 4.82            | 164              | 11.82          |
| 65                                            | 161     | Identify/model how long to stay                                                        | X                  | X     | X        | X         | X        | X         | X         | 7.00            | 4.80            | 165              | 11.80          |
| 66                                            | 286     | Identify/respond to relations between civil and religious authorities                  | X                  | X     | X        | X         | X        | -         | X         | 6.32            | 5.47            | 115              | 11.79          |
| 67                                            | 105     | Identify/respond to perceived threats to cultural integrity                            | X                  | X     | X        | -         | X        | -         | X         | 5.49            | 6.25            | 57               | 11.74          |
| 68                                            | 359     | Identify/respond to the social roles played by the armed forces                        | X                  | X     | X        | X         | X        | -         | -         | 5.94            | 5.74            | 95               | 11.68          |
| 69                                            | 360     | Identify/respond to the importance assigned to social roles played by the armed forces | X                  | X     | X        | X         | X        | -         | -         | 5.94            | 5.73            | 96               | 11.67          |
| 70                                            | 095     | Identify/respond to deviations from American norms                                     | X                  | X     | X        | X         | X        | -         | X         | 6.32            | 5.34            | 125              | 11.66          |
| 71                                            | 309     | Identify/respond to key individuals directing the defense establishment                | X                  | X     | X        | X         | X        | X         | -         | 6.62            | 5.02            | 149              | 11.64          |
| 72                                            | 107     | Identify/respond to attitudes towards American culture                                 | X                  | X     | X        | -         | X        | -         | X         | 5.49            | 6.14            | 65               | 11.63          |
| 73                                            | 147     | Identify/model appropriate way to close scripted negotiation                           | X                  | X     | X        | X         | X        | X         | X         | 7.00            | 4.63            | 178              | 11.63          |
| 74                                            | 405     | Identify/respond to immunizations recommended by the US DoS                            | X                  | X     | X        | X         | X        | -         | X         | 6.32            | 5.31            | 127              | 11.63          |
| 75                                            | 153     | Identify appropriate times to make business calls                                      | X                  | X     | X        | X         | X        | X         | X         | 7.00            | 4.62            | 179              | 11.62          |
| 76                                            | 320     | Identify interfaces between commercial and military transportation services            | X                  | X     | X        | X         | X        | X         | -         | 6.62            | 4.98            | 152              | 11.60          |
| 77                                            | 154     | Identify/model appropriate time to arrive for a business call                          | X                  | X     | X        | X         | X        | X         | X         | 7.00            | 4.60            | 180              | 11.60          |
| 78                                            | 284     | Identify areas in which the political organization is involved                         | X                  | X     | X        | X         | X        | -         | X         | 6.32            | 5.27            | 130              | 11.59          |
| 79                                            | 283     | Identify political relationships with ethnic or minority groups                        | X                  | X     | X        | X         | X        | -         | X         | 6.32            | 5.23            | 133              | 11.55          |
| 80                                            | 296     | Identify when religious law takes precedence over civil law                            | X                  | -     | X        | X         | X        | -         | X         | 4.75            | 6.76            | 19               | 11.51          |
| 81                                            | 145     | Identify the importance of consensus in achieving negotiation objectives               | X                  | X     | X        | X         | X        | X         | X         | 7.00            | 4.44            | 192              | 11.44          |
| 82                                            | 067     | Identify when not appropriate to initiate a conversation                               | X                  | X     | X        | X         | X        | X         | X         | 7.00            | 4.39            | 196              | 11.39          |
| 83                                            | 002     | Avoid dealings with Arab women                                                         | X                  | -     | X        | X         | X        | -         | X         | 4.75            | 6.62            | 29               | 11.37          |
| 84                                            | 364     | Identify/respond to tensions between military and economic roles                       | X                  | X     | X        | X         | X        | -         | -         | 5.94            | 5.43            | 118              | 11.37          |
| 85                                            | 246     | Identify penalties for consuming liquor                                                | X                  | -     | -        | X         | X        | X         | X         | 4.53            | 6.84            | 13               | 11.37          |
| 86                                            | 245     | Identify the legality of liquor                                                        | X                  | -     | -        | X         | X        | X         | X         | 4.53            | 6.81            | 15               | 11.34          |
| 87                                            | 060     | Identify/respond to frequently-used euphemisms                                         | X                  | X     | X        | X         | X        | X         | X         | 7.00            | 4.33            | 200              | 11.33          |
| 88                                            | 162     | Identify/model appropriate behavior to conclude the call                               | X                  | X     | X        | X         | X        | X         | X         | 7.00            | 4.29            | 203              | 11.29          |
| 89                                            | 260     | Identify/respond to model appropriate request to use a toilet                          | X                  | X     | X        | X         | X        | X         | X         | 7.00            | 4.26            | 204              | 11.28          |

| 1                                             | 2       | 3                                                                                                          | 4                  | 5     | 6        | 7          | 8        | 9         | 10        | 11              | 12              | 13               | 14             |
|-----------------------------------------------|---------|------------------------------------------------------------------------------------------------------------|--------------------|-------|----------|------------|----------|-----------|-----------|-----------------|-----------------|------------------|----------------|
| Mission Weightings — Foreign Internal Defense |         |                                                                                                            |                    |       |          |            |          |           |           |                 |                 |                  |                |
| Rank                                          | Item No | Behavior                                                                                                   | Mission Weightings |       |          |            |          |           |           |                 |                 |                  |                |
|                                               |         |                                                                                                            | Advise/Assist      | Train | Evaluate | Cmd & Ctrl | Security | Logistics | Personnel | Mission Weights | Culture Weights | Culture Rankings | Overall Weight |
| 90                                            | 262     | Model appropriate use of toilet                                                                            | 1.18               | 1.57  | 0.90     | 0.83       | 1.46     | 0.68      | 0.38      | 7.00            |                 |                  |                |
| 91                                            | 247     | In general, anticipate complete abstinence for duration of stay                                            | X                  | X     | X        | X          | X        | X         | X         | 7.00            | 4.27            | 205              | 11.27          |
| 92                                            | 021     | During Ramadan: do not eat, drink or smoke in public                                                       | X                  | -     | -        | X          | X        | X         | X         | 4.53            | 6.73            | 21               | 11.26          |
| 93                                            | 156     | Identify/respond to/model appropriate greetings                                                            | X                  | X     | -        | -          | X        | -         | X         | 4.59            | 6.65            | 27               | 11.24          |
| 94                                            | 086     | Identify hostile behaviors and respond appropriately during scripted conversation                          | X                  | X     | X        | X          | X        | X         | X         | 7.00            | 4.20            | 210              | 11.20          |
| 95                                            | 248     | Identify the role that liquor plays                                                                        | X                  | -     | -        | X          | X        | X         | X         | 7.00            | 4.19            | 211              | 11.19          |
| 96                                            | 362     | Identify/respond to the economic roles played by the armed forces                                          | X                  | X     | X        | X          | X        | X         | X         | 4.53            | 6.61            | 30               | 11.14          |
| 97                                            | 435     | Model planning the most economical route in terms of time and money                                        | X                  | X     | X        | X          | X        | X         | -         | 5.94            | 5.18            | 137              | 11.12          |
| 98                                            | 159     | Identify/model accepting/rejecting food/drink as appropriate                                               | X                  | X     | X        | X          | X        | X         | X         | 7.00            | 4.07            | 220              | 11.07          |
| 99                                            | 042     | Avoid Shiite neighborhoods on Ashura                                                                       | X                  | -     | X        | X          | X        | X         | X         | 7.00            | 4.05            | 221              | 11.05          |
| 100                                           | 065     | Model appropriate behavior during scripted negotiations                                                    | X                  | X     | X        | X          | X        | -         | X         | 4.75            | 6.30            | 53               | 11.05          |
| 101                                           | 066     | Identify culturally-unacceptable compromises in scripted negotiations                                      | X                  | X     | X        | X          | X        | X         | X         | 7.00            | 4.00            | 225              | 11.00          |
| 102                                           | 322     | Identify interfaces between the defense establishment and internal security organizations                  | X                  | X     | X        | X          | X        | X         | X         | 7.00            | 3.95            | 229              | 10.95          |
| 103                                           | 146     | Identify/model appropriate way to close scripted meeting                                                   | X                  | X     | X        | X          | X        | -         | -         | 5.94            | 5.00            | 150              | 10.94          |
| 104                                           | 307     | Identify components of the defense establishment                                                           | X                  | X     | X        | X          | X        | X         | X         | 7.00            | 3.93            | 230              | 10.93          |
| 105                                           | 401     | Identify main health risks for members of the culture                                                      | X                  | X     | X        | X          | X        | X         | -         | 6.62            | 4.24            | 207              | 10.86          |
| 106                                           | 289     | Avoid committing a crime                                                                                   | X                  | -     | -        | X          | X        | X         | X         | 7.00            | 3.85            | 236              | 10.85          |
| 107                                           | 261     | Identify/respond to appropriate methods of cleaning up                                                     | X                  | X     | X        | X          | X        | X         | X         | 3.85            | 6.99            | 2                | 10.84          |
| 108                                           | 027     | Adopt appropriate dress                                                                                    | X                  | X     | X        | X          | X        | X         | X         | 7.00            | 3.81            | 239              | 10.81          |
| 109                                           | 221     | Model sitting appropriately                                                                                | X                  | X     | -        | -          | X        | -         | X         | 4.59            | 6.18            | 62               | 10.77          |
| 110                                           | 293     | Identify criminal jurisdictions by type of offense                                                         | X                  | X     | X        | X          | -        | -         | X         | 4.86            | 5.90            | 83               | 10.76          |
| 111                                           | 287     | Identify rigor with which laws are enforced                                                                | X                  | -     | X        | X          | X        | -         | X         | 4.75            | 6.01            | 75               | 10.76          |
| 112                                           | 282     | Identify/respond to conflict between cultural and national allegiances                                     | X                  | X     | -        | X          | X        | X         | X         | 4.53            | 6.22            | 59               | 10.75          |
| 113                                           | 079     | Identify scripted warnings and respond appropriately                                                       | X                  | X     | X        | X          | X        | -         | X         | 5.49            | 5.25            | 132              | 10.74          |
| 114                                           | 314     | Identify mission, functions, and structures of strategic organizations                                     | X                  | X     | X        | X          | X        | X         | X         | 7.00            | 3.71            | 247              | 10.71          |
| 115                                           | 143     | Identify/respond to/model appropriate way to begin scripted negotiation                                    | X                  | X     | X        | X          | X        | -         | -         | 5.94            | 4.75            | 169              | 10.69          |
| 116                                           | 093     | Identify/respond to normal cultural expectations of and needs for political and social order and structure | X                  | X     | X        | X          | X        | X         | X         | 7.00            | 3.67            | 250              | 10.67          |
| 117                                           | 363     | Identify/respond to the importance assigned to economic roles played by the armed forces                   | X                  | X     | X        | X          | X        | -         | X         | 6.32            | 4.35            | 199              | 10.67          |
| 118                                           | 361     | Identify/respond to "non-military" activities performed by the armed forces                                | X                  | X     | X        | X          | X        | -         | -         | 5.94            | 4.72            | 171              | 10.66          |
| 119                                           | 158     | Identify/model appropriate seating/posture                                                                 | X                  | X     | X        | X          | X        | -         | X         | 5.94            | 4.67            | 175              | 10.61          |
| 120                                           | 354     | Identify/respond to procedures for obtaining transportation support                                        | X                  | X     | X        | X          | X        | X         | X         | 7.00            | 3.50            | 262              | 10.50          |
|                                               |         |                                                                                                            | X                  | X     | X        | X          | X        | X         | -         | 6.62            | 3.87            | 235              | 10.49          |

| 1    | 2       | 3                                                                                                                  | Mission Weightings — Foreign Internal Defense |       |          |           |          |           |           |                 |                 |                  |                | 12 | 13 | 14 |
|------|---------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-------|----------|-----------|----------|-----------|-----------|-----------------|-----------------|------------------|----------------|----|----|----|
| Rank | Item No | Behavior                                                                                                           | Advise/Assist                                 | Train | Evaluate | Cmd & Ctr | Security | Logistics | Personnel | Mission Weights | Culture Weights | Culture Rankings | Overall Weight |    |    |    |
|      |         |                                                                                                                    |                                               |       |          |           |          |           |           |                 |                 |                  |                |    |    |    |
|      |         |                                                                                                                    | 1.18                                          | 1.57  | 0.90     | 0.83      | 1.46     | 0.68      | 0.38      | 7.00            |                 |                  |                |    |    |    |
| 121  | 131     | Identify/respond to types of rank within the culture                                                               | X                                             | -     | X        | X         | X        | X         | X         | 5.43            | 5.03            | 148              | 10.46          |    |    |    |
| 122  | 315     | Identify mission, functions, and structures of tactical and operational organizations and units                    | X                                             | X     | X        | X         | X        | -         | -         | 5.94            | 4.50            | 188              | 10.44          |    |    |    |
| 123  | 410     | Model making an international call                                                                                 | X                                             | X     | X        | X         | X        | X         | X         | 7.00            | 3.40            | 270              | 10.40          |    |    |    |
| 124  | 292     | Identify the components of the legal system                                                                        | X                                             | -     | X        | X         | X        | -         | X         | 4.75            | 5.65            | 102              | 10.40          |    |    |    |
| 125  | 436     | Buy a tank of gasoline                                                                                             | X                                             | X     | X        | X         | X        | X         | X         | 7.00            | 3.38            | 271              | 10.38          |    |    |    |
| 126  | 019     | Do not talk to or walk in front of people praying                                                                  | X                                             | X     | -        | -         | X        | -         | X         | 4.59            | 5.75            | 94               | 10.34          |    |    |    |
| 127  | 102     | Identify/respond to the role of the individual within the family                                                   | X                                             | X     | -        | X         | X        | -         | X         | 5.42            | 4.90            | 158              | 10.32          |    |    |    |
| 128  | 328     | Identify command and control doctrine and procedures                                                               | X                                             | X     | X        | X         | X        | -         | -         | 5.94            | 4.37            | 197              | 10.31          |    |    |    |
| 129  | 064     | Model appropriate turn-taking behavior during scripted conversation                                                | X                                             | X     | X        | X         | X        | X         | X         | 7.00            | 3.29            | 278              | 10.29          |    |    |    |
| 130  | 061     | Identify/respond to religious allusions in scripted conversation                                                   | X                                             | X     | X        | X         | X        | X         | X         | 7.00            | 3.28            | 279              | 10.28          |    |    |    |
| 131  | 258     | Identify public toilet facilities                                                                                  | X                                             | -     | X        | X         | X        | X         | X         | 5.43            | 4.84            | 162              | 10.27          |    |    |    |
| 132  | 113     | Identify/respond to/model when mediation and arbitration are appropriate means of conflict resolution              | X                                             | X     | -        | X         | X        | X         | X         | 6.10            | 4.17            | 212              | 10.27          |    |    |    |
| 133  | 298     | Identify a police officer                                                                                          | X                                             | -     | -        | X         | X        | -         | X         | 3.85            | 6.42            | 44               | 10.27          |    |    |    |
| 134  | 083     | Demonstrate tactful refusal of more food                                                                           | X                                             | X     | X        | X         | X        | X         | X         | 7.00            | 3.20            | 285              | 10.20          |    |    |    |
| 135  | 346     | Identify/respond to/model compliance with supply accounting procedures                                             | X                                             | X     | X        | X         | X        | X         | -         | 6.62            | 3.56            | 258              | 10.18          |    |    |    |
| 136  | 074     | Use typical invocations of the deity in scripted conversations                                                     | X                                             | X     | X        | X         | X        | X         | X         | 7.00            | 3.17            | 287              | 10.17          |    |    |    |
| 137  | 347     | Identify normal sources and availability of service support                                                        | X                                             | X     | X        | X         | X        | X         | -         | 6.62            | 3.54            | 259              | 10.16          |    |    |    |
| 138  | 031     | Understand main taboos and avoid behaviors which can be offensive due to prohibited nature                         | X                                             | X     | -        | -         | X        | -         | X         | 4.59            | 5.57            | 108              | 10.16          |    |    |    |
| 139  | 344     | Identify/respond to procedures for obtaining supply support                                                        | X                                             | X     | X        | X         | X        | X         | -         | 6.62            | 3.53            | 260              | 10.15          |    |    |    |
| 140  | 351     | Identify/respond to procedures for obtaining maintenance support                                                   | X                                             | X     | X        | X         | X        | X         | -         | 6.62            | 3.52            | 261              | 10.14          |    |    |    |
| 141  | 323     | Identify linkages between organizational structure and ethnic or minority groups                                   | X                                             | X     | X        | X         | X        | -         | -         | 5.94            | 4.13            | 215              | 10.07          |    |    |    |
| 142  | 413     | Identify/model how to send local and international telegrams                                                       | X                                             | X     | X        | X         | X        | X         | X         | 7.00            | 3.06            | 295              | 10.06          |    |    |    |
| 143  | 313     | Identify mission, functions, and structures of joint organizations                                                 | X                                             | X     | X        | X         | X        | -         | -         | 5.94            | 4.12            | 216              | 10.06          |    |    |    |
| 144  | 205     | Understand that images of Mohammed are prohibited                                                                  | X                                             | -     | -        | -         | X        | -         | X         | 3.02            | 7.00            | 1                | 10.02          |    |    |    |
| 145  | 015     | In Saudi Arabia, never enter a mosque                                                                              | X                                             | -     | -        | -         | X        | -         | X         | 3.02            | 6.97            | 3                | 9.99           |    |    |    |
| 146  | 103     | Identify/respond to the role of the individual within a group                                                      | X                                             | X     | -        | X         | X        | -         | X         | 5.42            | 4.55            | 184              | 9.97           |    |    |    |
| 147  | 357     | Identify fiscal control procedures                                                                                 | X                                             | X     | X        | -         | X        | X         | -         | 5.79            | 4.16            | 213              | 9.95           |    |    |    |
| 148  | 014     | Do not enter a mosque without permission                                                                           | X                                             | -     | -        | -         | X        | -         | X         | 3.02            | 6.92            | 7                | 9.94           |    |    |    |
| 149  | 016     | Remove shoes at entrance to mosque                                                                                 | X                                             | -     | -        | -         | X        | -         | X         | 3.02            | 6.89            | 9                | 9.91           |    |    |    |
| 150  | 078     | Identify scripted friendly gestures and respond appropriately                                                      | X                                             | X     | X        | X         | X        | X         | X         | 7.00            | 2.90            | 307              | 9.90           |    |    |    |
| 151  | 112     | Identify/respond to/model when intellectual discussion and compromise are appropriate means of conflict resolution | X                                             | X     | -        | X         | X        | X         | X         | 6.10            | 3.75            | 244              | 9.85           |    |    |    |

|      |         | Mission Weightings — Foreign Internal Defense                                                   |               |       |          |           |          |           |      |                 |                 |                  |                |  |  |
|------|---------|-------------------------------------------------------------------------------------------------|---------------|-------|----------|-----------|----------|-----------|------|-----------------|-----------------|------------------|----------------|--|--|
| Rank | Item No | Behavior                                                                                        | Personnel     |       |          |           |          |           |      | Mission Weights | Culture Weights | Culture Rankings | Overall Weight |  |  |
|      |         |                                                                                                 | Advise/Assist | Train | Evaluate | Cmd & Ctr | Security | Logistics |      |                 |                 |                  |                |  |  |
| 152  | 288     | Identify categories of crime                                                                    | 1.18          | 1.57  | 0.90     | 0.83      | 1.46     | 0.68      | 0.38 | 7.00            |                 |                  |                |  |  |
| 153  | 010     | Be respectful near a mosque/prayer room—no loud music or shouting                               | X             | -     | -        | X         | X        | -         | X    | 3.85            | 5.98            | 77               | 9.83           |  |  |
| 154  | 078     | Model maintaining appropriate eye contact with a man during a scripted conversation             | X             | -     | -        | -         | X        | -         | X    | 3.02            | 6.80            | 16               | 9.82           |  |  |
| 155  | 408     | Identify/respond to model appropriate etiquette for incoming and outgoing calls                 | X             | X     | X        | X         | X        | X         | X    | 7.00            | 2.81            | 314              | 9.81           |  |  |
| 156  | 327     | Identify doctrine and procedures for conducting constabulary operations                         | X             | X     | X        | X         | X        | X         | X    | 7.00            | 2.79            | 315              | 9.79           |  |  |
| 157  | 446     | Identify most economical form of transport                                                      | X             | X     | X        | X         | X        | -         | -    | 5.94            | 3.84            | 237              | 9.78           |  |  |
| 158  | 445     | Identify/respond/model how to use public transportation                                         | X             | X     | X        | X         | X        | X         | X    | 7.00            | 2.78            | 316              | 9.78           |  |  |
| 159  | 348     | Identify/respond to procedures for obtaining service support                                    | X             | X     | X        | X         | X        | X         | X    | 7.00            | 2.75            | 318              | 9.75           |  |  |
| 160  | 414     | Identify/model how to access e-mail systems                                                     | X             | X     | X        | X         | X        | X         | -    | 6.62            | 3.13            | 290              | 9.75           |  |  |
| 161  | 350     | Identify/respond to normal sources and availability of maintenance support                      | X             | X     | X        | X         | X        | X         | X    | 7.00            | 2.74            | 319              | 9.74           |  |  |
| 162  | 411     | Identify/respond to model knowing when a facsimile may be sent                                  | X             | X     | X        | X         | X        | X         | -    | 6.62            | 3.12            | 291              | 9.74           |  |  |
| 163  | 409     | Model making a local call from a public telephone                                               | X             | X     | X        | X         | X        | X         | X    | 7.00            | 2.73            | 320              | 9.73           |  |  |
| 164  | 353     | Identify normal sources and availability of transportation support                              | X             | X     | X        | X         | X        | X         | X    | 7.00            | 2.71            | 321              | 9.71           |  |  |
| 165  | 115     | Identify/respond to model when avoidance is an appropriate means of conflict resolution         | X             | X     | X        | X         | X        | X         | -    | 6.62            | 3.09            | 293              | 9.71           |  |  |
| 166  | 111     | Identify when the resort to force is an appropriate means of conflict resolution                | X             | X     | -        | -         | X        | X         | X    | 5.27            | 4.43            | 193              | 9.70           |  |  |
| 167  | 025     | Gestures/behaviors appropriate/inappropriate with religious leaders                             | X             | X     | -        | -         | X        | -         | -    | 4.21            | 5.46            | 116              | 9.67           |  |  |
| 168  | 277     | Identify head of state and head of government                                                   | X             | -     | -        | -         | X        | -         | X    | 3.02            | 6.64            | 28               | 9.66           |  |  |
| 169  | 142     | Identify/respond to model appropriate way to begin scripted meeting                             | X             | -     | X        | X         | X        | -         | -    | 4.37            | 5.29            | 129              | 9.66           |  |  |
| 170  | 220     | Identify who generally sits down together                                                       | X             | X     | X        | X         | X        | X         | X    | 7.00            | 2.61            | 329              | 9.61           |  |  |
| 171  | 343     | Identify, by class of supply, normal internal and external sources and availability of material | X             | X     | X        | X         | X        | -         | X    | 6.32            | 3.26            | 280              | 9.58           |  |  |
| 172  | 055     | Model appropriate behavior in dealing with teachers or mentors                                  | X             | X     | X        | X         | X        | X         | -    | 6.62            | 2.96            | 303              | 9.58           |  |  |
| 173  | 072     | Model appropriate elicitation techniques in scripted conversation                               | X             | X     | -        | -         | X        | -         | -    | 4.21            | 5.37            | 123              | 9.58           |  |  |
| 174  | 330     | Identify military personnel accession sources                                                   | X             | X     | X        | X         | X        | X         | X    | 7.00            | 2.57            | 332              | 9.57           |  |  |
| 175  | 163     | Identify/model appropriate subsequent follow-up                                                 | X             | X     | X        | -         | X        | -         | -    | 5.11            | 4.46            | 191              | 9.57           |  |  |
| 176  | 242     | Identify the legal and illegal drugs                                                            | X             | X     | X        | X         | X        | X         | X    | 7.00            | 2.50            | 337              | 9.50           |  |  |
| 177  | 290     | Identify typical punishments                                                                    | -             | -     | -        | X         | X        | -         | X    | 2.67            | 6.83            | 14               | 9.50           |  |  |
| 178  | 412     | Identify/model how to send local and international facsimiles                                   | X             | -     | -        | X         | X        | -         | X    | 3.85            | 5.62            | 104              | 9.47           |  |  |
| 179  | 101     | Identify/respond to the relative importance of larger groups to the individual                  | X             | X     | X        | X         | X        | X         | X    | 7.00            | 2.46            | 340              | 9.46           |  |  |
| 180  | 114     | Identify when legal remediation is an appropriate means of conflict resolution                  | X             | X     | -        | X         | X        | -         | X    | 5.42            | 4.04            | 222              | 9.46           |  |  |
| 181  | 138     | Identify/respond to model appropriate grooming                                                  | X             | X     | -        | X         | X        | X         | X    | 6.10            | 3.34            | 274              | 9.44           |  |  |
| 182  | 030     | Men: Do not inquire about female family members                                                 | X             | X     | X        | X         | X        | X         | X    | 7.00            | 2.39            | 345              | 9.39           |  |  |
|      |         |                                                                                                 | X             | -     | -        | -         | X        | -         | X    | 3.02            | 6.36            | 49               | 9.38           |  |  |

| 1    | 2       | 3                                                                                        | Mission Weightings — Foreign Internal Defense |       |          |            |          |           |           |                 |                 |                |      | 13 | 14 |
|------|---------|------------------------------------------------------------------------------------------|-----------------------------------------------|-------|----------|------------|----------|-----------|-----------|-----------------|-----------------|----------------|------|----|----|
| Rank | Item No | Behavior                                                                                 |                                               |       |          |            |          |           |           | Mission Weights | Culture Weights | Overall Weight |      |    |    |
|      |         |                                                                                          | Advise/Assist                                 | Train | Evaluate | Cmd & Ctrl | Security | Logistics | Personnel |                 |                 |                |      |    |    |
|      |         |                                                                                          | 1.18                                          | 1.57  | 0.90     | 0.83       | 1.46     | 0.68      | 0.38      | 7.00            |                 |                |      |    |    |
| 183  | 130     | Identify class from clothing, mannerisms, speech patterns                                | X                                             | X     | X        | X          | X        | X         | X         | 7.00            | 2.35            | 348            | 9.35 |    |    |
| 184  | 068     | Model how to initiate a conversation                                                     | X                                             | X     | X        | X          | X        | X         | X         | 7.00            | 2.34            | 349            | 9.34 |    |    |
| 185  | 295     | Identify relationships between the legal organization and ethnic or minority groups      | X                                             | -     | X        | X          | X        | -         | -         | 4.37            | 4.94            | 155            | 9.31 |    |    |
| 186  | 091     | Identify/respond to normal cultural expectations from authority                          | X                                             | X     | X        | X          | X        | -         | X         | 6.32            | 2.98            | 301            | 9.30 |    |    |
| 187  | 268     | Identify/respond to attitudes regarding domestic animals                                 | X                                             | X     | X        |            | X        | X         | X         | 6.17            | 3.10            | 292            | 9.27 |    |    |
| 188  | 071     | Identify inappropriate elicitation techniques                                            | X                                             | X     | X        | X          | X        | X         | X         | 7.00            | 2.27            | 354            | 9.27 |    |    |
| 189  | 240     | Avoid gambling activities                                                                | -                                             | -     | -        | X          | X        | -         | X         | 2.67            | 6.60            | 31             | 9.27 |    |    |
| 190  | 100     | Identify/respond to the ways in which members of the culture respond to external stimuli | X                                             | X     | X        | X          | X        | X         | X         | 7.00            | 2.26            | 355            | 9.26 |    |    |
| 191  | 051     | Model appropriate behavior toward member of the same sex                                 | X                                             | X     | X        | X          | X        | X         | X         | 7.00            | 2.25            | 356            | 9.25 |    |    |
| 192  | 324     | Identify doctrine and procedures for conducting combined conventional operations         | X                                             | X     | X        | X          | X        | -         | -         | 5.94            | 3.30            | 277            | 9.24 |    |    |
| 193  | 085     | Identify friendly behaviors and respond appropriately during scripted conversation       | X                                             | X     | X        | X          | X        | X         | X         | 7.00            | 2.23            | 357            | 9.23 |    |    |
| 194  | 273     | Identify religious groups and regions in which they live                                 | X                                             | X     | X        | -          | X        | -         | X         | 5.49            | 3.72            | 246            | 9.21 |    |    |
| 195  | 342     | Identify doctrine and procedures for special training                                    | X                                             | X     | X        | X          | X        | -         | -         | 5.94            | 3.25            | 281            | 9.19 |    |    |
| 196  | 437     | Identify documents required for self, domestic animals, and vehicle                      | -                                             | -     | -        | -          | X        | X         | X         | 2.52            | 6.67            | 26             | 9.19 |    |    |
| 197  | 272     | Identify ethnic or minority groups and regions in which they live                        | X                                             | X     | X        | -          | X        | -         | X         | 5.49            | 3.69            | 248            | 9.18 |    |    |
| 198  | 326     | Identify doctrine and procedures for conducting single-service conventional operations   | X                                             | X     | X        | X          | X        | -         | -         | 5.94            | 3.24            | 282            | 9.18 |    |    |
| 199  | 017     | Do not take food into mosque                                                             | X                                             | -     | -        | -          | X        | -         | X         | 3.02            | 6.16            | 64             | 9.18 |    |    |
| 200  | 200     | Model using simplified English                                                           | X                                             | X     | X        | X          | X        | X         | X         | 7.00            | 2.17            | 362            | 9.17 |    |    |
| 201  | 003     | Consider family background when choosing a mediator, negotiator                          | X                                             | -     | X        | X          | X        | -         | X         | 4.75            | 4.42            | 194            | 9.17 |    |    |
| 202  | 340     | Identify doctrine and procedures for individual training in units                        | X                                             | X     | X        | X          | X        | -         | -         | 5.94            | 3.21            | 284            | 9.15 |    |    |
| 203  | 276     | Identify differences on function of head of state and head of government                 | X                                             | -     | X        | X          | X        | -         | -         | 4.37            | 4.76            | 168            | 9.13 |    |    |
| 204  | 029     | Identify/respond to displays of religious conflict                                       | X                                             | X     | -        | -          | X        | -         | X         | 4.59            | 4.52            | 186            | 9.11 |    |    |
| 205  | 023     | Do not undertake any serious training or joint maneuvers during Ramadan                  | X                                             | X     | -        | -          | X        | -         | X         | 4.59            | 4.51            | 187            | 9.10 |    |    |
| 206  | 444     | Identify/respond to/model how to obtain and use taxi                                     | X                                             | X     | X        | X          | X        | X         | X         | 7.00            | 2.04            | 371            | 9.04 |    |    |
| 207  | 189     | Identify the importance of language in defining the culture                              | X                                             | X     | -        | X          | X        | -         | X         | 5.42            | 3.62            | 253            | 9.04 |    |    |
| 208  | 300     | Model avoiding arrest                                                                    | -                                             | -     | -        | X          | X        | -         | -         | 2.29            | 6.72            | 22             | 9.01 |    |    |
| 209  | 281     | Identify/respond to the relative cohesion of the political organization                  | X                                             | X     | X        | X          | X        | -         | X         | 6.32            | 2.67            | 324            | 8.99 |    |    |
| 210  | 008     | Identify a mosque                                                                        | X                                             | -     | -        | -          | X        | -         | X         | 3.02            | 5.96            | 79             | 8.98 |    |    |
| 211  | 129     | Identify basis upon which class distinctions rest                                        | X                                             | X     | X        | X          | X        | X         | X         | 7.00            | 1.95            | 378            | 8.95 |    |    |
| 212  | 124     | Identify/respond to how members of the culture consider their history                    | X                                             | X     | X        | X          | X        | -         | X         | 6.32            | 2.63            | 327            | 8.95 |    |    |
| 213  | 244     | Identify the role that drugs play                                                        | -                                             | -     | -        | X          | X        | -         | X         | 2.67            | 6.28            | 55             | 8.95 |    |    |

| Item |     | Behavior                                                                      | Foreign Internal Defense |       |          |            |          |           |           | Culture         |         | Overall Weight |          |
|------|-----|-------------------------------------------------------------------------------|--------------------------|-------|----------|------------|----------|-----------|-----------|-----------------|---------|----------------|----------|
| Rank | No  |                                                                               | Advise/Assist            | Train | Evaluate | Cmd & Ctrl | Security | Logistics | Personnel | Mission Weights | Weights |                | Rankings |
|      |     |                                                                               | 1.18                     | 1.57  | 0.90     | 0.83       | 1.46     | 0.68      | 0.38      | 7.00            |         |                |          |
| 214  | 325 | Identify doctrine and procedures for conducting joint conventional operations | X                        | X     | X        | X          | X        | -         | -         | 5.94            | 3.00    | 300            | 8.94     |
| 215  | 238 | Identify penalties for gambling                                               | -                        | -     | -        | X          | X        | -         | X         | 2.67            | 6.26    | 56             | 8.93     |
| 216  | 225 | Identify/respond to correct serving and presentation techniques               | X                        | X     | X        | X          | X        | X         | X         | 7.00            | 1.90    | 382            | 8.90     |
| 217  | 122 | Respond to cultural emotions aroused by key historical dates                  | X                        | X     | X        | X          | X        | -         | X         | 6.32            | 2.58    | 331            | 8.90     |
| 218  | 098 | Identify/respond to conditions causing stress in members of the culture       | X                        | X     | -        | -          | X        | -         | X         | 4.59            | 4.31    | 202            | 8.90     |
| 219  | 090 | Identify/respond to typical attitudes toward educational authority            | X                        | X     | X        | X          | X        | -         | X         | 6.32            | 2.55    | 333            | 8.87     |
| 220  | 299 | Identify arrest procedures                                                    | -                        | -     | -        | X          | X        | -         | -         | 2.29            | 6.56    | 34             | 8.85     |
| 221  | 063 | Model appropriate response to interruptions during scripted conversation      | X                        | X     | X        | X          | X        | X         | X         | 7.00            | 1.83    | 387            | 8.83     |
| 222  | 062 | Identify/respond to historical allusions in scripted conversation             | X                        | X     | X        | X          | X        | X         | X         | 7.00            | 1.82    | 388            | 8.82     |
| 223  | 058 | Never imply that someone is a homosexual                                      | -                        | -     | -        | -          | X        | -         | X         | 1.84            | 6.96    | 4              | 8.80     |
| 224  | 319 | Identify echelons of maintenance, supply, and services                        | X                        | X     | X        | X          | X        | X         | -         | 6.62            | 2.18    | 361            | 8.80     |
| 225  | 070 | Model a telephone call                                                        | X                        | X     | X        | X          | X        | X         | X         | 7.00            | 1.78    | 391            | 8.78     |
| 226  | 341 | Identify doctrine and procedures for unit training                            | X                        | X     | X        | X          | X        | -         | -         | 5.94            | 2.82    | 313            | 8.76     |
| 227  | 123 | Respond to cultural emotions aroused by key historical figures                | X                        | X     | X        | X          | X        | -         | X         | 6.32            | 2.43    | 342            | 8.75     |
| 228  | 116 | Identify political leaders and their significance                             | X                        | X     | -        | X          | X        | -         | X         | 5.42            | 3.32    | 276            | 8.74     |
| 229  | 321 | Identify research and development capabilities                                | X                        | X     | X        | X          | X        | -         | -         | 5.11            | 3.61    | 254            | 8.72     |
| 230  | 305 | Identify external influences that have molded the professional ethic          | X                        | X     | X        | X          | X        | -         | -         | 5.11            | 3.60    | 255            | 8.71     |
| 231  | 152 | Avoid consumption of alcohol                                                  | X                        | -     | -        | X          | -        | -         | X         | 2.39            | 6.32    | 52             | 8.71     |
| 232  | 046 | Recognize probable religious affiliation from name                            | X                        | X     | X        | X          | X        | X         | X         | 7.00            | 1.70    | 397            | 8.70     |
| 233  | 059 | Avoid discussion of sexual matters in all contexts                            | -                        | -     | -        | -          | X        | -         | X         | 1.84            | 6.85    | 12             | 8.69     |
| 234  | 302 | Model avoiding confinement                                                    | -                        | -     | -        | X          | X        | -         | -         | 2.29            | 6.38    | 47             | 8.67     |
| 235  | 198 | Identify willingness of members of the culture to use English                 | X                        | X     | X        | X          | X        | X         | X         | 7.00            | 1.64    | 401            | 8.64     |
| 236  | 318 | Identify logistics organizations and units                                    | X                        | X     | X        | X          | X        | X         | -         | 6.62            | 1.99    | 375            | 8.61     |
| 237  | 094 | Identify/respond to individual order and structure                            | X                        | X     | X        | X          | X        | -         | X         | 6.32            | 2.29    | 353            | 8.61     |
| 238  | 275 | Identify temporary aspects of political organization                          | X                        | -     | X        | X          | X        | -         | -         | 4.37            | 4.23    | 208            | 8.60     |
| 239  | 199 | Identify ability of members of the culture to use English                     | X                        | X     | X        | X          | X        | -         | -         | 4.37            | 4.21    | 209            | 8.58     |
| 240  | 274 | Identify permanent aspects of political organization                          | X                        | X     | X        | X          | X        | X         | X         | 7.00            | 1.60    | 404            | 8.60     |
| 241  | 157 | Identify/model exchange of personal information/calling cards                 | X                        | -     | X        | X          | X        | -         | -         | 4.37            | 4.21    | 209            | 8.58     |
| 242  | 206 | Identify a mosque                                                             | X                        | X     | X        | X          | X        | X         | X         | 7.00            | 1.58    | 406            | 8.58     |
| 243  | 383 | Identify legality of private currency changers                                | X                        | -     | -        | -          | X        | -         | X         | 3.02            | 5.54    | 110            | 8.56     |
| 244  | 039 | Write date with all numerals                                                  | -                        | -     | -        | -          | X        | X         | -         | 2.14            | 6.40    | 46             | 8.54     |
|      |     |                                                                               | X                        | X     | X        | X          | X        | X         | X         | 7.00            | 1.54    | 409            | 8.54     |

| Rank | Item No | Behavior                                                                            | Advise/Assist | Train | Evaluate | Cmd & Ctr | Security | Logistics | Personnel | Mission Weights | Culture Weights | Culture Rankings | Overall Weight |
|------|---------|-------------------------------------------------------------------------------------|---------------|-------|----------|-----------|----------|-----------|-----------|-----------------|-----------------|------------------|----------------|
|      |         |                                                                                     | 1.18          | 1.57  | 0.90     | 0.83      | 1.46     | 0.68      | 0.38      | 7.00            |                 |                  |                |
| 245  | 395     | Model accepting and discharging personal financial obligations                      | -             | -     | -        | -         | X        | -         | X         | 1.84            | 6.58            | 32               | 8.42           |
| 246  | 301     | Identify conditions of confinement                                                  | -             | -     | -        | X         | X        | -         | -         | 2.29            | 6.10            | 68               | 8.39           |
| 247  | 018     | Identify Moslems at prayer                                                          | X             | X     | -        | -         | X        | -         | X         | 4.59            | 3.77            | 242              | 8.36           |
| 248  | 188     | Identify Standard Arabic as the officially-recognized language                      | X             | X     | -        | X         | X        | -         | X         | 5.42            | 2.94            | 304              | 8.36           |
| 249  | 006     | Identify/respond to behaviors in conflict with ethical norms                        | X             | X     | X        | X         | X        | -         | X         | 6.32            | 2.03            | 372              | 8.35           |
| 250  | 013     | Identify/respond to times when religious observances are required                   | X             | X     | -        | -         | X        | -         | X         | 4.59            | 3.76            | 243              | 8.35           |
| 251  | 382     | Identify places to exchange currency legally                                        | -             | -     | -        | -         | X        | X         | -         | 2.14            | 6.20            | 61               | 8.34           |
| 252  | 426     | Identify sources and requirements for local driver's license                        | -             | -     | -        | -         | X        | X         | X         | 2.52            | 5.81            | 90               | 8.33           |
| 253  | 092     | Identify normal civil obligations                                                   | -             | X     | -        | X         | X        | -         | X         | 4.24            | 4.09            | 218              | 8.33           |
| 254  | 331     | Identify doctrine and procedures for conscription, recruiting, and accession        | X             | X     | X        | -         | X        | -         | -         | 5.11            | 3.22            | 283              | 8.33           |
| 255  | 226     | Identify normal sequence of courses                                                 | X             | X     | X        | X         | X        | X         | X         | 7.00            | 1.32            | 425              | 8.32           |
| 256  | 394     | Identify/respond to model knowing when to pay a debt                                | -             | -     | -        | -         | X        | -         | X         | 1.84            | 6.48            | 40               | 8.32           |
| 257  | 020     | Do not step on a prayer rug                                                         | X             | X     | -        | -         | X        | -         | X         | 4.59            | 3.73            | 245              | 8.32           |
| 258  | 316     | Identify mission, functions, and structures of administrative organizations         | X             | X     | X        | X         | X        | -         | -         | 5.94            | 2.38            | 346              | 8.32           |
| 259  | 291     | Identify typical patterns of crime                                                  | X             | -     | -        | X         | X        | -         | X         | 3.85            | 4.47            | 190              | 8.32           |
| 260  | 429     | Identify minimum and sensible levels of insurance required                          | -             | -     | -        | -         | X        | X         | X         | 2.52            | 5.79            | 91               | 8.31           |
| 261  | 224     | Identify what meals are eaten at what times of the day                              | X             | X     | X        | X         | X        | X         | X         | 7.00            | 1.31            | 426              | 8.31           |
| 262  | 267     | Identify/respond to culturally-significant fauna                                    | X             | -     | X        | -         | X        | -         | X         | 3.92            | 4.36            | 198              | 8.28           |
| 263  | 045     | Recognize components of name                                                        | X             | X     | X        | X         | X        | X         | X         | 7.00            | 1.28            | 428              | 8.28           |
| 264  | 099     | Identify/respond to typical expressions of aggression                               | X             | -     | -        | -         | X        | -         | X         | 3.02            | 5.22            | 134              | 8.24           |
| 265  | 125     | Identify disconnects between insider and outsider consideration of the same history | X             | X     | X        | X         | X        | -         | X         | 6.32            | 1.91            | 381              | 8.23           |
| 266  | 237     | Identify the legality of gambling                                                   | -             | -     | -        | X         | X        | -         | X         | 2.67            | 5.51            | 112              | 8.18           |
| 267  | 317     | Identify organization for accommodation and housekeeping                            | X             | X     | X        | X         | X        | X         | -         | 6.62            | 1.52            | 410              | 8.14           |
| 268  | 339     | Identify doctrine and procedures for individual training in schools                 | X             | X     | X        | X         | X        | -         | -         | 5.94            | 2.19            | 360              | 8.13           |
| 269  | 004     | Identify/respond to appropriate standards of personal behavior                      | X             | X     | X        | -         | X        | -         | X         | 5.49            | 2.62            | 328              | 8.11           |
| 270  | 280     | Identify key contemporary figures                                                   | X             | -     | X        | X         | X        | -         | X         | 4.75            | 3.36            | 273              | 8.11           |
| 271  | 393     | Model having sufficient currency to cover routine requirements                      | -             | -     | -        | -         | X        | X         | X         | 2.52            | 5.58            | 107              | 8.10           |
| 272  | 252     | Identify the role that tobacco plays                                                | X             | X     | X        | X         | X        | X         | X         | 7.00            | 1.09            | 442              | 8.09           |
| 273  | 381     | Identify legal controls placed on the import, exchange, and/or export of currency   | -             | -     | -        | X         | X        | X         | -         | 2.97            | 5.11            | 142              | 8.08           |
| 274  | 306     | Identify internal influences that have molded the professional ethic                | X             | X     | X        | -         | X        | -         | -         | 5.11            | 2.97            | 302              | 8.08           |
| 275  | 233     | Identify/respond to the role of specific activities in the culture                  | X             | X     | X        | X         | X        | -         | X         | 6.32            | 1.75            | 393              | 8.07           |

| Item |     | Behavior                                                                                  | Mission Weightings |       |          |            |          |           |           | Culture Rankings | Overall Weight |     |      |
|------|-----|-------------------------------------------------------------------------------------------|--------------------|-------|----------|------------|----------|-----------|-----------|------------------|----------------|-----|------|
| Rank | No  |                                                                                           | Advise/Assist      | Train | Evaluate | Cmd & Ctrl | Security | Logistics | Personnel |                  |                |     |      |
|      |     |                                                                                           | 1.18               | 1.57  | 0.90     | 0.83       | 1.46     | 0.68      | 0.38      | 7.00             |                |     |      |
| 276  | 121 | Identify key figures known to all members of the culture                                  | X                  | X     | X        | X          | X        | -         | X         | 6.32             | 1.72           | 395 | 8.04 |
| 277  | 356 | Identify procedures for the conduct of research and development                           | X                  | X     | X        |            | X        | -         | -         | 5.11             | 2.92           | 306 | 8.03 |
| 278  | 120 | Identify key historical dates known to all members of the culture                         | X                  | X     | X        | X          | X        | -         | X         | 6.32             | 1.66           | 400 | 7.98 |
| 279  | 117 | Understand Judeo-Christian roots of Islam                                                 | X                  | X     | X        | X          | X        | -         | -         | 5.94             | 2.02           | 373 | 7.96 |
| 280  | 333 | Identify doctrine and procedures for personnel assignments and use                        | X                  | X     | X        | -          | X        | -         | -         | 5.11             | 2.83           | 312 | 7.94 |
| 281  | 294 | Identify trial procedures by type of offense                                              | -                  | -     | -        | X          | X        | -         | -         | 2.29             | 5.63           | 103 | 7.92 |
| 282  | 127 | Identify disconnects between outsider and insider consideration of the same history       | X                  | X     | X        | X          | X        | -         | X         | 6.32             | 1.59           | 405 | 7.91 |
| 283  | 218 | Identify how foods are typically prepared                                                 | X                  | X     | X        | X          | X        | -         | X         | 6.32             | 1.50           | 412 | 7.82 |
| 284  | 128 | Identify major themes from the culture's history that are relevant today                  | X                  | X     | X        | X          | X        | -         | X         | 6.32             | 1.48           | 413 | 7.80 |
| 285  | 126 | Identify how outsiders consider the culture's history                                     | X                  | X     | X        | X          | X        | -         | X         | 6.32             | 1.47           | 414 | 7.79 |
| 286  | 001 | Identify/respond to key concepts                                                          | X                  | X     | X        | X          | X        | -         | X         | 6.32             | 1.44           | 416 | 7.76 |
| 287  | 050 | React appropriately to men walking down the street holding hands                          | X                  | -     | X        | X          | X        | X         | X         | 5.43             | 2.33           | 350 | 7.76 |
| 288  | 024 | Identify religious leaders                                                                | X                  | -     | -        | -          | X        | -         | X         | 3.02             | 4.74           | 170 | 7.76 |
| 289  | 133 | Identify when rank takes precedence over class                                            | X                  | -     | X        | X          | X        | -         | -         | 4.37             | 3.37           | 272 | 7.74 |
| 290  | 022 | Expect business hours to become erratic during Ramadan                                    | X                  | -     | -        | -          | X        | -         | X         | 3.02             | 4.71           | 172 | 7.73 |
| 291  | 009 | Identify a prayer room                                                                    | X                  | -     | -        | -          | X        | -         | X         | 3.02             | 4.68           | 174 | 7.70 |
| 292  | 228 | Identify how members of the society define the concept of discretionary time              | X                  | X     | X        | X          | X        | -         | X         | 6.32             | 1.36           | 422 | 7.68 |
| 293  | 337 | Identify doctrine and procedures for personnel disposition                                | X                  | X     | X        | -          | X        | -         | -         | 5.11             | 2.54           | 334 | 7.65 |
| 294  | 038 | Identify/respond to attitudes regarding relativity of time                                | X                  | X     | -        | X          | X        | X         | X         | 6.10             | 1.55           | 408 | 7.65 |
| 295  | 265 | Identify/respond to water rituals and customs                                             | X                  | X     | X        | -          | X        | X         | -         | 5.79             | 1.84           | 386 | 7.63 |
| 296  | 334 | Identify typical career patterns                                                          | X                  | X     | X        | -          | X        | -         | -         | 5.11             | 2.51           | 336 | 7.62 |
| 297  | 332 | Identify doctrine and procedures for personnel classification                             | X                  | X     | X        | -          | X        | -         | -         | 5.11             | 2.49           | 338 | 7.60 |
| 298  | 430 | Identify sources of insurance                                                             | -                  | -     | -        | -          | X        | X         | X         | 2.52             | 5.04           | 147 | 7.56 |
| 299  | 338 | Identify retirement privileges and benefits                                               | X                  | X     | X        | -          | X        | -         | -         | 5.11             | 2.45           | 341 | 7.56 |
| 300  | 170 | Identify/model accepting/rejecting food/drink as appropriate                              | X                  | -     | -        | -          | -        | -         | X         | 1.56             | 5.97           | 78  | 7.53 |
| 301  | 335 | Identify doctrine and procedures for military education and training                      | X                  | X     | X        | -          | X        | -         | -         | 5.11             | 2.41           | 344 | 7.52 |
| 302  | 385 | Identify exchange rates and authorized variances thereunto in buying and selling currency | -                  | -     | -        | -          | X        | X         | -         | 2.14             | 5.38           | 122 | 7.52 |
| 303  | 096 | Identify/respond to cultural concepts of individual identity                              | X                  | X     | -        | -          | X        | -         | X         | 4.59             | 2.93           | 305 | 7.52 |
| 304  | 229 | Identify how much time is typically available for leisure                                 | X                  | X     | X        | X          | X        | -         | X         | 6.32             | 1.16           | 437 | 7.48 |
| 305  | 166 | Model appropriate acceptance of invitation to social gathering                            | X                  | -     | -        | -          | -        | -         | X         | 1.56             | 5.92           | 82  | 7.48 |
| 306  | 271 | Identify typical education level                                                          | X                  | X     | X        | -          | X        | -         | X         | 5.49             | 1.98           | 376 | 7.47 |

| 1    | 2       | 3                                                                             | Mission Weightings — Foreign Internal Defense |       |          |           |          |           |      |                 |                 |                  |                | 12 | 13 | 14 |
|------|---------|-------------------------------------------------------------------------------|-----------------------------------------------|-------|----------|-----------|----------|-----------|------|-----------------|-----------------|------------------|----------------|----|----|----|
| Rank | Item No | Behavior                                                                      | Personnel                                     |       |          |           |          |           |      | Mission Weights | Culture Weights | Culture Rankings | Overall Weight |    |    |    |
|      |         |                                                                               | Advise/Assist                                 | Train | Evaluate | Cmd & Ctr | Security | Logistics |      |                 |                 |                  |                |    |    |    |
|      |         |                                                                               | 1.18                                          | 1.57  | 0.90     | 0.83      | 1.46     | 0.68      | 0.38 | 7.00            |                 |                  |                |    |    |    |
| 307  | 279     | Identify key historical figures                                               | X                                             | -     | X        | X         | X        | -         | X    | 4.75            | 2.69            | 323              | 7.44           |    |    |    |
| 308  | 088     | Identify/respond to expressions of attitude regarding legal systems           | -                                             | -     | -        | X         | X        | X         | X    | 3.35            | 4.08            | 219              | 7.43           |    |    |    |
| 309  | 231     | Identify, by activity, participatory and observer roles in leisure activities | X                                             | X     | X        | X         | X        | -         | X    | 6.32            | 1.07            | 444              | 7.39           |    |    |    |
| 310  | 390     | Identify/respond to where and for what checks may be used                     | -                                             | -     | -        | -         | X        | X         | X    | 2.52            | 4.86            | 161              | 7.38           |    |    |    |
| 311  | 230     | Identify common leisure activities                                            | X                                             | X     | X        | X         | X        | -         | X    | 6.32            | 1.05            | 445              | 7.37           |    |    |    |
| 312  | 056     | Model appropriate behavior in dealing with students or proteges               | X                                             | X     | -        | -         | X        | -         | -    | 4.21            | 3.16            | 288              | 7.37           |    |    |    |
| 313  | 269     | Identify overall demographic features                                         | X                                             | X     | X        | -         | X        | -         | X    | 5.49            | 1.86            | 385              | 7.35           |    |    |    |
| 314  | 251     | Model appropriate use                                                         | X                                             | X     | -        | X         | X        | X         | X    | 6.10            | 1.25            | 430              | 7.35           |    |    |    |
| 315  | 243     | Avoid drug use                                                                | -                                             | -     | -        | -         | -        | -         | X    | 0.38            | 6.95            | 5                | 7.33           |    |    |    |
| 316  | 336     | Identify doctrine and procedures for civilian education and training          | X                                             | X     | X        | -         | X        | -         | -    | 5.11            | 2.21            | 359              | 7.32           |    |    |    |
| 317  | 034     | Identify/respond to attitudes regarding value of time                         | X                                             | X     | -        | X         | X        | X         | X    | 6.10            | 1.20            | 434              | 7.30           |    |    |    |
| 318  | 037     | Identify manner in which time is written                                      | X                                             | X     | -        | X         | X        | X         | X    | 6.10            | 1.19            | 435              | 7.29           |    |    |    |
| 319  | 167     | Identify/respond to/model appropriate greetings                               | X                                             | -     | -        | -         | -        | -         | X    | 1.56            | 5.70            | 98               | 7.26           |    |    |    |
| 320  | 171     | Identify/respond to/model appropriate topics of conversation                  | X                                             | -     | -        | -         | -        | -         | X    | 1.56            | 5.69            | 99               | 7.25           |    |    |    |
| 321  | 136     | Identify which classes normally have relationships across class lines         | X                                             | X     | X        | -         | X        | -         | X    | 5.49            | 1.74            | 394              | 7.23           |    |    |    |
| 322  | 137     | Identify which activities enable relationships across class boundaries        | X                                             | X     | X        | -         | X        | -         | X    | 5.49            | 1.71            | 396              | 7.20           |    |    |    |
| 323  | 118     | Identify major themes from mythology relevant to the culture today            | X                                             | X     | X        | X         | X        | -         | -    | 5.94            | 1.24            | 431              | 7.18           |    |    |    |
| 324  | 109     | Identify/respond to major learning styles within the culture                  | -                                             | X     | -        | -         | X        | -         | -    | 3.03            | 4.15            | 214              | 7.18           |    |    |    |
| 325  | 197     | Read simple words and signs in Arabic                                         | X                                             | X     | -        | X         | X        | -         | X    | 5.42            | 1.76            | 392              | 7.18           |    |    |    |
| 326  | 407     | Identify/respond to availability and costs associated with courier service    | X                                             | -     | X        | X         | X        | -         | -    | 4.37            | 2.77            | 317              | 7.14           |    |    |    |
| 327  | 431     | Identify/respond to prices                                                    | -                                             | -     | -        | -         | X        | X         | X    | 2.52            | 4.54            | 185              | 7.06           |    |    |    |
| 328  | 119     | Identify/respond to basic concept of history and impact on current events     | X                                             | X     | X        | -         | X        | -         | -    | 5.11            | 1.94            | 379              | 7.05           |    |    |    |
| 329  | 215     | Know that dancing is generally an inappropriate activity to be avoided        | X                                             | -     | -        | -         | X        | -         | X    | 3.02            | 4.03            | 223              | 7.05           |    |    |    |
| 330  | 278     | Identify the structure of governmental executive functions                    | X                                             | -     | X        | X         | X        | -         | -    | 4.37            | 2.66            | 325              | 7.03           |    |    |    |
| 331  | 384     | Find out currency conversion rates                                            | -                                             | -     | -        | -         | X        | X         | -    | 2.14            | 4.87            | 160              | 7.01           |    |    |    |
| 332  | 396     | Identify negotiation parameters                                               | -                                             | -     | -        | -         | -        | X         | X    | 1.06            | 5.94            | 80               | 7.00           |    |    |    |
| 333  | 190     | Identify/respond to religious reference in scripted conversation              | X                                             | X     | -        | X         | X        | -         | -    | 5.04            | 1.96            | 377              | 7.00           |    |    |    |
| 334  | 165     | Identify/model appropriate time to arrive for a social call                   | X                                             | -     | -        | -         | -        | -         | X    | 1.56            | 5.41            | 120              | 6.97           |    |    |    |
| 335  | 108     | Identify/respond to the value and importance ascribed to education            | X                                             | X     | -        | -         | X        | -         | X    | 4.59            | 2.37            | 347              | 6.96           |    |    |    |
| 336  | 177     | Model planning and serving appropriate food/beverages                         | -                                             | -     | -        | -         | -        | -         | X    | 0.38            | 6.57            | 33               | 6.95           |    |    |    |
| 337  | 255     | Identify/respond to/model appropriate etiquette at communal bath              | -                                             | -     | -        | -         | X        | -         | X    | 1.84            | 5.10            | 143              | 6.94           |    |    |    |

| Rank | Item No | Behavior                                                                              | Mission Weightings — Foreign Internal Defense |       |          |           |          |           |           |                 |                 |                  |      | Overall Weight |
|------|---------|---------------------------------------------------------------------------------------|-----------------------------------------------|-------|----------|-----------|----------|-----------|-----------|-----------------|-----------------|------------------|------|----------------|
|      |         |                                                                                       | Advise/Assist                                 | Train | Evaluate | Cmd & Ctr | Security | Logistics | Personnel | Mission Weights | Culture Weights | Culture Rankings |      |                |
| 338  | 388     | Identify/respond to/model using banknotes and coins                                   | -                                             | -     | -        | -         | X        | X         | -         | 2.14            | 4.79            | 166              | 6.93 |                |
| 339  | 191     | Identify/respond to proverbs in scripted conversation                                 | X                                             | X     | -        | X         | X        | -         | -         | 5.04            | 1.87            | 384              | 6.91 |                |
| 340  | 028     | Identify/respond to general range of topics appropriate for discussion                | X                                             | X     | -        | -         | X        | -         | X         | 4.59            | 2.30            | 352              | 6.89 |                |
| 341  | 428     | Model obtaining a local driver's license                                              | -                                             | -     | -        | -         | -        | X         | X         | 1.06            | 5.82            | 89               | 6.88 |                |
| 342  | 420     | Model correctly addressing a letter                                                   | -                                             | -     | -        | X         | -        | -         | X         | 1.21            | 5.66            | 101              | 6.87 |                |
| 343  | 391     | Identify/respond to identification requirements for the use of credit cards or checks | -                                             | -     | -        | -         | X        | X         | X         | 2.52            | 4.32            | 201              | 6.84 |                |
| 344  | 427     | Model obtaining an international driver's license                                     | -                                             | -     | -        | -         | -        | X         | X         | 1.06            | 5.78            | 92               | 6.84 |                |
| 345  | 386     | Identify appropriate and sanctioned commissions for currency conversion               | -                                             | -     | -        | -         | X        | X         | -         | 2.14            | 4.70            | 173              | 6.84 |                |
| 346  | 192     | Identify/respond to literary allusion in scripted conversation                        | X                                             | X     | -        | X         | X        | -         | -         | 5.04            | 1.80            | 389              | 6.84 |                |
| 347  | 175     | Model planning a social gathering for appropriate people                              | -                                             | -     | -        | -         | -        | -         | X         | 0.38            | 6.44            | 43               | 6.82 |                |
| 348  | 196     | Model reading from a phrase dictionary                                                | X                                             | X     | -        | X         | X        | -         | X         | 5.42            | 1.37            | 421              | 6.79 |                |
| 349  | 193     | Identify/respond to historical reference in scripted conversation                     | X                                             | X     | -        | X         | X        | -         | -         | 5.04            | 1.68            | 398              | 6.72 |                |
| 350  | 007     | Identify/respond to indicators of status in target culture                            | X                                             | -     | -        | -         | X        | -         | X         | 3.02            | 3.68            | 249              | 6.70 |                |
| 351  | 132     | Identify sources of rank within the culture                                           | X                                             | -     | X        | X         | X        | -         | -         | 4.37            | 2.31            | 351              | 6.68 |                |
| 352  | 380     | Identify definition of and attitudes toward accumulation of excessive wealth          | -                                             | -     | -        | -         | X        | -         | -         | 1.46            | 5.21            | 135              | 6.67 |                |
| 353  | 432     | Model obtaining an insurance policy                                                   | -                                             | -     | -        | -         | -        | X         | X         | 1.06            | 5.59            | 106              | 6.65 |                |
| 354  | 174     | Identify/model appropriate subsequent follow-up                                       | X                                             | -     | -        | -         | -        | -         | X         | 1.56            | 5.08            | 144              | 6.64 |                |
| 355  | 173     | Identify/model appropriate behavior to conclude the call                              | X                                             | -     | -        | -         | -        | -         | X         | 1.56            | 5.07            | 145              | 6.63 |                |
| 356  | 172     | Identify/model how long to stay                                                       | X                                             | -     | -        | -         | -        | -         | X         | 1.56            | 5.06            | 146              | 6.62 |                |
| 357  | 011     | Recognize call to prayer                                                              | X                                             | -     | -        | -         | X        | -         | X         | 3.02            | 3.58            | 256              | 6.60 |                |
| 358  | 151     | Model participating in a banquet                                                      | X                                             | -     | -        | X         | -        | -         | -         | 2.01            | 4.56            | 183              | 6.57 |                |
| 359  | 139     | Foreign women should dress modestly, following local customs                          | -                                             | -     | -        | -         | -        | -         | -         | 0.00            | 6.50            | 38               | 6.50 |                |
| 360  | 389     | Identify/respond to where and for what credit cards can typically be used             | -                                             | -     | -        | -         | X        | X         | X         | 2.52            | 3.96            | 228              | 6.48 |                |
| 361  | 417     | Identify a mail box                                                                   | -                                             | -     | -        | X         | X        | -         | X         | 2.67            | 3.80            | 240              | 6.47 |                |
| 362  | 416     | Identify a post office                                                                | -                                             | -     | -        | X         | X        | -         | X         | 2.67            | 3.79            | 241              | 6.46 |                |
| 363  | 194     | Identify/respond to/model basic intonational patterns in scripted conversation        | X                                             | X     | -        | X         | X        | -         | -         | 5.04            | 1.39            | 420              | 6.43 |                |
| 364  | 195     | Identify/respond to/model basic phrases in scripted conversation                      | X                                             | X     | -        | X         | X        | -         | -         | 5.04            | 1.33            | 424              | 6.37 |                |
| 365  | 219     | Eat typical foods                                                                     | X                                             | X     | X        | X         | -        | -         | X         | 4.86            | 1.51            | 411              | 6.37 |                |
| 366  | 241     | Identify the role that gambling plays                                                 | -                                             | -     | -        | X         | X        | -         | X         | 2.67            | 3.64            | 252              | 6.31 |                |
| 367  | 176     | Model issuing invitations                                                             | -                                             | -     | -        | -         | -        | -         | X         | 0.38            | 5.93            | 81               | 6.31 |                |
| 368  | 352     | Model obtaining needed maintenance support                                            | -                                             | X     | -        | -         | -        | -         | X         | 2.25            | 3.97            | 227              | 6.22 |                |

| 1    | 2       | 3                                                                                       | Mission Weightings — Foreign Internal Defense |       |          |            |          |           |           |                  |                |                 |      | 12 | 13 | 14 |
|------|---------|-----------------------------------------------------------------------------------------|-----------------------------------------------|-------|----------|------------|----------|-----------|-----------|------------------|----------------|-----------------|------|----|----|----|
| Rank | Item No | Behavior                                                                                | Mission Weightings                            |       |          |            |          |           |           | Culture Rankings | Overall Weight |                 |      |    |    |    |
|      |         |                                                                                         | Advise/Assist                                 | Train | Evaluate | Cmd & Ctrl | Security | Logistics | Personnel |                  |                | Mission Weights |      |    |    |    |
|      |         |                                                                                         | 1.18                                          | 1.57  | 0.90     | 0.83       | 1.46     | 0.68      | 0.38      | 7.00             |                |                 |      |    |    |    |
| 369  | 398     | Identify purchasing etiquette, to include inspection for quality                        | -                                             | -     | -        | -          | -        | X         | X         | 1.06             | 5.12           | 141             | 6.18 |    |    |    |
| 370  | 355     | Model obtaining needed transportation support                                           | -                                             | X     | -        | -          | -        | X         | -         | 2.25             | 3.88           | 234             | 6.13 |    |    |    |
| 371  | 043     | Identify/respond to events with significant emotional attachment (cf., II.B.3.)         | -                                             | -     | -        | -          | X        | -         | -         | 1.46             | 4.66           | 176             | 6.12 |    |    |    |
| 372  | 266     | Identify/respond to culturally-significant flora                                        | X                                             | -     | X        | -          | X        | -         | X         | 3.92             | 2.14           | 364             | 6.06 |    |    |    |
| 373  | 406     | Model accounting for the difference between general practice and US DoS recommendations | -                                             | -     | -        | -          | X        | -         | -         | 1.46             | 4.58           | 182             | 6.04 |    |    |    |
| 374  | 044     | Avoid telling jokes with Arab counterparts                                              | X                                             | X     | -        | -          | X        | -         | X         | 4.59             | 1.43           | 417             | 6.02 |    |    |    |
| 375  | 392     | Model using credit cards and checks as appropriate                                      | -                                             | -     | -        | -          | X        | X         | X         | 2.52             | 3.46           | 265             | 5.98 |    |    |    |
| 376  | 148     | Identify/respond to time to arrive for a formal banquet                                 | X                                             | -     | -        | X          | -        | -         | -         | 2.01             | 3.92           | 231             | 5.93 |    |    |    |
| 377  | 214     | Convey appreciation                                                                     | X                                             | -     | -        | -          | X        | -         | X         | 3.02             | 2.89           | 308             | 5.91 |    |    |    |
| 378  | 207     | Identify a private residence                                                            | X                                             | -     | -        | -          | X        | -         | X         | 3.02             | 2.86           | 310             | 5.88 |    |    |    |
| 379  | 399     | Model a cash retail transaction                                                         | -                                             | -     | -        | -          | -        | X         | X         | 1.06             | 4.78           | 167             | 5.84 |    |    |    |
| 380  | 033     | Avoid behaviors which can be offensive due to superstitions                             | -                                             | X     | -        | -          | X        | -         | X         | 3.41             | 2.42           | 343             | 5.83 |    |    |    |
| 381  | 012     | Recognize the chanting of the Koran                                                     | X                                             | -     | -        | -          | X        | -         | X         | 3.02             | 2.70           | 322             | 5.72 |    |    |    |
| 382  | 415     | Identify classes of service and prices associated with them                             | -                                             | -     | -        | X          | X        | -         | X         | 2.67             | 3.05           | 296             | 5.72 |    |    |    |
| 383  | 249     | Identify the legality of tobacco                                                        | X                                             | -     | -        | X          | X        | X         | X         | 4.53             | 1.08           | 443             | 5.61 |    |    |    |
| 384  | 250     | Identify penalties for using tobacco                                                    | X                                             | -     | -        | X          | X        | X         | X         | 4.53             | 1.01           | 448             | 5.54 |    |    |    |
| 385  | 421     | Model putting correct postage on domestic letter                                        | -                                             | -     | -        | X          | -        | -         | X         | 1.21             | 4.25           | 206             | 5.46 |    |    |    |
| 386  | 375     | Identify/respond to prestige/social status conferred by wealth                          | -                                             | -     | -        | -          | X        | -         | -         | 1.46             | 3.99           | 226             | 5.45 |    |    |    |
| 387  | 345     | Model obtaining needed supplies and equipment                                           | -                                             | X     | -        | -          | -        | X         | -         | 2.25             | 3.18           | 286             | 5.43 |    |    |    |
| 388  | 134     | Identify the basis for mobility between social classes                                  | X                                             | -     | X        | -          | X        | -         | X         | 3.92             | 1.46           | 415             | 5.38 |    |    |    |
| 389  | 374     | Identify importance of wealth                                                           | -                                             | -     | -        | -          | X        | -         | -         | 1.46             | 3.91           | 232             | 5.37 |    |    |    |
| 390  | 150     | Identify who is likely to be invited to a formal banquet                                | X                                             | -     | -        | X          | -        | -         | -         | 2.01             | 3.33           | 275             | 5.34 |    |    |    |
| 391  | 135     | Identify the limits of upward or downward class mobility                                | X                                             | -     | X        | -          | X        | -         | X         | 3.92             | 1.40           | 419             | 5.32 |    |    |    |
| 392  | 239     | Identify types of gambling                                                              | -                                             | -     | -        | X          | X        | -         | X         | 2.67             | 2.65           | 326             | 5.32 |    |    |    |
| 393  | 054     | Model appropriate behavior to child                                                     | -                                             | -     | -        | -          | -        | -         | X         | 0.38             | 4.92           | 156             | 5.30 |    |    |    |
| 394  | 376     | Identify relative financial status of individual by outward display                     | -                                             | -     | -        | -          | X        | -         | -         | 1.46             | 3.83           | 238             | 5.29 |    |    |    |
| 395  | 232     | Model appropriate participation                                                         | X                                             | -     | -        | X          | X        | -         | X         | 3.85             | 1.42           | 418             | 5.27 |    |    |    |
| 396  | 097     | Identify definitions of and responses to "mental illness"                               | -                                             | X     | -        | -          | X        | -         | -         | 3.03             | 2.22           | 358             | 5.25 |    |    |    |
| 397  | 387     | Identify/respond to structure of currency                                               | -                                             | -     | -        | -          | X        | X         | -         | 2.14             | 3.08           | 294             | 5.22 |    |    |    |
| 398  | 110     | Identify/respond to expected instructional styles                                       | -                                             | X     | -        | -          | X        | -         | -         | 3.03             | 2.15           | 363             | 5.18 |    |    |    |
| 399  | 270     | Identify typical occupations                                                            | X                                             | -     | -        | -          | X        | -         | X         | 3.02             | 2.12           | 365             | 5.14 |    |    |    |

| 1    | 2       | 3                                                                                                  | 4                                             | 5    | 6     | 7    | 8        | 9    | 10        | 11   | 12       | 13   | 14        |      |           |  |                 |  |                 |  |                  |  |                |
|------|---------|----------------------------------------------------------------------------------------------------|-----------------------------------------------|------|-------|------|----------|------|-----------|------|----------|------|-----------|------|-----------|--|-----------------|--|-----------------|--|------------------|--|----------------|
|      |         |                                                                                                    | Mission Weightings — Foreign Internal Defense |      |       |      |          |      |           |      |          |      |           |      |           |  |                 |  |                 |  |                  |  |                |
| Rank | Item No | Behavior                                                                                           | Advise/Assist                                 |      | Train |      | Evaluate |      | Cmd & Ctr |      | Security |      | Logistics |      | Personnel |  | Mission Weights |  | Culture Weights |  | Culture Rankings |  | Overall Weight |
|      |         |                                                                                                    | 1.18                                          | 1.57 | 0.90  | 0.83 | 1.46     | 0.68 | 0.38      | 7.00 |          |      |           |      |           |  |                 |  |                 |  |                  |  |                |
| 400  | 169     | Identify/model appropriate seating/posture                                                         | X                                             | -    | -     | -    | -        | -    | -         | X    | 1.56     | 3.57 | 257       | 5.13 |           |  |                 |  |                 |  |                  |  |                |
| 401  | 349     | Model obtaining needed service support                                                             | -                                             | X    | -     | -    | -        | -    | X         | -    | 2.25     | 2.87 | 309       | 5.12 |           |  |                 |  |                 |  |                  |  |                |
| 402  | 164     | Identify appropriate times to make social calls                                                    | X                                             | -    | -     | -    | -        | -    | -         | X    | 1.56     | 3.49 | 263       | 5.05 |           |  |                 |  |                 |  |                  |  |                |
| 403  | 032     | Identify/respond to main supersitilions                                                            | -                                             | X    | -     | -    | -        | X    | -         | X    | 3.41     | 1.63 | 402       | 5.04 |           |  |                 |  |                 |  |                  |  |                |
| 404  | 179     | Identify appropriate times to make condolence calls                                                | -                                             | -    | -     | -    | -        | -    | -         | X    | 0.38     | 4.64 | 177       | 5.02 |           |  |                 |  |                 |  |                  |  |                |
| 405  | 203     | Know that the arabesque and calligraphy are important art forms for Arab culture                   | X                                             | -    | -     | -    | -        | X    | -         | X    | 3.02     | 2.00 | 374       | 5.02 |           |  |                 |  |                 |  |                  |  |                |
| 406  | 257     | Identify/respond to typical body scents                                                            | -                                             | -    | -     | -    | -        | X    | -         | X    | 1.84     | 3.14 | 289       | 4.98 |           |  |                 |  |                 |  |                  |  |                |
| 407  | 178     | Identify appropriate tribute—flowers/card/memorial contribution                                    | -                                             | -    | -     | -    | -        | -    | -         | X    | 0.38     | 4.59 | 181       | 4.97 |           |  |                 |  |                 |  |                  |  |                |
| 408  | 378     | Identify approved and disapproved means of acquiring wealth                                        | -                                             | -    | -     | -    | X        | -    | -         | -    | 1.46     | 3.48 | 264       | 4.94 |           |  |                 |  |                 |  |                  |  |                |
| 409  | 373     | Identify indicators of wealth                                                                      | -                                             | -    | -     | -    | X        | -    | -         | -    | 1.46     | 3.45 | 266       | 4.91 |           |  |                 |  |                 |  |                  |  |                |
| 410  | 180     | Identify/respond to/model appropriate greetings                                                    | -                                             | -    | -     | -    | -        | -    | -         | X    | 0.38     | 4.48 | 189       | 4.86 |           |  |                 |  |                 |  |                  |  |                |
| 411  | 149     | Identify/respond to how long a formal banquet is likely to last                                    | X                                             | -    | -     | X    | -        | -    | -         | -    | 2.01     | 2.85 | 311       | 4.86 |           |  |                 |  |                 |  |                  |  |                |
| 412  | 227     | Model not eating too much too soon                                                                 | X                                             | -    | X     | X    | -        | -    | X         | X    | 3.29     | 1.56 | 407       | 4.85 |           |  |                 |  |                 |  |                  |  |                |
| 413  | 036     | Ask when lunch and supper are generally eaten                                                      | X                                             | -    | -     | -    | X        | X    | X         | X    | 3.70     | 1.15 | 438       | 4.85 |           |  |                 |  |                 |  |                  |  |                |
| 414  | 184     | Identify/respond to/model appropriate topics of conversation                                       | -                                             | -    | -     | -    | -        | -    | -         | X    | 0.38     | 4.40 | 195       | 4.78 |           |  |                 |  |                 |  |                  |  |                |
| 415  | 026     | Know that many shops are closed on Friday for Moslem merchants (also sometimes Thursday afternoon) | X                                             | -    | -     | -    | X        | -    | X         | X    | 3.02     | 1.67 | 399       | 4.69 |           |  |                 |  |                 |  |                  |  |                |
| 416  | 422     | Model putting correct postage on overseas letter                                                   | -                                             | -    | -     | X    | -        | -    | X         | X    | 1.21     | 3.42 | 268       | 4.63 |           |  |                 |  |                 |  |                  |  |                |
| 417  | 236     | Identify the role of sports in Arab culture                                                        | -                                             | X    | -     | -    | X        | -    | X         | X    | 3.41     | 1.21 | 433       | 4.62 |           |  |                 |  |                 |  |                  |  |                |
| 418  | 423     | Model mailing parcel to US                                                                         | -                                             | -    | -     | X    | -        | -    | X         | X    | 1.21     | 3.41 | 269       | 4.62 |           |  |                 |  |                 |  |                  |  |                |
| 419  | 235     | Identify participatory and observer roles in sports                                                | -                                             | X    | -     | -    | X        | -    | X         | X    | 3.41     | 1.17 | 436       | 4.58 |           |  |                 |  |                 |  |                  |  |                |
| 420  | 234     | Identify soccer as the only commonly played sport                                                  | -                                             | X    | -     | -    | X        | -    | X         | X    | 3.41     | 1.13 | 439       | 4.54 |           |  |                 |  |                 |  |                  |  |                |
| 421  | 397     | Identify/model assessing quality based on price                                                    | -                                             | -    | -     | -    | -        | X    | X         | X    | 1.06     | 3.44 | 267       | 4.50 |           |  |                 |  |                 |  |                  |  |                |
| 422  | 183     | Identify/model accepting/rejecting food/drink as appropriate                                       | -                                             | -    | -     | -    | -        | -    | X         | X    | 0.38     | 4.11 | 217       | 4.49 |           |  |                 |  |                 |  |                  |  |                |
| 423  | 005     | Develop a personal relationship and find ways to exchange favors with counterparts                 | -                                             | -    | -     | -    | X        | X    | X         | X    | 2.52     | 1.92 | 380       | 4.44 |           |  |                 |  |                 |  |                  |  |                |
| 424  | 186     | Identify/model appropriate behavior to conclude the visit                                          | -                                             | -    | -     | -    | -        | -    | -         | X    | 0.38     | 4.01 | 224       | 4.39 |           |  |                 |  |                 |  |                  |  |                |
| 425  | 204     | Identify examples of calligraphy and the arabesque                                                 | X                                             | -    | -     | -    | X        | -    | X         | X    | 3.02     | 1.35 | 423       | 4.37 |           |  |                 |  |                 |  |                  |  |                |
| 426  | 209     | Identify the importance of poetry                                                                  | X                                             | -    | -     | -    | X        | -    | X         | X    | 3.02     | 1.29 | 427       | 4.31 |           |  |                 |  |                 |  |                  |  |                |
| 427  | 210     | Identify functions and purpose of prose                                                            | X                                             | -    | -     | -    | X        | -    | X         | X    | 3.02     | 1.27 | 429       | 4.29 |           |  |                 |  |                 |  |                  |  |                |
| 428  | 185     | Identify/model how long to stay                                                                    | -                                             | -    | -     | -    | -        | -    | -         | X    | 0.38     | 3.89 | 233       | 4.27 |           |  |                 |  |                 |  |                  |  |                |
| 429  | 419     | Model renting a post office box                                                                    | -                                             | -    | -     | X    | -        | -    | X         | X    | 1.21     | 3.04 | 297       | 4.25 |           |  |                 |  |                 |  |                  |  |                |
| 430  | 208     | Identify main genres of oral literature                                                            | X                                             | -    | -     | -    | X        | -    | X         | X    | 3.02     | 1.23 | 432       | 4.25 |           |  |                 |  |                 |  |                  |  |                |

| 1                                             | 2       | 3                                                                          | 4                  | 5     | 6        | 7          | 8        | 9         | 10        | 11              | 12              | 13               | 14             |
|-----------------------------------------------|---------|----------------------------------------------------------------------------|--------------------|-------|----------|------------|----------|-----------|-----------|-----------------|-----------------|------------------|----------------|
| Mission Weightings — Foreign Internal Defense |         |                                                                            |                    |       |          |            |          |           |           |                 |                 |                  |                |
| Rank                                          | Item No | Behavior                                                                   | Mission Weightings |       |          |            |          |           |           |                 |                 |                  |                |
|                                               |         |                                                                            | Advise/Assist      | Train | Evaluate | Cmd & Ctrl | Security | Logistics | Personnel | Mission Weights | Culture Weights | Culture Rankings | Overall Weight |
| 431                                           | 418     | Model buying stamps                                                        | 1.18               | 1.57  | 0.90     | 0.83       | 1.46     | 0.68      | 0.38      | 7.00            | 3.01            | 299              | 4.22           |
| 432                                           | 212     | Identify folk instruments                                                  | X                  | -     | -        | -          | X        | -         | X         | 3.02            | 1.12            | 440              | 4.14           |
| 433                                           | 213     | Know that harmony is not common in Arab music—either vocal or instrumental | X                  | -     | -        | -          | X        | -         | X         | 3.02            | 1.11            | 441              | 4.13           |
| 434                                           | 211     | Identify functions and purpose of film                                     | X                  | -     | -        | -          | X        | -         | X         | 3.02            | 1.04            | 446              | 4.06           |
| 435                                           | 181     | Identify/model appropriate methods of expressing condolences               | -                  | -     | -        | -          | -        | -         | X         | 0.38            | 3.65            | 251              | 4.03           |
| 436                                           | 379     | Identify normal means of disposing of wealth                               | -                  | -     | -        | -          | X        | -         | -         | 1.46            | 2.53            | 335              | 3.99           |
| 437                                           | 254     | Identify normal locations of bathing facilities                            | -                  | -     | -        | -          | X        | -         | X         | 1.84            | 2.11            | 366              | 3.95           |
| 438                                           | 372     | Identify/respond to how wealth is defined                                  | -                  | -     | -        | -          | X        | -         | -         | 1.46            | 2.47            | 339              | 3.93           |
| 439                                           | 168     | Identify/model exchange of personal information/calling cards              | X                  | -     | -        | -          | -        | -         | X         | 1.56            | 2.10            | 367              | 3.66           |
| 440                                           | 253     | Identify common modes of bathing                                           | -                  | -     | -        | -          | X        | -         | X         | 1.84            | 1.79            | 390              | 3.63           |
| 441                                           | 035     | Ask when stores/offices/banks tend to be open                              | -                  | -     | -        | -          | X        | X         | X         | 2.52            | 1.03            | 447              | 3.55           |
| 442                                           | 256     | Identify normal bathing frequency                                          | -                  | -     | -        | -          | X        | -         | X         | 1.84            | 1.62            | 403              | 3.46           |
| 443                                           | 377     | Identify responsibilities accompanying the inheritance of wealth           | -                  | -     | -        | -          | X        | -         | -         | 1.46            | 1.88            | 383              | 3.34           |
| 444                                           | 400     | Model a credit retail transaction                                          | -                  | -     | -        | -          | -        | X         | X         | 1.06            | 2.06            | 370              | 3.12           |
| 445                                           | 263     | Identify broken toilet before use                                          | -                  | -     | -        | -          | -        | -         | -         | 0.00            | 3.02            | 298              | 3.02           |
| 446                                           | 182     | Identify/model appropriate seating/posture                                 | -                  | -     | -        | -          | -        | -         | X         | 0.38            | 2.59            | 330              | 2.97           |
| 447                                           | 187     | Identify/model appropriate subsequent follow-up                            | -                  | -     | -        | -          | -        | -         | X         | 0.38            | 2.08            | 368              | 2.46           |
| 448                                           | 264     | Model appropriate action regarding broken toilet                           | -                  | -     | -        | -          | -        | -         | -         | 0.00            | 2.07            | 369              | 2.07           |

# APPENDIX T

## Preliminary Prioritization of Skills for Training — Russian/UW

| 1    | 2       | 3                                                                                                  | 4                                           | 5    | 6    | 7              | 8    | 9         | 10    | 11              | 12              |                |
|------|---------|----------------------------------------------------------------------------------------------------|---------------------------------------------|------|------|----------------|------|-----------|-------|-----------------|-----------------|----------------|
|      |         |                                                                                                    | Mission Weightings — Unconventional Warfare |      |      |                |      |           |       |                 |                 |                |
| Rank | Item No | Behavior                                                                                           | Advise/Assist                               |      |      | Intel/Security |      | Logistics | PSYOP | Mission Weights | Culture Weights | Overall Weight |
|      |         |                                                                                                    | 1.97                                        | 1.52 | 0.69 | 1.73           | 0.71 | 0.38      | 7.00  |                 |                 |                |
| 1    | 281     | Identify / respond to rank                                                                         | X                                           | X    | X    | X              | X    | X         | X     | 7.00            | 6.93            | 13.93          |
| 2    | 374     | Identify/respond to the safety of the water supply and sources of potable water other than the tap | X                                           | X    | X    | X              | X    | X         | X     | 7.00            | 6.91            | 13.91          |
| 3    | 280     | Identify category (officer / warrant / noncommissioned / other ranks)                              | X                                           | X    | X    | X              | X    | X         | X     | 7.00            | 6.83            | 13.83          |
| 4    | 072     | Identify/respond to typical expressions of aggression                                              | X                                           | X    | X    | X              | X    | X         | X     | 7.00            | 6.68            | 13.68          |
| 5    | 373     | Identify/respond to main health risks for outsiders                                                | X                                           | X    | X    | X              | X    | X         | X     | 7.00            | 6.66            | 13.66          |
| 6    | 034     | Model appropriate behavior toward married female                                                   | X                                           | X    | X    | X              | X    | X         | X     | 7.00            | 6.63            | 13.63          |
| 7    | 053     | Identify/respond to insult in scripted conversation                                                | X                                           | X    | X    | X              | X    | X         | X     | 7.00            | 6.61            | 13.61          |
| 8    | 372     | Identify main health risks for members of the culture                                              | X                                           | X    | X    | X              | X    | X         | X     | 7.00            | 6.57            | 13.57          |
| 9    | 279     | Identify / respond to key individuals                                                              | X                                           | X    | X    | X              | X    | X         | X     | 7.00            | 6.30            | 13.30          |
| 10   | 278     | Identify / respond to uniforms of different services                                               | X                                           | X    | X    | X              | X    | X         | X     | 7.00            | 6.27            | 13.27          |
| 11   | 155     | Identify officially recognized languages used and contexts in which they are used                  | X                                           | X    | X    | X              | X    | X         | X     | 7.00            | 6.24            | 13.24          |
| 12   | 375     | Model water purification techniques                                                                | X                                           | X    | X    | X              | X    | X         | X     | 7.00            | 6.15            | 13.15          |
| 13   | 302     | Identify / respond to / model voice radio procedures                                               | X                                           | X    | X    | X              | X    | X         | X     | 7.00            | 6.05            | 13.05          |
| 14   | 388     | Model making an international call                                                                 | X                                           | X    | X    | X              | X    | -         | X     | 6.29            | 6.76            | 13.05          |
| 15   | 391     | Identify/model how to access e-mail systems                                                        | X                                           | X    | X    | X              | X    | -         | X     | 6.29            | 6.73            | 13.02          |
| 16   | 284     | Identify mission, functions, and structures of strategic organizations                             | X                                           | X    | X    | X              | X    | -         | X     | 6.29            | 6.71            | 13.00          |
| 17   | 406     | Identify typical road conditions                                                                   | X                                           | X    | -    | X              | X    | X         | X     | 6.31            | 6.64            | 12.95          |
| 18   | 338     | Model having sufficient currency to cover routine requirements                                     | X                                           | X    | X    | X              | X    | X         | X     | 7.00            | 5.92            | 12.92          |
| 19   | 007     | Identify/respond to Russian perception of human rights                                             | X                                           | X    | X    | X              | X    | X         | X     | 7.00            | 5.89            | 12.89          |
| 20   | 336     | Identify/respond to/model using banknotes                                                          | X                                           | X    | X    | X              | X    | X         | X     | 7.00            | 5.88            | 12.88          |
| 21   | 057     | Identify hostile gestures and respond                                                              | X                                           | X    | X    | X              | X    | X         | X     | 7.00            | 5.87            | 12.87          |
| 22   | 069     | Identify/respond to Russian concept of "ponyadok"                                                  | X                                           | X    | X    | X              | X    | X         | X     | 7.00            | 5.85            | 12.85          |
| 23   | 387     | Model making a local call from a public telephone                                                  | X                                           | X    | X    | X              | -    | X         | X     | 6.29            | 6.47            | 12.76          |
| 24   | 030     | Use title, proper form of address in written communications                                        | X                                           | X    | X    | X              | X    | X         | X     | 7.00            | 5.74            | 12.74          |
| 25   | 156     | Identify/respond to/model basic phrases in scripted conversation                                   | X                                           | X    | X    | X              | X    | X         | X     | 7.00            | 5.72            | 12.72          |
| 26   | 046     | Identify culturally-unacceptable compromises in scripted negotiations                              | X                                           | X    | X    | X              | X    | X         | X     | 7.00            | 5.68            | 12.68          |

Mission Weightings — Unconventional Warfare

| Rank | Item No | Behavior                                                                                              | Advise/Assist | Train | CCC  | Intel/Security | Logistics | PSYOP | Mission Weights | Culture Weights | Overall Weight |
|------|---------|-------------------------------------------------------------------------------------------------------|---------------|-------|------|----------------|-----------|-------|-----------------|-----------------|----------------|
| 27   | 277     | Identify components of the defense establishment                                                      | 1.97          | 1.52  | 0.69 | 1.73           | 0.71      | 0.38  | 7.00            | 5.67            | 12.67          |
| 28   | 389     | Identify/respond to model knowing when and how a fax may be sent                                      | X             | X     | X    | X              | X         | X     | X               | 7.00            | 12.67          |
| 29   | 285     | Identify mission, functions, and structures of tactical and operational organizations and units       | X             | X     | X    | X              | -         | X     | 6.29            | 6.37            | 12.66          |
| 30   | 045     | Model appropriate behavior during scripted negotiations                                               | X             | X     | X    | X              | -         | X     | 6.29            | 6.34            | 12.63          |
| 31   | 062     | Identify hostile behaviors and respond appropriately during scripted conversation                     | X             | X     | X    | X              | X         | X     | 7.00            | 5.61            | 12.61          |
| 32   | 407     | Model planning the most economical route in terms of time and money                                   | X             | X     | X    | X              | X         | X     | 7.00            | 5.58            | 12.58          |
| 33   | 376     | Identify types of treatment in use                                                                    | X             | X     | -    | X              | X         | X     | 6.31            | 6.17            | 12.48          |
| 34   | 337     | Identify/respond to where and for what credit cards can typically be used                             | X             | X     | X    | X              | X         | X     | 7.00            | 5.46            | 12.46          |
| 35   | 287     | Identify doctrine and procedures for conducting constabulary operations                               | X             | X     | X    | X              | X         | X     | 7.00            | 5.45            | 12.45          |
| 36   | 390     | Identify/model how to send local and international telegrams                                          | X             | X     | X    | X              | X         | X     | 7.00            | 5.41            | 12.41          |
| 37   | 059     | Model avoiding offensive gestures in scripted conversation                                            | X             | X     | X    | X              | -         | X     | 6.29            | 6.08            | 12.37          |
| 38   | 286     | Identify doctrine and procedures for conducting conventional operations                               | X             | X     | X    | X              | X         | X     | 7.00            | 5.32            | 12.32          |
| 39   | 229     | Identify degree of privacy expected                                                                   | X             | X     | X    | X              | X         | X     | 7.00            | 5.31            | 12.31          |
| 40   | 051     | Identify inappropriate elicitation techniques                                                         | X             | X     | X    | X              | X         | X     | 7.00            | 5.28            | 12.28          |
| 41   | 235     | Identify/respond to extreme cold weather.                                                             | X             | X     | X    | X              | X         | X     | 7.00            | 5.22            | 12.22          |
| 42   | 028     | Correctly use title, proper form of address in business meetings                                      | X             | X     | X    | X              | X         | X     | 7.00            | 5.18            | 12.18          |
| 43   | 103     | Identify social strata from clothing, mannerisms, speech patterns                                     | X             | X     | X    | X              | X         | X     | 7.00            | 5.13            | 12.13          |
| 44   | 305     | Identify / respond to / model whom to salute                                                          | X             | X     | -    | X              | -         | X     | 5.60            | 6.50            | 12.10          |
| 45   | 164     | Identify local sources, time required, and costs of quality translation work                          | X             | X     | -    | X              | -         | -     | 5.22            | 6.87            | 12.09          |
| 46   | 307     | Identify / respond to / model how to address a senior                                                 | X             | X     | X    | X              | X         | X     | 7.00            | 5.06            | 12.06          |
| 47   | 283     | Identify mission, functions, and structures of joint organizations                                    | X             | X     | -    | X              | -         | X     | 5.60            | 6.45            | 12.05          |
| 48   | 306     | Identify / respond to / model when and when not to salute                                             | X             | X     | X    | X              | -         | X     | 6.29            | 5.75            | 12.04          |
| 49   | 230     | Identify/respond to/model appropriate request to use a toilet                                         | X             | X     | -    | X              | -         | -     | 5.22            | 6.81            | 12.03          |
| 50   | 232     | Model appropriate use of toilet                                                                       | X             | X     | X    | X              | X         | X     | 7.00            | 5.00            | 12.00          |
| 51   | 231     | Identify/respond to appropriate methods of cleaning up                                                | X             | X     | X    | X              | X         | X     | 7.00            | 4.98            | 11.98          |
| 52   | 288     | Identify command and control doctrine and procedures                                                  | X             | X     | X    | X              | X         | X     | 7.00            | 4.95            | 11.95          |
| 53   | 233     | Identify/respond appropriately to potential conflicts between values regarding ethnic/minority groups | X             | X     | X    | X              | -         | X     | 6.29            | 5.64            | 11.93          |
| 54   | 002     | Identify/respond to differences in perceptions of key concepts between Russians and Americans         | X             | X     | -    | X              | -         | X     | 5.60            | 6.33            | 11.93          |
| 55   | 378     | Identify/respond to professional qualifications of health care practitioners                          | X             | X     | X    | X              | X         | X     | 7.00            | 4.88            | 11.88          |
| 56   | 067     | Identify/respond to normal cultural expectations from authority                                       | X             | X     | -    | X              | -         | X     | 5.60            | 6.25            | 11.85          |
|      |         |                                                                                                       | X             | X     | X    | X              | -         | X     | 6.29            | 5.55            | 11.84          |

| 1    | 2       | 3                                                                                          | 4             | Mission Weightings — Unconventional Warfare |      |       |      |      |      |                |   |           |   |       |   |                 |      |                 |       |                |
|------|---------|--------------------------------------------------------------------------------------------|---------------|---------------------------------------------|------|-------|------|------|------|----------------|---|-----------|---|-------|---|-----------------|------|-----------------|-------|----------------|
| Rank | Item No | Behavior                                                                                   | Advise/Assist |                                             |      | Train |      | CCC  |      | Intel/Security |   | Logistics |   | PSYOP |   | Mission Weights |      | Culture Weights |       | Overall Weight |
|      |         |                                                                                            | 1.97          | 1.52                                        | 0.69 | 1.73  | 0.71 | 0.38 | 7.00 |                |   |           |   |       |   |                 |      |                 |       |                |
| 57   | 078     | Identify/respond to responses to authority                                                 | X             | X                                           | X    | X     | X    | X    | X    | X              | X | X         | X | X     | X | X               | 7.00 | 4.82            | 11.82 |                |
| 58   | 047     | Identify when not appropriate to initiate a conversation                                   | X             | X                                           | X    | X     | X    | X    | X    | X              | X | X         | X | X     | X | X               | 7.00 | 4.80            | 11.80 |                |
| 59   | 029     | Use correct form of address in social situations                                           | X             | X                                           | X    | X     | X    | X    | X    | X              | X | X         | X | X     | X | X               | 7.00 | 4.78            | 11.78 |                |
| 60   | 081     | Identify/respond to perceived threats to cultural integrity                                | X             | X                                           | X    | X     | X    | X    | X    | X              | X | -         | X | X     | X | X               | 6.29 | 5.44            | 11.73 |                |
| 61   | 234     | Identify/respond to weather patterns                                                       | X             | X                                           | X    | X     | X    | X    | X    | X              | X | X         | X | X     | X | X               | 7.00 | 4.69            | 11.69 |                |
| 62   | 052     | Model appropriate elicitation techniques in scripted conversation                          | X             | X                                           | X    | X     | X    | X    | X    | X              | X | X         | X | X     | X | X               | 7.00 | 4.67            | 11.67 |                |
| 63   | 386     | Identify/respond to/model appropriate etiquette for incoming and outgoing calls            | X             | X                                           | X    | X     | X    | X    | X    | X              | X | -         | X | X     | X | X               | 6.29 | 5.35            | 11.64 |                |
| 64   | 308     | Identify / respond to / model how to address a junior                                      | X             | X                                           | X    | -     | X    | -    | X    | -              | X | -         | X | X     | X | X               | 5.60 | 6.04            | 11.64 |                |
| 65   | 104     | Identify/respond appropriately to potential conflicts in attitudes/ behaviors/focal values | X             | X                                           | X    | -     | X    | -    | X    | -              | X | -         | X | X     | X | X               | 5.60 | 6.00            | 11.60 |                |
| 66   | 056     | Identify scripted warnings and respond appropriately                                       | X             | X                                           | X    | X     | X    | X    | X    | X              | X | X         | X | X     | X | X               | 7.00 | 4.57            | 11.57 |                |
| 67   | 080     | Identify actual threats to cultural integrity                                              | X             | X                                           | X    | X     | X    | X    | X    | X              | X | -         | X | X     | X | X               | 6.29 | 5.26            | 11.55 |                |
| 68   | 033     | Model appropriate behavior toward unmarried female                                         | X             | X                                           | X    | X     | X    | X    | X    | X              | X | X         | X | X     | X | X               | 7.00 | 4.55            | 11.55 |                |
| 69   | 086     | Identify/respond to/model accepted methods of conflict resolution                          | X             | X                                           | X    | X     | X    | X    | X    | X              | X | -         | X | X     | X | X               | 6.29 | 5.25            | 11.54 |                |
| 70   | 061     | Identify friendly behaviors and respond appropriately during scripted conversation         | X             | X                                           | X    | X     | X    | X    | X    | X              | X | X         | X | X     | X | X               | 7.00 | 4.52            | 11.52 |                |
| 71   | 296     | Identify procedures for unit training                                                      | X             | X                                           | X    | -     | X    | X    | X    | X              | X | X         | X | X     | X | X               | 6.31 | 5.21            | 11.52 |                |
| 72   | 008     | Identify/respond to role of ethics, morality, and friendship in decision-making            | X             | -                                           | X    | X     | X    | X    | X    | X              | X | -         | X | X     | X | X               | 4.77 | 6.67            | 11.44 |                |
| 73   | 095     | Identify how Americans consider the culture's history                                      | X             | X                                           | X    | -     | X    | -    | X    | -              | X | -         | X | X     | X | X               | 5.60 | 5.84            | 11.44 |                |
| 74   | 297     | Identify normal sources and availability of materiel                                       | X             | X                                           | X    | -     | X    | -    | X    | X              | X | X         | X | X     | X | X               | 6.31 | 5.11            | 11.42 |                |
| 75   | 083     | Identify/respond to the value and importance ascribed to education                         | X             | X                                           | X    | -     | X    | -    | X    | -              | X | -         | X | X     | X | X               | 5.60 | 5.79            | 11.39 |                |
| 76   | 017     | Understand main taboos and avoid behaviors which can be offensive due to prohibited nature | X             | X                                           | X    | X     | X    | X    | X    | X              | X | X         | X | X     | X | X               | 7.00 | 4.34            | 11.34 |                |
| 77   | 043     | Model appropriate response to interruptions during scripted conversation                   | X             | X                                           | X    | X     | X    | X    | X    | X              | X | X         | X | X     | X | X               | 7.00 | 4.29            | 11.29 |                |
| 78   | 044     | Model appropriate turn-taking behavior during scripted conversation                        | X             | X                                           | X    | X     | X    | X    | X    | X              | X | X         | X | X     | X | X               | 7.00 | 4.27            | 11.27 |                |
| 79   | 295     | Identify procedures for individual training in schools and units                           | X             | X                                           | X    | -     | X    | X    | X    | X              | X | X         | X | X     | X | X               | 6.31 | 4.96            | 11.27 |                |
| 80   | 055     | Identify scripted friendly gestures and respond appropriately                              | X             | X                                           | X    | X     | X    | X    | X    | X              | X | X         | X | X     | X | X               | 7.00 | 4.26            | 11.26 |                |
| 81   | 394     | Model buying stamps for domestic and overseas letters                                      | X             | -                                           | X    | X     | X    | X    | X    | X              | X | -         | X | X     | X | X               | 4.77 | 6.40            | 11.17 |                |
| 82   | 096     | Identify disconnects between Russian and American consideration of the same history        | X             | X                                           | X    | -     | X    | -    | X    | -              | X | -         | X | X     | X | X               | 5.60 | 5.56            | 11.16 |                |
| 83   | 396     | Model correctly addressing a letter                                                        | X             | -                                           | X    | X     | X    | X    | X    | X              | X | -         | X | X     | X | X               | 4.77 | 6.38            | 11.15 |                |
| 84   | 108     | Identify/respond to/model wearing appropriate clothing                                     | X             | X                                           | X    | X     | X    | X    | X    | X              | X | X         | X | X     | X | X               | 7.00 | 4.14            | 11.14 |                |
| 85   | 082     | Identify/respond to attitudes regarding specific aspects of American culture               | X             | X                                           | X    | X     | X    | X    | X    | X              | X | -         | X | X     | X | X               | 6.29 | 4.85            | 11.14 |                |
| 86   | 079     | Identify/respond to notions of cultural superiority without giving offense                 | X             | X                                           | X    | -     | X    | -    | X    | -              | X | -         | X | X     | X | X               | 5.60 | 5.48            | 11.08 |                |

| Rank | Item No | Behavior                                                                                                     | Advise/Assist | Train | CCC | Intel/Security | Logistics | PSYOP | Mission Weights | Culture Weights | Overall Weight |
|------|---------|--------------------------------------------------------------------------------------------------------------|---------------|-------|-----|----------------|-----------|-------|-----------------|-----------------|----------------|
| 87   | 003     | Identify/respond to accepted standards of personal responsibility                                            | X             | X     | X   | X              | X         | X     | 7.00            | 4.04            | 11.04          |
| 88   | 109     | Identify/respond to/model appropriate formality for introductions                                            | X             | X     | X   | X              | X         | X     | 7.00            | 3.94            | 10.94          |
| 89   | 222     | Identify the role that liquor plays                                                                          | X             | -     | -   | X              | -         | X     | 4.08            | 6.86            | 10.94          |
| 90   | 032     | Model appropriate behavior toward married male                                                               | X             | X     | X   | X              | X         | X     | 7.00            | 3.93            | 10.93          |
| 91   | 038     | Model appropriate behavior toward homosexual man                                                             | X             | -     | -   | X              | -         | X     | 4.08            | 6.84            | 10.92          |
| 92   | 162     | Model using simplified English                                                                               | X             | X     | X   | X              | X         | X     | 7.00            | 3.87            | 10.87          |
| 93   | 060     | Model standing next to someone according to Russian concept of interpersonal space                           | X             | X     | X   | X              | X         | X     | 7.00            | 3.86            | 10.86          |
| 94   | 163     | Model appropriate use of a consecutive interpreter                                                           | X             | X     | X   | X              | X         | X     | 7.00            | 3.84            | 10.84          |
| 95   | 157     | Model reading from a phrase dictionary                                                                       | X             | X     | X   | X              | X         | X     | 7.00            | 3.81            | 10.81          |
| 96   | 393     | Identify mail boxes and post offices                                                                         | X             | -     | X   | X              | -         | X     | 4.77            | 6.02            | 10.79          |
| 97   | 397     | Model mailing parcel to the USA                                                                              | X             | -     | X   | X              | -         | X     | 4.77            | 6.01            | 10.78          |
| 98   | 010     | Identify/respond to indicators of status in Russian culture                                                  | X             | X     | -   | X              | -         | X     | 5.60            | 5.16            | 10.76          |
| 99   | 012     | Identify/model appropriate behavior during religious services or ceremonies                                  | X             | X     | X   | X              | X         | X     | 7.00            | 3.74            | 10.74          |
| 100  | 299     | Identify normal sources and availability of transportation support                                           | X             | X     | -   | X              | X         | X     | 6.31            | 4.43            | 10.74          |
| 101  | 037     | Identify/respond to attitudes towards American individuals                                                   | X             | X     | X   | X              | X         | X     | 7.00            | 3.73            | 10.73          |
| 102  | 399     | Identify/respond to legal restraints on self-published materials                                             | X             | X     | -   | X              | X         | X     | 6.31            | 4.40            | 10.71          |
| 103  | 058     | Model using gestures appropriate to content and audience in scripted conversation                            | X             | X     | X   | X              | X         | X     | 7.00            | 3.70            | 10.70          |
| 104  | 400     | Identify/respond to effective means to distribute self-published materials                                   | X             | X     | -   | X              | X         | X     | 6.31            | 4.39            | 10.70          |
| 105  | 223     | Identify/respond to/model appropriate behavior regarding liquor, to include polite manner in which to refuse | X             | -     | -   | X              | -         | X     | 4.08            | 6.60            | 10.68          |
| 106  | 220     | Identify the legal and illegal drugs, and sanctions for using illegal drugs                                  | X             | -     | -   | X              | -         | -     | 3.70            | 6.96            | 10.66          |
| 107  | 054     | Model maintaining appropriate eye contact during a scripted conversation                                     | X             | X     | X   | X              | X         | X     | 7.00            | 3.66            | 10.66          |
| 108  | 124     | Identify/model appropriate time to arrive for a business calls                                               | X             | X     | X   | X              | X         | X     | 7.00            | 3.64            | 10.64          |
| 109  | 319     | Identify/respond to attitudes toward corruption                                                              | X             | -     | -   | X              | -         | X     | 4.08            | 6.56            | 10.64          |
| 110  | 161     | Identify ability of members of the culture to use English                                                    | X             | X     | X   | X              | X         | X     | 7.00            | 3.61            | 10.61          |
| 111  | 065     | Identify/respond to typical attitudes toward political authority                                             | X             | X     | X   | X              | -         | X     | 6.29            | 4.32            | 10.61          |
| 112  | 317     | Identify/respond to accepted standards and practices in personal business transactions                       | X             | -     | X   | X              | X         | X     | 5.48            | 5.12            | 10.60          |
| 113  | 158     | Read simple words and phrases in the Cyrillic alphabet                                                       | X             | X     | X   | X              | X         | X     | 7.00            | 3.56            | 10.56          |
| 114  | 064     | Identify/respond to typical attitudes toward family authority                                                | X             | X     | X   | X              | -         | X     | 6.29            | 4.23            | 10.52          |
| 115  | 102     | Identify basis upon which distinctions in social position rest in Russia                                     | X             | X     | -   | X              | -         | X     | 5.60            | 4.90            | 10.50          |
| 116  | 395     | Identify services available at post offices                                                                  | X             | -     | X   | X              | -         | X     | 4.77            | 5.71            | 10.48          |

| 1                                           | 2       | 3                                                                                          | 4             | 5     | 6    | 7              | 8         | 9     | 10              | 11              | 12             |
|---------------------------------------------|---------|--------------------------------------------------------------------------------------------|---------------|-------|------|----------------|-----------|-------|-----------------|-----------------|----------------|
| Mission Weightings — Unconventional Warfare |         |                                                                                            |               |       |      |                |           |       |                 |                 |                |
| Rank                                        | Item No | Behavior                                                                                   | Advise/Assist | Train | CCC  | Intel/Security | Logistics | PSYOP | Mission Weights | Culture Weights | Overall Weight |
|                                             |         |                                                                                            | 1.97          | 1.52  | 0.69 | 1.73           | 0.71      | 0.38  | 7.00            |                 |                |
| 117                                         | 160     | Identify willingness of members the culture to use English                                 | X             | X     | X    | X              | X         | X     | 7.00            | 3.45            | 10.45          |
| 118                                         | 304     | Identify tensions within the armed forces                                                  | X             | -     | -    | X              | -         | X     | 4.08            | 6.35            | 10.43          |
| 119                                         | 031     | Model appropriate behavior toward unmarried male                                           | X             | X     | X    | X              | X         | X     | 7.00            | 3.43            | 10.43          |
| 120                                         | 318     | Identify how corruption is defined                                                         | X             | -     | -    | X              | -         | X     | 4.08            | 6.31            | 10.39          |
| 121                                         | 076     | Identify/respond to the role of the individual within a group                              | X             | X     | -    | X              | -         | X     | 5.60            | 4.79            | 10.39          |
| 122                                         | 298     | Identify / respond to normal sources and availability of maintenance support               | X             | X     | -    | X              | X         | X     | 6.31            | 4.07            | 10.38          |
| 123                                         | 377     | Identify quality and thoroughness of health care regulation                                | X             | X     | -    | X              | -         | X     | 5.60            | 4.73            | 10.33          |
| 124                                         | 016     | Gestures/behaviors appropriate/inappropriate with religious leaders                        | X             | X     | X    | X              | X         | X     | 7.00            | 3.33            | 10.33          |
| 125                                         | 013     | Identify/respond to gestures/body language in response to symbols                          | X             | X     | X    | X              | X         | X     | 7.00            | 3.31            | 10.31          |
| 126                                         | 070     | Identify/respond to cultural concepts of individual identity                               | X             | X     | -    | X              | -         | X     | 5.60            | 4.70            | 10.30          |
| 127                                         | 041     | Identify/respond to frequently-used euphemisms                                             | X             | X     | X    | X              | X         | X     | 7.00            | 3.28            | 10.28          |
| 128                                         | 050     | Model a telephone call that you initiated                                                  | X             | X     | X    | X              | X         | X     | 7.00            | 3.27            | 10.27          |
| 129                                         | 009     | Identify/respond to Russian perception of respect for the environment                      | X             | X     | X    | X              | X         | X     | 7.00            | 3.25            | 10.25          |
| 130                                         | 266     | Identify a member of the militia                                                           | X             | X     | -    | X              | -         | X     | 5.60            | 4.56            | 10.16          |
| 131                                         | 392     | Identify classes of postal service and prices associated with them                         | X             | -     | X    | X              | -         | X     | 4.77            | 5.38            | 10.15          |
| 132                                         | 320     | Identify what social and community services are provided                                   | X             | X     | -    | X              | -         | X     | 5.60            | 4.46            | 10.06          |
| 133                                         | 014     | Identify a place of worship; model appropriate behavior near and inside a place of worship | X             | X     | X    | X              | X         | X     | 7.00            | 3.05            | 10.05          |
| 134                                         | 071     | Identify/respond to conditions causing stress in members of the culture                    | X             | X     | X    | X              | -         | X     | 6.29            | 3.76            | 10.05          |
| 135                                         | 026     | Recognize components of Russian name                                                       | X             | X     | X    | X              | X         | X     | 7.00            | 3.02            | 10.02          |
| 136                                         | 027     | Identify Russian titles                                                                    | X             | X     | X    | X              | X         | X     | 7.00            | 3.01            | 10.01          |
| 137                                         | 122     | Identify appropriate times to make business/professional calls                             | X             | X     | X    | X              | X         | X     | 7.00            | 3.00            | 10.00          |
| 138                                         | 042     | Identify/respond to historical allusions in scripted conversation                          | X             | X     | X    | X              | X         | X     | 7.00            | 2.88            | 9.88           |
| 139                                         | 282     | Identify/respond to pay issues                                                             | X             | -     | -    | X              | -         | X     | 4.08            | 5.78            | 9.86           |
| 140                                         | 049     | Model when and how to terminate a conversation                                             | X             | X     | X    | X              | X         | X     | 7.00            | 2.85            | 9.85           |
| 141                                         | 323     | Identify types of resources available                                                      | X             | X     | -    | X              | X         | X     | 6.31            | 3.54            | 9.85           |
| 142                                         | 048     | Model how to initiate a conversation                                                       | X             | X     | X    | X              | X         | X     | 7.00            | 2.84            | 9.84           |
| 143                                         | 363     | Model surrendering visa and passport and retrieving                                        | -             | -     | -    | X              | X         | X     | 2.82            | 6.99            | 9.81           |
| 144                                         | 123     | Model making an appointment for a business/professional call                               | X             | X     | X    | X              | X         | X     | 7.00            | 2.79            | 9.79           |
| 145                                         | 334     | Identify places to exchange currency legally                                               | -             | -     | -    | X              | X         | X     | 2.82            | 6.94            | 9.76           |
| 146                                         | 332     | Identify what economic requirements are met from indigenous sources                        | X             | X     | X    | X              | X         | X     | 7.00            | 2.75            | 9.75           |

| 1    | 2       | 3                                                                                                            | 4                                           | 5     | 6    | 7              | 8         | 9     | 10              | 11              | 12             |
|------|---------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------|-------|------|----------------|-----------|-------|-----------------|-----------------|----------------|
|      |         |                                                                                                              | Mission Weightings — Unconventional Warfare |       |      |                |           |       |                 |                 |                |
| Rank | Item No | Behavior                                                                                                     | Advise/Assist                               | Train | CCC  | Intel/Security | Logistics | PSYOP | Mission Weights | Culture Weights | Overall Weight |
|      |         |                                                                                                              | 1.97                                        | 1.52  | 0.69 | 1.73           | 0.71      | 0.38  | 7.00            |                 |                |
| 147  | 159     | Identify/respond appropriately to signage                                                                    | X                                           | X     | X    | X              | X         | X     | 7.00            | 2.74            | 9.74           |
| 148  | 209     | Identify normal sequence of courses for "obed"                                                               | X                                           | X     | X    | X              | X         | X     | 7.00            | 2.72            | 9.72           |
| 149  | 419     | Identify various educational institutions in the Russian system                                              | X                                           | X     | -    | X              | -         | X     | 5.60            | 4.11            | 9.71           |
| 150  | 385     | Identify/respond to availability and costs associated with courier service                                   | X                                           | -     | X    | X              | -         | X     | 4.77            | 4.93            | 9.70           |
| 151  | 023     | Identify major holidays                                                                                      | X                                           | X     | X    | X              | X         | X     | 7.00            | 2.67            | 9.67           |
| 152  | 077     | Identify/respond to attitudes toward authority figures                                                       | X                                           | -     | X    | X              | -         | X     | 4.77            | 4.89            | 9.66           |
| 153  | 011     | Identify/respond to times when religious services occur                                                      | X                                           | X     | X    | X              | X         | X     | 7.00            | 2.64            | 9.64           |
| 154  | 364     | Identify stamp on visa                                                                                       | -                                           | -     | -    | X              | X         | X     | 2.82            | 6.80            | 9.62           |
| 155  | 107     | Identify/respond to/model appropriate grooming                                                               | X                                           | X     | X    | X              | X         | X     | 7.00            | 2.59            | 9.59           |
| 156  | 073     | Identify/respond to the ways in which members of the culture respond to external stimuli                     | X                                           | X     | -    | X              | -         | X     | 5.60            | 3.97            | 9.57           |
| 157  | 100     | Identify/respond to perceived rate of change                                                                 | X                                           | X     | -    | X              | -         | X     | 5.60            | 3.96            | 9.56           |
| 158  | 236     | Identify overall geographical features                                                                       | X                                           | X     | X    | X              | X         | X     | 7.00            | 2.52            | 9.52           |
| 159  | 066     | Identify respond to typical attitudes toward educational authority                                           | X                                           | X     | X    | X              | -         | X     | 6.29            | 3.14            | 9.43           |
| 160  | 335     | Identify currency conversion rules, exchange rates, and sanctioned commissions                               | -                                           | -     | -    | X              | X         | X     | 2.82            | 6.58            | 9.40           |
| 161  | 244     | Identify literacy rate and level of compulsory education                                                     | X                                           | X     | -    | X              | -         | X     | 5.60            | 3.78            | 9.38           |
| 162  | 128     | Identify/model when to discuss business during scripted meeting/negotiation                                  | X                                           | X     | X    | X              | X         | X     | 7.00            | 2.38            | 9.38           |
| 163  | 125     | Identify/respond to/model appropriate greetings during scripted meeting/negotiation                          | X                                           | X     | X    | X              | X         | X     | 7.00            | 2.36            | 9.36           |
| 164  | 347     | Identify local measurements and model converting them to US measurements                                     | -                                           | -     | -    | X              | X         | X     | 2.82            | 6.53            | 9.35           |
| 165  | 415     | Identify/respond/model how to use public transportation                                                      | -                                           | -     | -    | X              | X         | -     | 2.44            | 6.90            | 9.34           |
| 166  | 414     | Identify/respond to/model how to obtain and use taxi                                                         | -                                           | -     | -    | X              | X         | -     | 2.44            | 6.89            | 9.33           |
| 167  | 126     | Identify/respond to/model exchange of personal information/business cards during meeting/negotiation         | X                                           | X     | X    | X              | X         | X     | 7.00            | 2.28            | 9.28           |
| 168  | 094     | Identify/respond to how members of the culture consider their history                                        | X                                           | X     | -    | X              | -         | X     | 5.60            | 3.67            | 9.27           |
| 169  | 207     | Identify what meals are eaten at what times of the day and how long such meals typically last                | X                                           | X     | X    | X              | X         | X     | 7.00            | 2.25            | 9.25           |
| 170  | 339     | Identify the role of banks in the financial system                                                           | -                                           | -     | -    | X              | X         | X     | 2.82            | 6.43            | 9.25           |
| 171  | 408     | Buy a tank of gasoline                                                                                       | -                                           | -     | -    | X              | X         | X     | 2.82            | 6.41            | 9.23           |
| 172  | 405     | Identify/respond to/model how to rent, use, and return a car                                                 | -                                           | -     | -    | X              | X         | -     | 2.44            | 6.78            | 9.22           |
| 173  | 206     | Model appropriate conversation                                                                               | X                                           | X     | X    | X              | X         | X     | 7.00            | 2.16            | 9.16           |
| 174  | 275     | Identify internal influences that have molded the professional ethic                                         | X                                           | X     | -    | X              | -         | X     | 5.60            | 3.53            | 9.13           |
| 175  | 020     | Identify manner in which time is written                                                                     | X                                           | X     | X    | X              | X         | X     | 7.00            | 2.12            | 9.12           |
| 176  | 410     | Identify/respond to/model appropriate manner to deal with police regarding major and minor traffic violation | -                                           | -     | -    | X              | -         | X     | 2.11            | 6.97            | 9.08           |

Mission Weightings — Unconventional Warfare

| Rank | Item No | Behavior                                                                                                        | Advise/Assist |      |      |      |      | Train |      |   | CCC |   |   | Intel/Security |   | Logistics |   | PSYOP |   | Mission Weights |      | Culture Weights |      | Overall Weight |
|------|---------|-----------------------------------------------------------------------------------------------------------------|---------------|------|------|------|------|-------|------|---|-----|---|---|----------------|---|-----------|---|-------|---|-----------------|------|-----------------|------|----------------|
|      |         |                                                                                                                 | 1.97          | 1.52 | 0.69 | 1.73 | 0.71 | 0.38  | 7.00 |   |     |   |   |                |   |           |   |       |   |                 |      |                 |      |                |
| 177  | 204     | Model appropriate use of eating utensils                                                                        | X             | X    | X    | X    | X    | X     | X    | X | X   | X | X | X              | X | X         | X | X     | X | 7.00            | 7.00 | 2.06            | 2.06 | 9.06           |
| 178  | 205     | Identify appropriate conversational topics                                                                      | X             | X    | X    | X    | X    | X     | X    | X | X   | X | X | X              | X | X         | X | X     | X | 7.00            | 7.00 | 2.05            | 2.05 | 9.05           |
| 179  | 130     | Identify/model appropriate behavior to conclude scripted meeting/negotiation                                    | X             | X    | X    | X    | X    | X     | X    | X | X   | X | X | X              | X | X         | X | X     | X | 7.00            | 7.00 | 2.02            | 2.02 | 9.02           |
| 180  | 110     | Identify/model appropriate role in scripted meeting/negotiation                                                 | X             | -    | X    | X    | X    | X     | X    | X | X   | X | X | X              | X | X         | X | X     | X | 5.10            | 5.10 | 3.91            | 3.91 | 9.01           |
| 181  | 210     | Model eating appropriate quantities at appropriate times                                                        | X             | X    | X    | X    | X    | X     | X    | X | X   | X | X | X              | X | X         | X | X     | X | 7.00            | 7.00 | 1.99            | 1.99 | 8.99           |
| 182  | 224     | Identify the role that tobacco plays                                                                            | X             | X    | -    | X    | X    | -     | X    | X | -   | X | - | X              | - | -         | - | -     | - | 5.22            | 5.22 | 3.77            | 3.77 | 8.99           |
| 183  | 127     | Identify/model appropriate seating/posture during scripted meeting/negotiation                                  | X             | X    | X    | X    | X    | X     | X    | X | X   | X | X | X              | X | X         | X | X     | X | 7.00            | 7.00 | 1.96            | 1.96 | 8.96           |
| 184  | 353     | Identify what services are available                                                                            | -             | -    | -    | X    | X    | X     | X    | X | -   | X | X | X              | X | X         | X | X     | X | 2.82            | 2.82 | 6.12            | 6.12 | 8.94           |
| 185  | 303     | Identify "non-military" activities performed by the armed forces                                                | X             | -    | -    | X    | X    | -     | X    | X | -   | X | - | X              | - | -         | - | -     | - | 4.08            | 4.08 | 4.83            | 4.83 | 8.91           |
| 186  | 098     | Identify/respond to cultural concepts of change                                                                 | X             | X    | -    | X    | X    | -     | X    | X | -   | X | - | X              | - | -         | - | -     | - | 5.60            | 5.60 | 3.30            | 3.30 | 8.90           |
| 187  | 404     | Model obtaining an insurance policy                                                                             | -             | -    | -    | X    | X    | X     | X    | X | -   | X | X | X              | X | X         | X | X     | X | 2.44            | 2.44 | 6.44            | 6.44 | 8.88           |
| 188  | 019     | Identify/respond to attitudes regarding value of time                                                           | X             | X    | X    | X    | X    | X     | X    | X | X   | X | X | X              | X | X         | X | X     | X | 7.00            | 7.00 | 1.82            | 1.82 | 8.82           |
| 189  | 129     | Identify/model knowing when the business is concluded during scripted meeting                                   | X             | X    | X    | X    | X    | X     | X    | X | X   | X | X | X              | X | X         | X | X     | X | 7.00            | 7.00 | 1.76            | 1.76 | 8.76           |
| 190  | 242     | Identify/respond to definitions of and attitudes toward domestic animals                                        | X             | X    | -    | X    | X    | X     | X    | X | -   | X | X | X              | X | X         | X | X     | X | 6.31            | 6.31 | 2.45            | 2.45 | 8.76           |
| 191  | 074     | Identify/respond to the relative importance of larger groups to the individual                                  | X             | -    | -    | X    | X    | -     | X    | X | -   | X | - | X              | - | -         | - | -     | - | 4.08            | 4.08 | 4.66            | 4.66 | 8.74           |
| 192  | 131     | Identify/model appropriate subsequent follow-up to meeting                                                      | X             | X    | X    | X    | X    | X     | X    | X | X   | X | X | X              | X | X         | X | X     | X | 7.00            | 7.00 | 1.73            | 1.73 | 8.73           |
| 193  | 411     | Identify circumstances in which police should be involved and costs (if any) associated with police involvement | -             | -    | -    | X    | X    | -     | X    | X | -   | X | - | X              | - | -         | - | -     | - | 1.73            | 1.73 | 7.00            | 7.00 | 8.73           |
| 194  | 369     | Identify/respond to voltage and cycles of electric current and necessary adapters (transformers/plugs)          | -             | -    | -    | X    | X    | X     | X    | X | -   | X | X | X              | X | X         | X | X     | X | 2.82            | 2.82 | 5.91            | 5.91 | 8.73           |
| 195  | 245     | Identify ethnic or minority groups                                                                              | X             | -    | -    | X    | X    | -     | X    | X | -   | X | - | X              | - | -         | - | -     | - | 4.08            | 4.08 | 4.65            | 4.65 | 8.73           |
| 196  | 203     | Identify who generally sits down together                                                                       | X             | X    | X    | X    | X    | X     | X    | X | X   | X | X | X              | X | X         | X | X     | X | 7.00            | 7.00 | 1.72            | 1.72 | 8.72           |
| 197  | 267     | Identify interfaces between security and military organizations                                                 | X             | X    | -    | X    | X    | -     | X    | X | -   | X | - | X              | - | -         | - | -     | - | 5.60            | 5.60 | 3.11            | 3.11 | 8.71           |
| 198  | 316     | Identify/respond to the hours covered by the typical work day                                                   | X             | -    | -    | X    | X    | -     | X    | X | -   | X | - | X              | - | -         | - | -     | - | 4.08            | 4.08 | 4.62            | 4.62 | 8.70           |
| 199  | 359     | Model renting an appropriate place to live in an urban area                                                     | -             | -    | -    | X    | X    | -     | X    | X | -   | X | - | X              | - | -         | - | -     | - | 2.11            | 2.11 | 6.54            | 6.54 | 8.65           |
| 200  | 008     | Identify/respond to Russian perception of respect for animals                                                   | X             | X    | X    | X    | X    | X     | X    | X | X   | X | X | X              | X | X         | X | X     | X | 7.00            | 7.00 | 1.65            | 1.65 | 8.65           |
| 201  | 371     | Identify/respond to availability of telephone service                                                           | -             | -    | -    | X    | X    | X     | X    | X | -   | X | X | X              | X | X         | X | X     | X | 2.82            | 2.82 | 5.82            | 5.82 | 8.64           |
| 202  | 309     | Identify / respond to / model appropriate customs in the officers' mess                                         | -             | -    | -    | X    | X    | -     | X    | X | -   | X | - | X              | - | -         | - | -     | - | 2.11            | 2.11 | 6.51            | 6.51 | 8.62           |
| 203  | 402     | Model obtaining an international driver's license                                                               | -             | -    | -    | X    | X    | -     | X    | X | -   | X | - | X              | - | -         | - | -     | - | 2.44            | 2.44 | 6.14            | 6.14 | 8.58           |
| 204  | 018     | Identify/respond to main superstitions and avoid behaviors which can be offensive                               | X             | X    | X    | X    | X    | X     | X    | X | X   | X | X | X              | X | X         | X | X     | X | 7.00            | 7.00 | 1.57            | 1.57 | 8.57           |
| 205  | 328     | Identify the market structure for industrial products                                                           | X             | X    | -    | X    | X    | -     | X    | X | -   | X | X | X              | X | X         | X | X     | X | 6.31            | 6.31 | 2.26            | 2.26 | 8.57           |
| 206  | 084     | Identify/respond to learning styles within the culture                                                          | X             | X    | -    | X    | X    | -     | X    | X | -   | X | - | X              | - | -         | - | -     | - | 5.60            | 5.60 | 2.97            | 2.97 | 8.57           |

| 1                                           | 2       | 3                                                                                      | 4             | 5     | 6    | 7              | 8         | 9     | 10              | 11              | 12             |
|---------------------------------------------|---------|----------------------------------------------------------------------------------------|---------------|-------|------|----------------|-----------|-------|-----------------|-----------------|----------------|
| Mission Weightings — Unconventional Warfare |         |                                                                                        |               |       |      |                |           |       |                 |                 |                |
| Rank                                        | Item No | Behavior                                                                               | Advise/Assist | Train | CCC  | Intel/Security | Logistics | PSYOP | Mission Weights | Culture Weights | Overall Weight |
|                                             |         |                                                                                        | 1.97          | 1.52  | 0.69 | 1.73           | 0.71      | 0.38  | 7.00            |                 |                |
| 207                                         | 021     | Identify/respond to attitudes regarding relativity of time                             | X             | X     | X    | X              | X         | X     | 7.00            | 1.56            | 8.56           |
| 208                                         | 401     | Identify sources and requirements for international driver's license                   | -             | -     | -    | X              | X         | -     | 2.44            | 6.11            | 8.55           |
| 209                                         | 228     | Identify public toilet facilities                                                      | X             | X     | X    | X              | X         | X     | 7.00            | 1.53            | 8.53           |
| 210                                         | 022     | Write date with all numerals                                                           | X             | X     | X    | X              | X         | X     | 7.00            | 1.52            | 8.52           |
| 211                                         | 208     | Identify/respond to correct serving and presentation techniques                        | X             | X     | X    | X              | X         | X     | 7.00            | 1.50            | 8.50           |
| 212                                         | 416     | Identify most economical form of long distance transport and how to use it             | -             | -     | -    | X              | -         | -     | 1.73            | 6.77            | 8.50           |
| 213                                         | 417     | Identify most economical form of international transport and how to use                | -             | -     | -    | X              | -         | -     | 1.73            | 6.74            | 8.47           |
| 214                                         | 315     | Identify/respond to the days covered by the typical work week                          | X             | -     | -    | X              | -         | X     | 4.08            | 4.37            | 8.45           |
| 215                                         | 333     | Identify legal controls placed on the import, exchange, and/or export of currency      | -             | -     | -    | X              | X         | X     | 2.82            | 5.62            | 8.44           |
| 216                                         | 412     | Identify/respond to/model contacting medical and road services                         | -             | -     | -    | X              | -         | -     | 1.73            | 6.70            | 8.43           |
| 217                                         | 004     | Identify appropriate financial exchanges during official interactions                  | -             | -     | X    | X              | X         | -     | 3.13            | 5.29            | 8.42           |
| 218                                         | 237     | Identify main water sources                                                            | X             | X     | X    | X              | X         | X     | 7.00            | 1.42            | 8.42           |
| 219                                         | 381     | Identify/respond to/model acquisition and use of nonprescription medication            | -             | -     | -    | X              | -         | X     | 2.11            | 6.22            | 8.33           |
| 220                                         | 370     | Identify/respond to availability and uses of gas                                       | -             | -     | -    | X              | X         | X     | 2.82            | 5.51            | 8.33           |
| 221                                         | 114     | Identify/model appropriate way to close scripted meeting/negotiation                   | X             | -     | X    | X              | X         | -     | 5.10            | 3.21            | 8.31           |
| 222                                         | 379     | Identify availability of local practitioners and model gaining access for treatment    | -             | -     | -    | X              | -         | X     | 2.11            | 6.20            | 8.31           |
| 223                                         | 246     | Identify major religious groups                                                        | X             | -     | -    | X              | -         | X     | 4.08            | 4.19            | 8.27           |
| 224                                         | 025     | Identify appropriate sources and targets of humor                                      | X             | X     | -    | X              | -         | X     | 5.60            | 2.65            | 8.25           |
| 225                                         | 015     | Identify religious leaders                                                             | X             | X     | X    | X              | X         | X     | 7.00            | 1.23            | 8.23           |
| 226                                         | 090     | Identify methods of historical interpretation and impact on historical analysis        | X             | X     | -    | X              | -         | X     | 5.60            | 2.62            | 8.22           |
| 227                                         | 343     | Model transferring funds to/from home                                                  | -             | -     | -    | X              | -         | -     | 1.73            | 6.48            | 8.21           |
| 228                                         | 340     | Identify a bank                                                                        | -             | -     | -    | X              | X         | X     | 2.82            | 5.39            | 8.21           |
| 229                                         | 310     | Identify / respond to / model appropriate customs in the sergeant's mess               | -             | -     | -    | X              | -         | X     | 2.11            | 6.10            | 8.21           |
| 230                                         | 312     | Identify/respond to prestige/social status conferred by wealth                         | -             | -     | -    | X              | -         | X     | 2.11            | 6.07            | 8.18           |
| 231                                         | 211     | Identify how members of the society define the concept of discretionary time.          | X             | X     | -    | X              | -         | X     | 5.60            | 2.55            | 8.15           |
| 232                                         | 260     | Identify rigor with which laws are enforced                                            | X             | -     | -    | X              | -         | X     | 4.08            | 4.06            | 8.14           |
| 233                                         | 403     | Identify minimum and sensible levels of insurance required and sources                 | -             | -     | -    | X              | X         | -     | 2.44            | 5.69            | 8.13           |
| 234                                         | 247     | Identify permanent aspects of political organization                                   | X             | -     | -    | X              | -         | X     | 4.08            | 4.03            | 8.11           |
| 235                                         | 168     | Identify purpose of buildings by form/materials/decoration                             | X             | X     | X    | X              | X         | X     | 7.00            | 1.10            | 8.10           |
| 236                                         | 268     | Identify relationships between the security organization and ethnic or minority groups | X             | -     | -    | X              | -         | X     | 4.08            | 4.01            | 8.09           |

| 1                                           | 2       | 3                                                                                                                     | 4             | 5     | 6    | 7              | 8         | 9     | 10              | 11              | 12             |
|---------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------|---------------|-------|------|----------------|-----------|-------|-----------------|-----------------|----------------|
| Mission Weightings — Unconventional Warfare |         |                                                                                                                       |               |       |      |                |           |       |                 |                 |                |
| Rank                                        | Item No | Behavior                                                                                                              | Advise/Assist | Train | CCC  | Intel/Security | Logistics | PSYOP | Mission Weights | Culture Weights | Overall Weight |
|                                             |         |                                                                                                                       | 1.97          | 1.52  | 0.69 | 1.73           | 0.71      | 0.38  | 7.00            |                 |                |
| 237                                         | 293     | Identify procedures for military education and training                                                               | -             | -     | -    | X              | -         | X     | 2.11            | 5.97            | 8.08           |
| 238                                         | 362     | Identify/respond to levels of quality and price                                                                       | -             | -     | -    | X              | X         | X     | 2.82            | 5.23            | 8.05           |
| 239                                         | 382     | Identify/respond to/model acquisition and use of prescription medication                                              | -             | -     | -    | X              | -         | X     | 2.11            | 5.94            | 8.05           |
| 240                                         | 093     | Respond to cultural emotions aroused by key historical dates, events and figures                                      | X             | X     | -    | X              | -         | X     | 5.60            | 2.44            | 8.04           |
| 241                                         | 101     | Identify reality vs. perception of social structures in Russian culture                                               | X             | X     | -    | X              | -         | X     | 5.60            | 2.42            | 8.02           |
| 242                                         | 413     | Identify/respond to/model how to deal with reporting requirements for auto accidents                                  | -             | -     | -    | X              | -         | -     | 1.73            | 6.28            | 8.01           |
| 243                                         | 113     | Identify the importance of consensus in achieving meeting objectives/negotiation                                      | X             | -     | X    | X              | X         | -     | 5.10            | 2.87            | 7.97           |
| 244                                         | 217     | Identify/respond to attitudes regarding winning and losing                                                            | X             | -     | -    | X              | -         | X     | 4.08            | 3.89            | 7.97           |
| 245                                         | 085     | Identify/respond to expected instructional styles                                                                     | X             | X     | -    | X              | -         | X     | 5.60            | 2.35            | 7.95           |
| 246                                         | 384     | Model accounting for the difference between general practice and US DoS recommendations                               | -             | -     | -    | X              | -         | -     | 1.73            | 6.21            | 7.94           |
| 247                                         | 292     | Identify typical career patterns in the military                                                                      | -             | -     | -    | X              | -         | X     | 2.11            | 5.81            | 7.92           |
| 248                                         | 221     | Identify the role that drugs play                                                                                     | -             | -     | -    | X              | -         | -     | 1.73            | 6.18            | 7.91           |
| 249                                         | 112     | Identify/respond to/model appropriate way to begin scripted meeting/negotiation                                       | X             | -     | X    | X              | X         | -     | 5.10            | 2.81            | 7.91           |
| 250                                         | 330     | Identify/respond to attitudes toward paying taxes                                                                     | X             | -     | -    | X              | -         | X     | 4.08            | 3.83            | 7.91           |
| 251                                         | 355     | Identify/model assessing quality based on source                                                                      | -             | -     | -    | X              | X         | X     | 2.82            | 5.08            | 7.90           |
| 252                                         | 111     | Identify seating arrangements in scripted meeting/negotiation                                                         | X             | -     | X    | X              | X         | -     | 5.10            | 2.78            | 7.88           |
| 253                                         | 352     | Identify purchasing etiquette, to include inspection for quality of durable goods, clothing, consumer goods, and food | -             | -     | -    | X              | X         | -     | 2.44            | 5.42            | 7.86           |
| 254                                         | 368     | Identify/respond to availability and uses of electricity                                                              | -             | -     | -    | X              | X         | X     | 2.82            | 5.02            | 7.84           |
| 255                                         | 088     | Identify/respond to the purpose of history and impact on current events                                               | X             | -     | -    | X              | -         | X     | 4.08            | 3.71            | 7.79           |
| 256                                         | 276     | Identify key historical figures and their roles in molding the professional ethic                                     | X             | X     | -    | X              | -         | X     | 5.60            | 2.18            | 7.78           |
| 257                                         | 024     | Identify/respond to events of Russian history with significant emotional attachment                                   | X             | -     | -    | X              | -         | X     | 4.08            | 3.68            | 7.76           |
| 258                                         | 249     | Identify head of state and head of government                                                                         | -             | -     | -    | X              | -         | X     | 2.11            | 5.65            | 7.76           |
| 259                                         | 091     | Identify major themes from history relevant to the culture today                                                      | X             | X     | -    | X              | -         | X     | 5.60            | 2.15            | 7.75           |
| 260                                         | 257     | Identify political relationships with ethnic or minority groups                                                       | X             | -     | -    | X              | -         | X     | 4.08            | 3.63            | 7.71           |
| 261                                         | 380     | Identify types of health care facilities available and model gaining access for treatment                             | -             | -     | -    | X              | -         | X     | 2.11            | 5.59            | 7.70           |
| 262                                         | 409     | Identify documents required for self, domestic animals, and vehicle                                                   | -             | -     | -    | X              | -         | -     | 1.73            | 5.95            | 7.68           |
| 263                                         | 356     | Identify negotiation parameters                                                                                       | -             | -     | -    | X              | X         | X     | 2.82            | 4.86            | 7.68           |
| 264                                         | 248     | Identify temporary aspects of political organization                                                                  | X             | -     | -    | X              | -         | X     | 4.08            | 3.60            | 7.68           |
| 265                                         | 289     | Identify military personnel accession sources                                                                         | -             | -     | -    | X              | -         | X     | 2.11            | 5.54            | 7.65           |
| 266                                         | 274     | Identify external influences that have molded the professional ethic                                                  | X             | X     | -    | X              | -         | X     | 5.60            | 2.03            | 7.63           |

## Mission Weightings — Unconventional Warfare

| Flank | Item No | Behavior                                                                                                   | Advise/Assist |      |      | Train |      | CCC  |      | Intel/Security |   | Logistics |   | PSYOP |   | Mission Weights |      | Culture Weights |  | Overall Weight |
|-------|---------|------------------------------------------------------------------------------------------------------------|---------------|------|------|-------|------|------|------|----------------|---|-----------|---|-------|---|-----------------|------|-----------------|--|----------------|
|       |         |                                                                                                            | 1.97          | 1.52 | 0.69 | 1.73  | 0.71 | 0.38 | 7.00 |                |   |           |   |       |   |                 |      |                 |  |                |
| 267   | 314     | Identify approved and disapproved means of acquiring wealth                                                | -             | -    | -    | X     | -    | X    | -    | -              | X | -         | X | -     | X | 2.11            | 5.52 | 7.63            |  |                |
| 268   | 290     | Identify procedures for conscription, recruiting, and accession                                            | -             | -    | -    | X     | -    | X    | -    | -              | X | -         | X | -     | X | 2.11            | 5.49 | 7.60            |  |                |
| 269   | 354     | Identify sources to provide services                                                                       | -             | -    | -    | X     | X    | X    | X    | X              | X | X         | X | X     | X | 2.82            | 4.75 | 7.57            |  |                |
| 270   | 351     | Identify negotiation parameters for durable goods, clothing, consumer goods, and food                      | -             | -    | -    | X     | X    | X    | X    | X              | X | X         | X | X     | - | 2.44            | 5.09 | 7.53            |  |                |
| 271   | 383     | Identify/respond to immunizations generally accepted or recommended by the US DoS                          | -             | -    | -    | X     | -    | -    | -    | X              | - | -         | - | -     | - | 1.73            | 5.77 | 7.50            |  |                |
| 272   | 097     | Identify major themes from Russian history that are relevant today                                         | X             | X    | -    | X     | -    | X    | -    | X              | - | -         | - | X     | X | 5.60            | 1.88 | 7.48            |  |                |
| 273   | 092     | Identify key date, events, and figures known to all members of the culture                                 | X             | X    | -    | X     | -    | X    | -    | X              | - | -         | - | X     | X | 5.60            | 1.86 | 7.46            |  |                |
| 274   | 262     | Model avoiding committing a crime                                                                          | -             | -    | -    | X     | -    | -    | -    | X              | - | -         | - | X     | - | 2.11            | 5.33 | 7.44            |  |                |
| 275   | 357     | Model negotiating to purchase services                                                                     | -             | -    | -    | X     | X    | -    | -    | X              | X | X         | X | -     | - | 2.44            | 4.99 | 7.43            |  |                |
| 276   | 213     | Identify/respond to common participatory and observer leisure activities and their role in Russian culture | X             | X    | -    | X     | -    | X    | -    | X              | - | -         | - | X     | X | 5.60            | 1.78 | 7.38            |  |                |
| 277   | 202     | Respond appropriately to distasteful foods                                                                 | X             | -    | -    | X     | X    | -    | -    | X              | X | X         | X | -     | - | 4.41            | 2.95 | 7.36            |  |                |
| 278   | 005     | Identify/respond to Russian disregard for intellectual property                                            | -             | -    | -    | X     | X    | X    | X    | X              | X | X         | X | X     | X | 2.82            | 4.49 | 7.31            |  |                |
| 279   | 243     | Identify main demographic features                                                                         | X             | -    | -    | X     | -    | -    | -    | X              | - | -         | - | X     | - | 4.08            | 3.22 | 7.30            |  |                |
| 280   | 035     | Identify characteristics of different generations and model appropriate behavior toward them               | -             | -    | -    | X     | -    | -    | -    | X              | - | -         | - | X     | - | 2.11            | 5.19 | 7.30            |  |                |
| 281   | 212     | Identify how much time is typically available for leisure.                                                 | X             | X    | -    | X     | -    | X    | -    | X              | - | -         | - | X     | X | 5.60            | 1.69 | 7.29            |  |                |
| 282   | 291     | Identify procedures for personnel classification, assignment and use                                       | -             | -    | -    | X     | -    | -    | -    | X              | - | -         | - | X     | - | 2.11            | 5.15 | 7.26            |  |                |
| 283   | 345     | Model a cash retail transaction                                                                            | -             | -    | -    | X     | X    | -    | -    | X              | X | X         | X | -     | - | 2.44            | 4.76 | 7.20            |  |                |
| 284   | 255     | Identify key contemporary figures                                                                          | X             | -    | -    | X     | -    | -    | -    | X              | - | -         | - | X     | - | 4.08            | 3.10 | 7.18            |  |                |
| 285   | 350     | Identify sources of durable goods, clothing, consumer goods, and food                                      | -             | -    | -    | X     | X    | -    | -    | X              | X | X         | X | -     | - | 2.44            | 4.72 | 7.16            |  |                |
| 286   | 214     | Model appropriate participation in leisure activities                                                      | X             | X    | -    | X     | -    | -    | -    | X              | - | -         | - | X     | X | 5.60            | 1.55 | 7.15            |  |                |
| 287   | 358     | Identify/respond to options regarding a place to live in an urban area                                     | -             | -    | -    | X     | -    | X    | -    | X              | - | -         | - | X     | - | 2.11            | 5.03 | 7.14            |  |                |
| 288   | 342     | Identify methods and parameters for economical transfer of funds                                           | -             | -    | -    | X     | -    | -    | -    | X              | - | -         | - | X     | - | 1.73            | 5.36 | 7.09            |  |                |
| 289   | 348     | Identify/respond to typical types of food/beverage preservation                                            | -             | -    | -    | X     | X    | X    | X    | X              | X | X         | X | -     | - | 2.82            | 4.24 | 7.06            |  |                |
| 290   | 199     | Identify religious/secular connotations regarding certain foods and beverages                              | X             | -    | -    | X     | -    | -    | -    | X              | - | -         | - | X     | - | 4.08            | 2.98 | 7.06            |  |                |
| 291   | 263     | Identify typical patterns of crime                                                                         | -             | -    | -    | X     | -    | -    | -    | X              | - | -         | - | X     | - | 2.11            | 4.92 | 7.03            |  |                |
| 292   | 349     | Identify typical frequency for grocery shopping                                                            | -             | -    | -    | X     | X    | -    | -    | X              | X | X         | X | -     | - | 2.44            | 4.59 | 7.03            |  |                |
| 293   | 367     | Model renting an appropriate room in a rural area                                                          | -             | -    | -    | X     | X    | X    | X    | X              | X | X         | X | X     | X | 2.82            | 4.16 | 6.98            |  |                |
| 294   | 360     | Identify/respond to options regarding temporary accommodation in an urban area                             | -             | -    | -    | X     | X    | X    | X    | X              | X | X         | X | X     | X | 2.82            | 4.13 | 6.95            |  |                |
| 295   | 225     | Identify common modes and frequency of bathing                                                             | X             | -    | -    | X     | -    | -    | -    | X              | - | -         | - | X     | - | 3.70            | 3.12 | 6.82            |  |                |
| 296   | 341     | Identify circumstances in which external accounts should be used                                           | -             | -    | -    | X     | -    | -    | -    | X              | - | -         | - | X     | - | 1.73            | 5.05 | 6.78            |  |                |

| 1                                           | 2       | 3                                                                                                   | 4             | 5     | 6    | 7              | 8         | 9     | 10              | 11              | 12             |
|---------------------------------------------|---------|-----------------------------------------------------------------------------------------------------|---------------|-------|------|----------------|-----------|-------|-----------------|-----------------|----------------|
| Mission Weightings — Unconventional Warfare |         |                                                                                                     |               |       |      |                |           |       |                 |                 |                |
| Rank                                        | Item No | Behavior                                                                                            | Advise/Assist | Train | CCC  | Intel/Security | Logistics | PSYOP | Mission Weights | Culture Weights | Overall Weight |
|                                             |         |                                                                                                     | 1.97          | 1.52  | 0.69 | 1.73           | 0.71      | 0.38  | 7.00            |                 |                |
| 297                                         | 313     | Identify relative financial status of individual by outward display                                 | -             | -     | -    | X              | -         | X     | 2.11            | 4.63            | 6.74           |
| 298                                         | 294     | Identify retirement privileges and benefits                                                         | -             | -     | -    | X              | -         | X     | 2.11            | 4.60            | 6.71           |
| 299                                         | 326     | Identify how the agricultural sector is organized                                                   | X             | X     | -    | X              | -         | X     | 5.60            | 1.04            | 6.64           |
| 300                                         | 068     | Identify normal civil obligations and note that this is changing                                    | -             | -     | -    | X              | -         | X     | 2.11            | 4.53            | 6.64           |
| 301                                         | 226     | Identify normal locations of bathing facilities                                                     | X             | -     | -    | X              | -         | -     | 3.70            | 2.94            | 6.64           |
| 302                                         | 201     | Identify how foods are typically prepared                                                           | X             | -     | -    | X              | X         | -     | 4.41            | 2.22            | 6.63           |
| 303                                         | 346     | Identify/respond to clothing sizes for men and women                                                | -             | -     | -    | X              | X         | X     | 2.82            | 3.80            | 6.62           |
| 304                                         | 264     | Identify typical punishments                                                                        | -             | -     | -    | X              | -         | X     | 2.11            | 4.50            | 6.61           |
| 305                                         | 099     | Identify current rate of change                                                                     | -             | -     | -    | X              | -         | X     | 2.11            | 4.47            | 6.58           |
| 306                                         | 321     | Identify the role of the government in production                                                   | -             | -     | -    | X              | -         | X     | 2.11            | 4.44            | 6.55           |
| 307                                         | 311     | Identify/respond to how wealth is defined                                                           | -             | -     | -    | X              | -         | X     | 2.11            | 4.42            | 6.53           |
| 308                                         | 398     | Identify sources for, availability of, and prices charged for newspapers and magazines              | -             | -     | -    | X              | -         | X     | 2.11            | 4.36            | 6.47           |
| 309                                         | 261     | Identify categories of crime                                                                        | -             | -     | -    | X              | -         | X     | 2.11            | 4.33            | 6.44           |
| 310                                         | 063     | Identify/respond to typical attitudes towards legal systems                                         | -             | -     | -    | X              | -         | X     | 2.11            | 4.30            | 6.41           |
| 311                                         | 256     | Identify/respond to the relative cohesion of the political organization                             | X             | -     | -    | X              | -         | X     | 4.08            | 2.32            | 6.40           |
| 312                                         | 105     | Identify the basis for mobility between social strata                                               | -             | -     | -    | X              | -         | X     | 2.11            | 4.20            | 6.31           |
| 313                                         | 215     | Identify common participatory and observer sports and their role in Russian culture                 | X             | -     | -    | X              | -         | X     | 4.08            | 2.21            | 6.29           |
| 314                                         | 300     | Identify procedures for the conduct of research and development                                     | -             | -     | -    | X              | -         | X     | 2.11            | 4.17            | 6.28           |
| 315                                         | 254     | Identify key historical figures                                                                     | X             | -     | -    | X              | -         | X     | 4.08            | 2.19            | 6.27           |
| 316                                         | 366     | Identify/respond to options and levels of quality regarding temporary accommodation in a rural area | -             | -     | -    | X              | X         | X     | 2.82            | 3.41            | 6.23           |
| 317                                         | 216     | Model appropriate participation                                                                     | X             | -     | -    | X              | -         | X     | 4.08            | 2.13            | 6.21           |
| 318                                         | 322     | Identify the government role in allocating human and material resources                             | -             | -     | -    | X              | -         | X     | 2.11            | 4.00            | 6.11           |
| 319                                         | 200     | Identify/respond to typical diet                                                                    | X             | -     | -    | X              | X         | -     | 4.41            | 1.62            | 6.03           |
| 320                                         | 250     | Identify differences in function of head of state and head of government                            | -             | -     | -    | X              | -         | X     | 2.11            | 3.90            | 6.01           |
| 321                                         | 344     | Model accepting and discharging personal financial obligations                                      | -             | -     | -    | -              | -         | -     | 0.00            | 5.98            | 5.98           |
| 322                                         | 087     | Identify/respond to basic concept of history and impact on current events                           | X             | -     | -    | X              | -         | X     | 4.08            | 1.85            | 5.93           |
| 323                                         | 258     | Identify, by area, functions that the government performs                                           | X             | -     | -    | X              | -         | X     | 4.08            | 1.83            | 5.91           |
| 324                                         | 137     | Identify/model accepting/rejecting food/drink as appropriate at a social gathering                  | -             | -     | -    | X              | -         | -     | 1.73            | 4.10            | 5.83           |
| 325                                         | 139     | Identify/model how long to stay at a social gathering                                               | -             | -     | -    | X              | -         | -     | 1.73            | 4.09            | 5.82           |
| 326                                         | 218     | Identify/respond to definitions of gambling, types of gambling, and the legality of gambling        | X             | -     | -    | X              | -         | -     | 3.70            | 2.09            | 5.79           |

| Rank | Item No | Behavior                                                                                                           | Advise/Assist | Train | CCC | Intel/Security | Logistics | PSYOP | Mission Weights | Culture Weights | Overall Weight |
|------|---------|--------------------------------------------------------------------------------------------------------------------|---------------|-------|-----|----------------|-----------|-------|-----------------|-----------------|----------------|
| 327  | 238     | Identify/respond to water-use and control patterns                                                                 | X             | -     | -   | X              | -         | X     | 4.08            | 1.67            | 5.75           |
| 328  | 219     | Understand that the social context of all forms of gambling is dangerous and the possibility of winning negligible | -             | -     | -   | X              | -         | -     | 1.73            | 3.99            | 5.72           |
| 329  | 106     | Identify situations which bring together individuals from different social strata                                  | X             | -     | -   | X              | -         | X     | 4.08            | 1.59            | 5.67           |
| 330  | 036     | Model appropriate behavior to child                                                                                | -             | -     | -   | X              | -         | X     | 2.11            | 3.50            | 5.61           |
| 331  | 269     | Identify the cultural importance of a formal contract                                                              | -             | -     | -   | X              | -         | X     | 2.11            | 3.47            | 5.58           |
| 332  | 239     | Identify/respond to water rituals and customs                                                                      | -             | -     | -   | X              | -         | X     | 4.08            | 1.43            | 5.51           |
| 333  | 331     | Identify the procedures for tax collection and the stringency with which tax collection is enforced                | X             | -     | -   | X              | -         | X     | 2.11            | 3.40            | 5.51           |
| 334  | 301     | Identify fiscal issues affecting the armed forces                                                                  | -             | -     | -   | X              | -         | X     | 2.11            | 3.34            | 5.45           |
| 335  | 361     | Identify/respond to methods of seeking temporary accommodation in an urban area                                    | -             | -     | -   | X              | X         | X     | 2.82            | 2.51            | 5.33           |
| 336  | 146     | Identify/model how long to stay on a overnight visit                                                               | -             | -     | -   | X              | -         | -     | 1.73            | 3.58            | 5.31           |
| 337  | 140     | Identify/model appropriate behavior to conclude a social call                                                      | -             | -     | -   | X              | -         | -     | 1.73            | 3.57            | 5.30           |
| 338  | 329     | Identify types of taxes imposed                                                                                    | -             | -     | -   | X              | -         | X     | 2.11            | 3.17            | 5.28           |
| 339  | 152     | Identify/respond to/model appropriate topics of conversation during a condolence call                              | -             | -     | -   | X              | -         | -     | 1.73            | 3.51            | 5.24           |
| 340  | 144     | Identify appropriate expectations of guests                                                                        | -             | -     | -   | X              | -         | -     | 1.73            | 3.48            | 5.21           |
| 341  | 133     | Identify/model appropriate time to arrive for a social call                                                        | -             | -     | -   | X              | -         | -     | 1.73            | 3.44            | 5.17           |
| 342  | 040     | Identify typical family relationships                                                                              | -             | -     | -   | X              | -         | X     | 2.11            | 3.04            | 5.15           |
| 343  | 142     | Model planning appropriate food/beverages                                                                          | -             | -     | -   | X              | -         | -     | 1.73            | 3.38            | 5.11           |
| 344  | 143     | Model issuing invitations                                                                                          | -             | -     | -   | X              | -         | -     | 1.73            | 3.37            | 5.10           |
| 345  | 121     | Model responding to a toast                                                                                        | -             | -     | -   | X              | -         | -     | 1.73            | 3.35            | 5.08           |
| 346  | 324     | Identify capabilities and procedures for resource production and distribution                                      | -             | -     | -   | X              | -         | -     | 1.73            | 3.24            | 4.97           |
| 347  | 145     | Identify/model appropriate guest obligations                                                                       | -             | -     | -   | X              | -         | -     | 1.73            | 3.20            | 4.93           |
| 348  | 153     | Identify/model how long to stay                                                                                    | -             | -     | -   | X              | -         | -     | 1.73            | 3.18            | 4.91           |
| 349  | 132     | Identify appropriate times to make social calls                                                                    | -             | -     | -   | X              | -         | -     | 1.73            | 3.15            | 4.88           |
| 350  | 135     | Identify/respond to/model appropriate greetings                                                                    | -             | -     | -   | X              | -         | -     | 1.73            | 3.08            | 4.81           |
| 351  | 138     | Identify/respond to/model appropriate topics of conversation at a social gathering                                 | -             | -     | -   | X              | -         | -     | 1.73            | 3.07            | 4.80           |
| 352  | 147     | Identify/model appropriate follow-up action after a overnight visit                                                | -             | -     | -   | X              | -         | -     | 1.73            | 2.92            | 4.65           |
| 353  | 120     | Model making a toast at the appropriate time                                                                       | -             | -     | -   | X              | -         | -     | 1.73            | 2.91            | 4.64           |
| 354  | 148     | Identify appropriate tribute—flowers/card/memorial contribution                                                    | -             | -     | -   | X              | -         | -     | 1.73            | 2.89            | 4.62           |
| 355  | 365     | Identify patterns of rural housing                                                                                 | -             | -     | -   | X              | -         | X     | 2.11            | 2.48            | 4.59           |
| 356  | 270     | Identify compliance/enforcement procedures / remedies                                                              | -             | -     | -   | X              | -         | -     | 1.73            | 2.82            | 4.55           |

| 1    | 2       | 3                                                                            | 4                                           | 5    | 6    | 7    | 8    | 9              | 10   | 11        | 12   |       |  |                 |  |                 |                 |
|------|---------|------------------------------------------------------------------------------|---------------------------------------------|------|------|------|------|----------------|------|-----------|------|-------|--|-----------------|--|-----------------|-----------------|
|      |         |                                                                              | Mission Weightings — Unconventional Warfare |      |      |      |      |                |      |           |      |       |  |                 |  |                 |                 |
| Rank | Item No | Behavior                                                                     | Advise/Assist                               |      |      | CCC  |      | Intel/Security |      | Logistics |      | PSYOP |  | Mission Weights |  | Culture Weights | Overall Weights |
|      |         |                                                                              | 1.97                                        | 1.52 | 0.69 | 1.73 | 0.71 | 0.38           | 7.00 |           |      |       |  |                 |  |                 |                 |
| 357  | 089     | Identify documentation requirements (or lack thereof) required by culture    | -                                           | -    | -    | X    | -    | X              | 2.11 | 2.39      | 4.50 |       |  |                 |  |                 |                 |
| 358  | 150     | Identify/model appropriate methods of expressing condolences                 | -                                           | -    | -    | X    | -    | -              | 1.73 | 2.77      | 4.50 |       |  |                 |  |                 |                 |
| 359  | 154     | Identify/model appropriate behavior to conclude a condolence call            | -                                           | -    | -    | X    | -    | -              | 1.73 | 2.71      | 4.44 |       |  |                 |  |                 |                 |
| 360  | 197     | Identify/respond to Russian attitude toward applied science.                 | -                                           | -    | -    | X    | -    | -              | 1.73 | 2.69      | 4.42 |       |  |                 |  |                 |                 |
| 361  | 196     | Identify/respond to Russian attitude toward pure science.                    | -                                           | -    | -    | X    | -    | -              | 1.73 | 2.68      | 4.41 |       |  |                 |  |                 |                 |
| 362  | 039     | Identify typical marriage and divorce practices                              | -                                           | -    | -    | X    | -    | X              | 2.11 | 2.29      | 4.40 |       |  |                 |  |                 |                 |
| 363  | 185     | Identify current movie-watching habits                                       | -                                           | -    | -    | X    | -    | X              | 2.11 | 2.23      | 4.34 |       |  |                 |  |                 |                 |
| 364  | 141     | Model planning a social gathering for appropriate people                     | -                                           | -    | -    | X    | -    | -              | 1.73 | 2.61      | 4.34 |       |  |                 |  |                 |                 |
| 365  | 134     | Model appropriate acceptance of invitation to social gathering               | -                                           | -    | -    | X    | -    | -              | 1.73 | 2.58      | 4.31 |       |  |                 |  |                 |                 |
| 366  | 149     | Identify appropriate times to make condolence calls                          | -                                           | -    | -    | X    | -    | -              | 1.73 | 2.54      | 4.27 |       |  |                 |  |                 |                 |
| 367  | 198     | Identify/respond to Russian attitude toward technology                       | -                                           | -    | -    | X    | -    | -              | 1.73 | 2.49      | 4.22 |       |  |                 |  |                 |                 |
| 368  | 418     | Identify/respond to political controls on the education system               | -                                           | -    | -    | -    | -    | -              | 0.00 | 4.22      | 4.22 |       |  |                 |  |                 |                 |
| 369  | 271     | Identify default procedures/remediation                                      | -                                           | -    | -    | X    | -    | -              | 1.73 | 2.41      | 4.14 |       |  |                 |  |                 |                 |
| 370  | 115     | Identify/respond to time to arrive for a formal banquet                      | -                                           | -    | -    | X    | -    | -              | 1.73 | 2.33      | 4.06 |       |  |                 |  |                 |                 |
| 371  | 075     | Identify/respond to the role of the individual within the family             | -                                           | -    | -    | X    | -    | X              | 2.11 | 1.95      | 4.06 |       |  |                 |  |                 |                 |
| 372  | 177     | Identify major prose writers                                                 | -                                           | -    | -    | X    | -    | X              | 2.11 | 1.93      | 4.04 |       |  |                 |  |                 |                 |
| 373  | 136     | Identify/model appropriate seating/posture at a social gathering             | -                                           | -    | -    | X    | -    | -              | 1.73 | 2.31      | 4.04 |       |  |                 |  |                 |                 |
| 374  | 176     | Identify/respond to functions, purpose and importance of prose               | -                                           | -    | -    | X    | -    | X              | 2.11 | 1.92      | 4.03 |       |  |                 |  |                 |                 |
| 375  | 186     | Model conveying appreciation of film                                         | -                                           | -    | -    | X    | -    | X              | 2.11 | 1.90      | 4.01 |       |  |                 |  |                 |                 |
| 376  | 251     | Identify the structure of governmental executive functions                   | -                                           | -    | -    | X    | -    | X              | 2.11 | 1.80      | 3.91 |       |  |                 |  |                 |                 |
| 377  | 253     | Identify the structure of governmental legal functions                       | -                                           | -    | -    | X    | -    | X              | 2.11 | 1.79      | 3.90 |       |  |                 |  |                 |                 |
| 378  | 327     | Identify sources, availability, and costs of financing industrial operations | -                                           | -    | -    | X    | -    | -              | 1.73 | 2.11      | 3.84 |       |  |                 |  |                 |                 |
| 379  | 265     | Identify the components of the legal system                                  | -                                           | -    | -    | X    | -    | -              | 1.73 | 2.08      | 3.81 |       |  |                 |  |                 |                 |
| 380  | 184     | Identify/respond to functions, purpose and importance of film                | -                                           | -    | -    | X    | -    | X              | 2.11 | 1.66      | 3.77 |       |  |                 |  |                 |                 |
| 381  | 117     | Model participating in a banquet                                             | -                                           | -    | -    | X    | -    | -              | 1.73 | 2.00      | 3.73 |       |  |                 |  |                 |                 |
| 382  | 252     | Identify the structure of governmental legislative functions                 | -                                           | -    | -    | X    | -    | -              | 1.73 | 2.00      | 3.73 |       |  |                 |  |                 |                 |
| 383  | 118     | Identify importance of guests from seating arrangements                      | -                                           | -    | -    | X    | -    | X              | 2.11 | 1.60      | 3.71 |       |  |                 |  |                 |                 |
| 384  | 227     | Identify/respond to typical bathing scents                                   | -                                           | -    | -    | X    | -    | -              | 1.73 | 1.98      | 3.71 |       |  |                 |  |                 |                 |
| 385  | 178     | Identify Russian winners of Nobel prize for literature                       | -                                           | -    | -    | X    | -    | -              | 1.73 | 1.89      | 3.62 |       |  |                 |  |                 |                 |
| 386  | 180     | Identify/respond to functions, purpose and importance of theater             | -                                           | -    | -    | X    | -    | X              | 2.11 | 1.49      | 3.60 |       |  |                 |  |                 |                 |
|      |         |                                                                              | -                                           | -    | -    | X    | -    | X              | 2.11 | 1.46      | 3.57 |       |  |                 |  |                 |                 |

## Mission Weightings — Unconventional Warfare

| Item Rank |     | Behavior                                                                    | Mission Weights |       |      |                |           | Culture Weights |      | Overall Weight |      |
|-----------|-----|-----------------------------------------------------------------------------|-----------------|-------|------|----------------|-----------|-----------------|------|----------------|------|
|           |     |                                                                             | Advise/Assist   | Train | CCC  | Intel/Security | Logistics | PSYOP           |      |                |      |
|           |     |                                                                             | 1.97            | 1.52  | 0.69 | 1.73           | 0.71      | 0.38            | 7.00 |                |      |
| 387       | 240 | Identify/respond to culturally-significant flora                            | -               | -     | -    | X              | -         | X               | 2.11 | 1.44           | 3.55 |
| 388       | 165 | Identify major art forms, their functions and importance                    | -               | -     | -    | X              | -         | X               | 2.11 | 1.40           | 3.51 |
| 389       | 172 | Model conveying appreciation of oral literature                             | -               | -     | -    | X              | -         | X               | 2.11 | 1.39           | 3.50 |
| 390       | 241 | Identify/respond to culturally-significant fauna                            | -               | -     | -    | X              | -         | X               | 2.11 | 1.37           | 3.48 |
| 391       | 119 | Model sitting in the correct place                                          | -               | -     | -    | X              | -         | -               | 1.73 | 1.75           | 3.48 |
| 392       | 179 | Model conveying appreciation of prose                                       | -               | -     | -    | X              | -         | X               | 2.11 | 1.36           | 3.47 |
| 393       | 171 | Identify/respond to functions, purpose and importance of oral literature    | -               | -     | -    | X              | -         | X               | 2.11 | 1.34           | 3.45 |
| 394       | 175 | Model conveying appreciation of poetry                                      | -               | -     | -    | X              | -         | X               | 2.11 | 1.33           | 3.44 |
| 395       | 151 | Identify/model appropriate seating/posture during a condolence call         | -               | -     | -    | X              | -         | -               | 1.73 | 1.70           | 3.43 |
| 396       | 174 | Identify major poets                                                        | -               | -     | -    | X              | -         | X               | 2.11 | 1.32           | 3.43 |
| 397       | 173 | Identify/respond to functions, purpose and importance of poetry             | -               | -     | -    | X              | -         | X               | 2.11 | 1.30           | 3.41 |
| 398       | 325 | Identify crops grown and methods                                            | -               | -     | -    | X              | -         | X               | 2.11 | 1.29           | 3.40 |
| 399       | 001 | Identify cultural foundations for ethics and morality                       | -               | -     | -    | X              | -         | X               | 2.11 | 1.27           | 3.38 |
| 400       | 170 | Model conveying appreciation                                                | -               | -     | -    | X              | -         | X               | 2.11 | 1.26           | 3.37 |
| 401       | 192 | Model conveying appreciation of ballet                                      | -               | -     | -    | X              | -         | X               | 2.11 | 1.24           | 3.35 |
| 402       | 166 | Model conveying appreciation of art forms                                   | -               | -     | -    | X              | -         | X               | 2.11 | 1.22           | 3.33 |
| 403       | 191 | Identify/respond to functions, purpose and importance of ballet             | -               | -     | -    | X              | -         | X               | 2.11 | 1.20           | 3.31 |
| 404       | 181 | Model conveying appreciation of theater                                     | -               | -     | -    | X              | -         | X               | 2.11 | 1.17           | 3.28 |
| 405       | 169 | Identify/respond to relevance and importance of architecture                | -               | -     | -    | X              | -         | X               | 2.11 | 1.16           | 3.27 |
| 406       | 188 | Model conveying appreciation of instrumental music                          | -               | -     | -    | X              | -         | X               | 2.11 | 1.11           | 3.22 |
| 407       | 116 | Identify/respond to how long a formal banquet is likely to last             | -               | -     | -    | X              | -         | -               | 1.73 | 1.47           | 3.20 |
| 408       | 187 | Identify/respond to functions, purpose and importance of instrumental music | -               | -     | -    | X              | -         | X               | 2.11 | 1.09           | 3.20 |
| 409       | 193 | Identify/respond to functions, purpose and importance of dance              | -               | -     | -    | X              | -         | X               | 2.11 | 1.07           | 3.18 |
| 410       | 194 | Model conveying appreciation of dance                                       | -               | -     | -    | X              | -         | X               | 2.11 | 1.06           | 3.17 |
| 411       | 190 | Model conveying appreciation of vocal music                                 | -               | -     | -    | X              | -         | X               | 2.11 | 1.03           | 3.14 |
| 412       | 189 | Identify/respond to functions, purpose and importance of vocal music        | -               | -     | -    | X              | -         | X               | 2.11 | 1.01           | 3.12 |
| 413       | 195 | Model appropriate ballroom dancing                                          | -               | -     | -    | X              | -         | X               | 2.11 | 1.00           | 3.11 |
| 414       | 259 | Identify/respond to relations between civil and religious authorities       | -               | -     | -    | -              | -         | X               | 0.38 | 2.56           | 2.94 |
| 415       | 167 | Identify architectural styles                                               | -               | -     | -    | X              | -         | -               | 1.73 | 1.19           | 2.92 |
| 416       | 183 | Model conveying appreciation of opera                                       | -               | -     | -    | X              | -         | -               | 1.73 | 1.14           | 2.87 |

| 1    | 2       | 3                                                              | 4                                           | 5     | 6    | 7              | 8         | 9     | 10              | 11              | 12             |
|------|---------|----------------------------------------------------------------|---------------------------------------------|-------|------|----------------|-----------|-------|-----------------|-----------------|----------------|
| Rank | Item No | Behavior                                                       | Mission Weightings — Unconventional Warfare |       |      |                |           |       |                 |                 |                |
|      |         |                                                                | Advise/Assist                               | Train | CCC  | Intel/Security | Logistics | PSYOP | Mission Weights | Culture Weights | Overall Weight |
| 417  | 182     | Identify/respond to functions, purpose and importance of opera | 1.97                                        | 1.52  | 0.69 | 1.73           | 0.71      | 0.38  | 7.00            | 1.13            | 2.86           |
| 418  | 273     | Model obtaining automotive insurance                           | .                                           | .     | .    | .              | .         | .     | 0.00            | 2.46            | 2.46           |
| 419  | 272     | Identify Russian attitudes towards insurance                   | .                                           | .     | .    | .              | .         | .     | 0.00            | 1.63            | 1.63           |

# APPENDIX U

## Preliminary Prioritization of Skills for Training — Cuban/FID

| 1    | 2       | 3                                                                                                    | Mission Weightings — Foreign Internal Defense |       |          |           |          |           |   |           |                 |                 | 12             | 13 |
|------|---------|------------------------------------------------------------------------------------------------------|-----------------------------------------------|-------|----------|-----------|----------|-----------|---|-----------|-----------------|-----------------|----------------|----|
| Rank | Item No | Behavior                                                                                             |                                               |       |          |           |          |           |   | Personnel | Mission Weights | Culture Weights | Overall Weight |    |
|      |         |                                                                                                      | Advise/Assist                                 | Train | Evaluate | Cmd & Ctr | Security | Logistics |   | 7.00      |                 |                 |                |    |
| 1    | 010     | Identify/respond to respect for the environment dictated by ethics and morality                      | X                                             | X     | X        | X         | X        | X         | X | 0.38      | 7.00            | 14.00           |                |    |
| 2    | 050     | Identify culturally-unacceptable compromises in negotiations                                         | X                                             | X     | X        | X         | X        | X         | X | X         | 7.00            | 6.92            |                |    |
| 3    | 083     | Identify/respond to manifestations of obedience and disobedience to authority                        | X                                             | X     | X        | X         | X        | X         | X | X         | 7.00            | 6.75            |                |    |
| 4    | 017     | Identify a place of worship; model appropriate dress and behavior near and inside a place of worship | X                                             | X     | X        | X         | X        | X         | X | X         | 7.00            | 6.67            |                |    |
| 5    | 005     | Identify/respond to role of ethics and morality in relationships                                     | X                                             | X     | X        | X         | X        | X         | X | X         | 7.00            | 6.42            |                |    |
| 6    | 034     | Model appropriate behavior toward a married female                                                   | X                                             | X     | X        | X         | X        | X         | X | X         | 7.00            | 6.34            |                |    |
| 7    | 033     | Model appropriate behavior toward an unmarried female                                                | X                                             | X     | X        | X         | X        | X         | X | X         | 7.00            | 6.10            |                |    |
| 8    | 008     | Identify/respond to respect for human rights dictated by ethics and morality                         | X                                             | X     | X        | X         | X        | X         | X | X         | 7.00            | 6.01            |                |    |
| 9    | 031     | Model appropriate behavior toward an unmarried male                                                  | X                                             | X     | X        | X         | X        | X         | X | X         | 7.00            | 5.85            |                |    |
| 10   | 018     | Identify/respond to basic beliefs and practices of Santeria                                          | X                                             | X     | X        | X         | X        | X         | X | X         | 7.00            | 5.69            |                |    |
| 11   | 023     | Identify major holidays                                                                              | X                                             | X     | X        | X         | X        | X         | X | X         | 7.00            | 5.60            |                |    |
| 12   | 009     | Identify/respond to respect for animals dictated by ethics and morality                              | X                                             | X     | X        | X         | X        | X         | X | X         | 7.00            | 5.56            |                |    |
| 13   | 060     | Identify friendly and hostile gestures and respond appropriately                                     | X                                             | X     | X        | X         | X        | X         | X | X         | 7.00            | 5.56            |                |    |
| 14   | 039     | Model appropriate behavior in dealing with students or proteges                                      | X                                             | X     | X        | X         | X        | X         | X | X         | 7.00            | 5.36            |                |    |
| 15   | 015     | Identify/model appropriate dress and behavior during religious observances                           | X                                             | X     | X        | X         | X        | X         | X | X         | 7.00            | 5.11            |                |    |
| 16   | 022     | Write date with all numerals                                                                         | X                                             | X     | X        | X         | X        | X         | X | X         | 7.00            | 5.03            |                |    |
| 17   | 030     | Use correct form of address in written communications                                                | X                                             | X     | X        | X         | X        | X         | X | X         | 7.00            | 4.86            |                |    |
| 18   | 016     | Identify/respond to gestures/body language in response to symbols                                    | X                                             | X     | X        | X         | X        | X         | X | X         | 7.00            | 4.62            |                |    |
| 19   | 415     | Identify/respond to generally-accepted/required immunizations                                        | X                                             | X     | X        | X         | X        | X         | X | X         | 7.00            | 4.53            |                |    |
| 20   | 329     | Identify/respond to attitudes toward corruption                                                      | X                                             | X     | X        | X         | X        | X         | X | X         | 7.00            | 4.45            |                |    |
| 21   | 082     | Identify/respond to attitudes toward authority figures                                               | X                                             | X     | X        | X         | X        | X         | X | X         | 5.43            | 5.93            |                |    |
| 22   | 038     | Model appropriate behavior in dealing with teachers or mentors                                       | X                                             | X     | X        | X         | X        | X         | X | X         | 7.00            | 4.12            |                |    |
| 23   | 058     | Identify/respond to insult in a conversation                                                         | X                                             | X     | X        | X         | X        | X         | X | X         | 7.00            | 3.80            |                |    |
| 24   | 077     | Identify/respond to typical expressions of aggression                                                | X                                             | X     | X        | X         | X        | X         | X | X         | 7.00            | 3.71            |                |    |
| 25   | 221     | Identify types of liquor produced and consumed                                                       | X                                             | -     | -        | -         | X        | X         | X | X         | 7.00            | 3.63            |                |    |
| 26   | 327     | Identify holidays                                                                                    | X                                             | X     | X        | X         | X        | X         | X | X         | 3.70            | 6.84            |                |    |
| 27   | 004     | Identify appropriate and inappropriate financial exchanges with public/private officials             | X                                             | -     | -        | -         | X        | X         | X | X         | 7.00            | 3.47            |                |    |
| 28   | 064     | Identify/respond to concepts of interpersonal space                                                  | X                                             | X     | X        | X         | X        | X         | X | X         | 3.70            | 6.51            |                |    |
| 29   | 081     | Identify/respond to highly-personalized authority structure                                          | X                                             | X     | X        | X         | X        | X         | X | X         | 7.00            | 3.14            |                |    |
| 30   | 224     | Model appropriate use or avoidance of tobacco                                                        | X                                             | X     | X        | X         | X        | X         | X | X         | 7.00            | 2.97            |                |    |
|      |         |                                                                                                      |                                               |       |          |           |          |           |   |           | 7.00            | 2.73            |                |    |
|      |         |                                                                                                      |                                               |       |          |           |          |           |   |           |                 | 9.73            |                |    |

| Rank | Item No | Behavior                                                                                             | Advise/Assist | Train | Evaluate | Cmd & Ctrl | Security | Logistics | Personnel | Mission Weights | Culture Weights | Overall Weight |
|------|---------|------------------------------------------------------------------------------------------------------|---------------|-------|----------|------------|----------|-----------|-----------|-----------------|-----------------|----------------|
| 31   | 328     | Identify how corruption is defined                                                                   | X             | X     | X        | X          | X        | X         | X         | 7.00            | 4.29            | 9.72           |
| 32   | 229     | Identify/respond to model appropriate request to use a toilet                                        | X             | X     | X        | X          | X        | X         | X         | 7.00            | 2.64            | 9.64           |
| 33   | 169     | Model reading from a phrase dictionary                                                               | X             | X     | X        | X          | X        | X         | X         | 7.00            | 2.48            | 9.48           |
| 34   | 040     | Identify/respond to attitudes towards American individuals                                           | X             | -     | -        | -          | X        | -         | X         | 3.02            | 6.26            | 9.28           |
| 35   | 024     | Identify/respond to historical events with significant emotional attachment                          | X             | -     | -        | -          | X        | -         | -         | 2.64            | 6.59            | 9.23           |
| 36   | 043     | Identify/respond to attitudes toward marriage and divorce                                            | X             | -     | -        | -          | X        | -         | X         | 3.02            | 6.18            | 9.20           |
| 37   | 049     | Model appropriate behavior during negotiations                                                       | X             | X     | X        | X          | X        | X         | X         | 7.00            | 2.15            | 9.15           |
| 38   | 409     | Identify/respond to the professional qualifications of health care practitioners                     | X             | X     | X        | -          | X        | -         | -         | 5.11            | 3.96            | 9.07           |
| 39   | 037     | Model appropriate behavior/forms of address in giving direction to/receiving information from servan | X             | X     | -        | -          | X        | -         | -         | 4.21            | 4.70            | 8.91           |
| 40   | 036     | Model appropriate behavior to a child                                                                | X             | -     | -        | -          | X        | -         | X         | 3.02            | 5.77            | 8.79           |
| 41   | 078     | Identify/respond to the ways in which members of the culture respond to external stimuli             | X             | X     | X        | X          | X        | X         | X         | 7.00            | 1.58            | 8.58           |
| 42   | 032     | Model appropriate behavior toward a married male                                                     | X             | X     | X        | X          | X        | X         | X         | 7.00            | 1.49            | 8.49           |
| 43   | 035     | Identify characteristics of different generations and model appropriate behavior toward them         | X             | -     | -        | -          | X        | -         | X         | 3.02            | 5.27            | 8.29           |
| 44   | 041     | Model appropriate behavior toward homosexuals                                                        | X             | -     | -        | -          | X        | -         | X         | 3.02            | 5.19            | 8.21           |
| 45   | 396     | Identify/respond to the availability of and uses for electricity                                     | X             | X     | X        | X          | X        | X         | X         | 7.00            | 1.16            | 8.16           |
| 46   | 026     | Identify appropriate sources and targets of humor                                                    | X             | X     | -        | -          | X        | -         | X         | 4.59            | 3.55            | 8.14           |
| 47   | 225     | Identify/respond to model common modes and frequency of bathing                                      | X             | X     | X        | X          | X        | X         | X         | 7.00            | 1.08            | 8.08           |
| 48   | 013     | Identify/respond to basic beliefs and practices of Roman Catholicism                                 | X             | -     | -        | -          | X        | -         | X         | 3.02            | 4.95            | 7.97           |
| 49   | 222     | Model appropriate use or avoidance of liquor                                                         | X             | -     | -        | -          | X        | -         | X         | 3.02            | 4.78            | 7.80           |
| 50   | 266     | Identify typical punishments for various crimes                                                      | -             | -     | -        | X          | X        | -         | -         | 2.29            | 5.44            | 7.73           |
| 51   | 098     | Identify/respond to attitudes towards actions taken by American government                           | X             | -     | -        | -          | X        | -         | X         | 3.02            | 4.37            | 7.39           |
| 52   | 283     | Identify the role of the United States in shaping Cuban military attitudes                           | X             | X     | X        | -          | X        | -         | -         | 5.11            | 2.23            | 7.34           |
| 53   | 093     | Identify political traditions                                                                        | X             | -     | -        | X          | X        | -         | -         | 3.47            | 3.88            | 7.35           |
| 54   | 003     | Identify/respond to appropriate standards of personal behavior                                       | X             | X     | X        | -          | X        | -         | X         | 5.49            | 1.82            | 7.31           |
| 55   | 071     | Identify normal civil obligations                                                                    | X             | X     | X        | -          | X        | -         | X         | 5.49            | 1.74            | 7.23           |
| 56   | 104     | Identify major social, economic, and political changes and the forces that drive them                | X             | -     | -        | -          | X        | -         | X         | 3.02            | 4.21            | 7.23           |
| 57   | 408     | Identify the quality, thoroughness, and shortcomings regarding health care regulation                | X             | X     | X        | -          | X        | -         | -         | 5.11            | 1.99            | 7.10           |
| 58   | 002     | Identify/respond to key concepts pertaining to ethics and morality                                   | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 011     | Identify/respond to role of ethics and morality as they affect other issues                          | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 014     | Identify/respond to times when religious observances occur/are required                              | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 019     | Identify/respond to attitudes regarding value of time                                                | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 020     | Identify manner in which time is written                                                             | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 021     | Identify/respond to attitudes regarding relativity of time                                           | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 027     | Recognize components of personal names                                                               | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 028     | Correctly use title, proper form of address in business meetings                                     | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |



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Mission Weightings — Foreign Internal Defense

| Rank | Item No | Behavior                                                                                            | Advise/Assist | Train | Evaluate | Cmd & Ctr | Security | Logistics | Personnel | Mission Weights | Culture Weights | Overall Weight |
|------|---------|-----------------------------------------------------------------------------------------------------|---------------|-------|----------|-----------|----------|-----------|-----------|-----------------|-----------------|----------------|
| 58   | 131     | Identify/respond to/model exchange of personal information/business cards during a meeting          | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 132     | Identify/model appropriate seating/posture during a meeting                                         | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 133     | Identify/model when to bring up the business during a meeting                                       | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 134     | Identify/model knowing when the business is concluded during a meeting                              | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 135     | Identify/model appropriate behavior to conclude a meeting                                           | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 136     | Identify/model appropriate subsequent follow-up to a meeting                                        | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 163     | Identify Spanish as the only officially-recognized language                                         | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 166     | Identify/respond to aphorisms and to religious, literary and historical allusions in a conversation | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 167     | Identify/respond to/model basic intonational patterns in a conversation                             | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 168     | Identify/respond to/model basic phrases in a conversation                                           | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 170     | Identify/respond appropriately to signage                                                           | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 172     | Model using simplified English                                                                      | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 173     | Identify differences in outcome between simultaneous and consecutive interpretation                 | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 174     | Model appropriate use of a consecutive interpreter                                                  | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 175     | Model appropriate use of a simultaneous interpreter                                                 | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 176     | Identify local sources of quality translation work                                                  | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 177     | Identify times and costs required to produce quality translation work                               | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 186     | Identify architectural styles                                                                       | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 204     | Identify who generally sits down together                                                           | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 205     | Identify/model appropriate use of eating utensils                                                   | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 206     | Identify appropriate conversational topics; model appropriate conversation                          | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 207     | Identify what meals are eaten at what times of the day and how long each meal typically lasts       | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 208     | Identify/respond to correct serving and presentation techniques                                     | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 209     | Identify normal sequence of courses                                                                 | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 210     | Model not eating too much                                                                           | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 226     | Identify normal locations of bathing facilities                                                     | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 227     | Identify public toilet facilities                                                                   | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 228     | Identify degree of privacy expected                                                                 | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 230     | Identify/respond to appropriate methods of cleaning up                                              | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 231     | Model appropriate use of toilet                                                                     | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 232     | Identify other normal hygienic procedures                                                           | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 238     | Identify significant water sources                                                                  | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 263     | Identify the rigor with which laws are enforced                                                     | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 274     | Identify a policeman                                                                                | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 275     | Identify/respond to the roles performed by various internal security organizations                  | X             | X     | X        | X         | X        | X         | X         | 7.00            | 0.00            | 7.00           |

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4 5 6 7 8 9 10 11 12 13  
Mission Weightings --- Foreign Internal Defense

| Rank | Item No | Behavior                                                                                          | Advise/Assist | Train | Evaluate | Cmd & Ctrl | Security | Logistics | Personnel | Mission Weights | Culture Weights | Overall Weight |
|------|---------|---------------------------------------------------------------------------------------------------|---------------|-------|----------|------------|----------|-----------|-----------|-----------------|-----------------|----------------|
| 58   | 276     | Identify/respond to roles and functions performed by the Committees for Defense of the Revolution | 1.18          | 1.57  | 0.90     | 0.83       | 1.46     | 0.68      | 0.38      | 7.00            | 0.00            | 7.00           |
| 58   | 320     | Identify/respond to model whom to salute, when to salute, and when not to salute                  | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 321     | Identify/respond to model how to address seniors and juniors                                      | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 322     | Identify/respond to model appropriate customs in the officers' mess                               | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 323     | Identify/respond to model appropriate customs in the sergeants' mess                              | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 326     | Identify/respond to the periods covered by the typical work day and work week                     | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 341     | Identify/respond to information media in use and availability of such media                       | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 392     | Identify/respond to options regarding temporary accommodation                                     | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 393     | Identify/model methods of seeking temporary accommodation                                         | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 394     | Identify/respond to levels of quality and prices of temporary housing                             | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 395     | Model renting an appropriate room                                                                 | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 397     | Identify voltage and cycles of electric current                                                   | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 400     | Identify/respond to the availability of and uses for water                                        | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 401     | Identify/respond to the safety of the water supply                                                | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 402     | Identify/respond to the sources of safe water                                                     | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 403     | Model water purification techniques                                                               | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 405     | Identify the main health risks for members of the culture                                         | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 408     | Identify/respond to the main health risks for outsiders                                           | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 407     | Identify the types of treatment in use                                                            | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 417     | Model making local calls from a public telephone                                                  | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 418     | Model making an international call through a hotel operator                                       | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 419     | Identify/respond to model knowing when and how to send local and international faxes              | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 420     | Identify/model how to send local and international telegrams                                      | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 421     | Identify/model how to access e-mail systems                                                       | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 436     | Model purchasing fuel for a vehicle                                                               | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 437     | Identify/respond to model the appropriate manner to deal with police regarding traffic violations | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 438     | Identify the circumstances in which police should be involved following a vehicle accident        | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 439     | Identify the costs associated with police involvement following a vehicle accident                | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 440     | Identify/respond to model contacting medical and road services following a vehicle accident       | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 441     | Identify/respond to model how to deal with reporting requirements following a vehicle accident    | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 442     | Identify/respond to model how to obtain and use a taxi                                            | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 443     | Identify/respond to model how to use domestic public transportation                               | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 444     | Identify the most economical form of domestic transportation                                      | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 445     | Identify/respond to model how to use domestic bus, rail, water, and air public transportation     | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |
| 58   | 446     | Identify/respond to model the appropriate action regarding gratuities                             | X             | X     | X        | X          | X        | X         | X         | 7.00            | 0.00            | 7.00           |

| 1    | 2       | 3                                                                                                        | 4             | 5     | 6        | 7          | 8        | 9         | 10        | 11              | 12              | 13             |
|------|---------|----------------------------------------------------------------------------------------------------------|---------------|-------|----------|------------|----------|-----------|-----------|-----------------|-----------------|----------------|
| Rank | Item No | Behavior                                                                                                 | Advise/Assist | Train | Evaluate | Cmd & Ctrl | Security | Logistics | Personnel | Mission Weights | Culture Weights | Overall Weight |
|      |         |                                                                                                          | 1.18          | 1.57  | 0.90     | 0.83       | 1.46     | 0.68      | 0.38      | 7.00            |                 |                |
| 59   | 094     | Identify/respond to political doctrines                                                                  | X             | -     | -        | X          | X        | -         | -         | 3.47            | 3.30            | 6.77           |
| 60   | 447     | Identify/respond to the documentation required for travel on international public transportation         | -             | -     | -        | X          | X        | X         | X         | 3.35            | 3.38            | 6.73           |
| 61   | 080     | Identify/respond to the role of the individual within the family, within a group, and within the state   | X             | -     | -        | -          | X        | -         | -         | 2.64            | 4.04            | 6.68           |
| 62   | 286     | Identify the components, missions, and overall capabilities of the defense establishment                 | X             | X     | X        | X          | X        | X         | -         | 6.62            | 0.00            | 6.62           |
| 62   | 289     | Identify/respond to the uniforms of different military, naval, and paramilitary services                 | X             | X     | X        | X          | X        | X         | -         | 6.62            | 0.00            | 6.62           |
| 62   | 292     | Identify/respond to the key individuals directing the defense establishment                              | X             | X     | X        | X          | X        | X         | -         | 6.62            | 0.00            | 6.62           |
| 62   | 296     | Identify logistics organizations and capabilities                                                        | X             | X     | X        | X          | X        | X         | -         | 6.62            | 0.00            | 6.62           |
| 62   | 301     | Identify military personnel accession sources                                                            | X             | X     | X        | X          | X        | X         | -         | 6.62            | 0.00            | 6.62           |
| 62   | 302     | Identify procedures for conscription, recruiting, and accession                                          | X             | X     | X        | X          | X        | X         | -         | 6.62            | 0.00            | 6.62           |
| 62   | 303     | Identify typical career patterns                                                                         | X             | X     | X        | X          | X        | X         | -         | 6.62            | 0.00            | 6.62           |
| 62   | 304     | Identify opportunities for military education                                                            | X             | X     | X        | X          | X        | X         | -         | 6.62            | 0.00            | 6.62           |
| 62   | 305     | Identify lack of retirement privileges and benefits                                                      | X             | X     | X        | X          | X        | X         | -         | 6.62            | 0.00            | 6.62           |
| 62   | 309     | Identify, by class of supply, the normal internal and external sources and availability of material      | X             | X     | X        | X          | X        | X         | -         | 6.62            | 0.00            | 6.62           |
| 62   | 310     | Identify/respond to capabilities and availability of maintenance support                                 | X             | X     | X        | X          | X        | X         | -         | 6.62            | 0.00            | 6.62           |
| 62   | 311     | Identify the normal transport capabilities and operations                                                | X             | X     | X        | X          | X        | X         | -         | 6.62            | 0.00            | 6.62           |
| 62   | 312     | Identify construction capabilities and operations                                                        | X             | X     | X        | X          | X        | X         | -         | 6.62            | 0.00            | 6.62           |
| 62   | 314     | Identify fiscal procedures                                                                               | X             | X     | X        | X          | X        | X         | -         | 6.62            | 0.00            | 6.62           |
| 62   | 315     | Identify procedures for the control of weapons and ammunition                                            | X             | X     | X        | X          | X        | X         | -         | 6.62            | 0.00            | 6.62           |
| 63   | 435     | Model planning the most economical route in terms of time and money                                      | -             | -     | -        | X          | X        | X         | X         | 3.35            | 3.06            | 6.41           |
| 64   | 007     | Identify/respond to role of ethics and morality in decision-making                                       | X             | X     | X        | X          | X        | -         | -         | 6.32            | 0.00            | 6.32           |
| 64   | 069     | Identify/respond to typical attitudes toward various types of authority                                  | X             | X     | X        | X          | X        | -         | -         | 6.32            | 0.00            | 6.32           |
| 64   | 291     | Identify/respond to commissioned/warrant/noncommissioned/other military rank                             | X             | X     | X        | X          | X        | X         | X         | 6.32            | 0.00            | 6.32           |
| 65   | 201     | Identify/respond to the typical diet                                                                     | X             | X     | X        | -          | X        | X         | X         | 6.17            | 0.00            | 6.17           |
| 65   | 202     | Identify how foods are typically prepared                                                                | X             | X     | X        | -          | X        | X         | X         | 6.17            | 0.00            | 6.17           |
| 65   | 203     | Respond appropriately to distasteful foods                                                               | X             | X     | X        | -          | X        | X         | X         | 6.17            | 0.00            | 6.17           |
| 65   | 234     | Identify importance and impacts of Cuba's location and size                                              | X             | X     | X        | -          | X        | X         | X         | 6.17            | 0.00            | 6.17           |
| 65   | 235     | Identify/respond to local climate patterns                                                               | X             | X     | X        | -          | X        | X         | X         | 6.17            | 0.00            | 6.17           |
| 65   | 236     | Identify significant geographical features                                                               | X             | X     | X        | -          | X        | X         | X         | 6.17            | 0.00            | 6.17           |
| 65   | 237     | Identify/respond to land-use patterns                                                                    | X             | X     | X        | -          | X        | X         | X         | 6.17            | 0.00            | 6.17           |
| 65   | 332     | Identify the government role in allocating human and material resources                                  | X             | X     | X        | -          | X        | X         | X         | 6.17            | 0.00            | 6.17           |
| 66   | 373     | Identify the rationing procedures and quantities for durable goods                                       | -             | -     | -        | X          | X        | X         | X         | 3.35            | 2.81            | 6.16           |
| 67   | 101     | Identify/respond to cultural concepts of change                                                          | X             | X     | X        | X          | X        | -         | -         | 5.94            | 0.00            | 5.94           |
| 67   | 293     | Identify the mission, functions, and structures of strategic defense organizations                       | X             | X     | X        | X          | X        | -         | -         | 5.94            | 0.00            | 5.94           |
| 67   | 294     | Identify the mission, functions, and structures of tactical and operational defense organizations/ units | X             | X     | X        | X          | X        | -         | -         | 5.94            | 0.00            | 5.94           |
| 67   | 295     | Identify key military schools and curricula                                                              | X             | X     | X        | X          | X        | -         | -         | 5.94            | 0.00            | 5.94           |

Mission Weightings — Foreign Internal Defense

| Rank | Item No | Behavior                                                                                                | Advise/Assist | Train | Evaluate | Cmd & Ctr | Security | Logistics | Personnel | Mission Weights | Culture Weights | Overall Weight |
|------|---------|---------------------------------------------------------------------------------------------------------|---------------|-------|----------|-----------|----------|-----------|-----------|-----------------|-----------------|----------------|
| 67   | 297     | Identify defense research and development structure                                                     | X             | X     | X        | X         | X        | -         | -         | 5.94            | 0.00            | 5.94           |
| 67   | 298     | Identify interfaces between the defense establishment and internal security organizations               | X             | X     | X        | X         | X        | -         | -         | 5.94            | 0.00            | 5.94           |
| 67   | 299     | Identify the doctrine and procedures for conducting joint conventional operations                       | X             | X     | X        | X         | X        | -         | -         | 5.94            | 0.00            | 5.94           |
| 67   | 300     | Identify command and control doctrine                                                                   | X             | X     | X        | X         | X        | -         | -         | 5.94            | 0.00            | 5.94           |
| 67   | 306     | Identify procedures for individual training                                                             | X             | X     | X        | X         | X        | -         | -         | 5.94            | 0.00            | 5.94           |
| 67   | 307     | Identify procedures for unit training                                                                   | X             | X     | X        | X         | X        | -         | -         | 5.94            | 0.00            | 5.94           |
| 67   | 308     | Identify the doctrine and procedures for special training                                               | X             | X     | X        | X         | X        | -         | -         | 5.94            | 0.00            | 5.94           |
| 67   | 313     | Identify research and development capabilities                                                          | X             | X     | X        | X         | X        | -         | -         | 5.94            | 0.00            | 5.94           |
| 67   | 316     | Identify/respond to the social roles played by the armed forces and to the importance assigned          | X             | X     | X        | X         | X        | -         | -         | 5.94            | 0.00            | 5.94           |
| 67   | 317     | Identify/respond to nonmilitary activities performed by the armed forces and to the importance assigned | X             | X     | X        | X         | X        | -         | -         | 5.94            | 0.00            | 5.94           |
| 67   | 318     | Identify/respond to the economic roles played by the armed forces and to the importance assigned        | X             | X     | X        | X         | X        | -         | -         | 5.94            | 0.00            | 5.94           |
| 67   | 319     | Identify/respond to political roles of the armed forces and the importance assigned to these roles      | X             | X     | X        | X         | X        | -         | -         | 5.94            | 0.00            | 5.94           |
| 68   | 012     | Identify/respond to indicators of status in the culture                                                 | X             | -     | -        | -         | X        | -         | X         | 3.02            | 2.89            | 5.91           |
| 69   | 241     | Identify/respond to attitudes regarding domestic animals                                                | X             | X     | X        | -         | X        | X         | -         | 5.79            | 0.00            | 5.79           |
| 69   | 242     | Identify possible working animal roles in mission execution                                             | X             | X     | X        | -         | X        | X         | -         | 5.79            | 0.00            | 5.79           |
| 69   | 339     | Identify how agricultural products are distributed                                                      | X             | X     | X        | -         | X        | X         | -         | 5.79            | 0.00            | 5.79           |
| 69   | 343     | Identify the industrial products manufactured domestically                                              | X             | X     | X        | -         | X        | X         | -         | 5.79            | 0.00            | 5.79           |
| 69   | 344     | Identify how the industrial sector is organized                                                         | X             | X     | X        | -         | X        | X         | -         | 5.79            | 0.00            | 5.79           |
| 69   | 345     | Identify the methods used to produce industrial products                                                | X             | X     | X        | -         | X        | X         | -         | 5.79            | 0.00            | 5.79           |
| 69   | 350     | Identify what economic requirements are met from indigenous sources                                     | X             | X     | X        | -         | X        | X         | -         | 5.79            | 0.00            | 5.79           |
| 69   | 351     | Identify what economic requirements must be provided by imports                                         | X             | X     | X        | -         | X        | X         | -         | 5.79            | 0.00            | 5.79           |
| 69   | 352     | Identify the sources from which imports are normally made                                               | X             | X     | X        | -         | X        | X         | -         | 5.79            | 0.00            | 5.79           |
| 69   | 353     | Identify the current and projected balance of trade figures                                             | X             | X     | X        | -         | X        | X         | -         | 5.79            | 0.00            | 5.79           |
| 70   | 068     | Identify/respond to attitudes toward legal systems                                                      | -             | -     | -        | X         | X        | X         | X         | 3.35            | 2.32            | 5.67           |
| 71   | 162     | Identify/model appropriate behavior to conclude a condolence call                                       | X             | -     | -        | -         | X        | -         | X         | 3.02            | 2.56            | 5.58           |
| 72   | 267     | Identify the levels of jurisdiction in the legal system                                                 | -             | -     | -        | X         | X        | -         | -         | 2.29            | 3.22            | 5.51           |
| 73   | 065     | Identify/respond to typical attitudes toward cultural change                                            | X             | X     | X        | -         | X        | -         | X         | 5.49            | 0.00            | 5.49           |
| 73   | 066     | Identify/respond to typical attitudes toward social, economic, and political change                     | X             | X     | X        | -         | X        | -         | X         | 5.49            | 0.00            | 5.49           |
| 73   | 067     | Identify/respond to typical attitudes toward technological change                                       | X             | X     | X        | -         | X        | -         | X         | 5.49            | 0.00            | 5.49           |
| 73   | 075     | Identify/respond to cultural concepts of individual identity                                            | X             | X     | X        | -         | X        | -         | X         | 5.49            | 0.00            | 5.49           |
| 73   | 076     | Identify/respond to conditions causing stress in members of the culture                                 | X             | X     | X        | -         | X        | -         | X         | 5.49            | 0.00            | 5.49           |
| 73   | 105     | Identify the basis upon which class distinctions rest                                                   | X             | X     | X        | -         | X        | -         | X         | 5.49            | 0.00            | 5.49           |
| 73   | 106     | Identify class from clothing, mannerisms, and speech patterns                                           | X             | X     | X        | -         | X        | -         | X         | 5.49            | 0.00            | 5.49           |
| 73   | 233     | Identify/respond to significant differences between local and US distinctions regarding race and color  | X             | X     | X        | -         | X        | -         | X         | 5.49            | 0.00            | 5.49           |
| 73   | 239     | Identify significant flora                                                                              | X             | X     | X        | -         | X        | -         | X         | 5.49            | 0.00            | 5.49           |

| 1                                             | 2       | 3                                                                                                         | 4             | 5     | 6        | 7         | 8        | 9         | 10        | 11              | 12              | 13             |
|-----------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------|---------------|-------|----------|-----------|----------|-----------|-----------|-----------------|-----------------|----------------|
| Mission Weightings — Foreign Internal Defense |         |                                                                                                           |               |       |          |           |          |           |           |                 |                 |                |
| Rank                                          | Item No | Behavior                                                                                                  | Advise/Assist | Train | Evaluate | Cmd & Ctr | Security | Logistics | Personnel | Mission Weights | Culture Weights | Overall Weight |
|                                               |         |                                                                                                           | 1.18          | 1.57  | 0.90     | 0.83      | 1.46     | 0.88      | 0.38      | 7.00            |                 |                |
| 73                                            | 240     | Identify significant fauna                                                                                | X             | X     | X        | -         | X        | -         | X         | 5.49            | 0.00            | 5.49           |
| 73                                            | 243     | Identify significant demographic features                                                                 | X             | X     | X        | -         | X        | -         | X         | 5.49            | 0.00            | 5.49           |
| 73                                            | 259     | Identify cultural, social, economic, and legal activities in which the political organization is involved | X             | X     | X        | -         | X        | -         | X         | 5.49            | 0.00            | 5.49           |
| 73                                            | 260     | Identify the political organization's roles                                                               | X             | X     | X        | -         | X        | -         | X         | 5.49            | 0.00            | 5.49           |
| 74                                            | 079     | Identify/respond to the relative importance of larger groups to the individual                            | X             | X     | X        | -         | X        | -         | -         | 5.11            | 0.00            | 5.11           |
| 74                                            | 261     | Identify/respond to relations between civil and religious authorities                                     | X             | X     | X        | -         | X        | -         | -         | 5.11            | 0.00            | 5.11           |
| 74                                            | 284     | Identify the Russians impact on the Cuban armed forces                                                    | X             | X     | X        | -         | X        | -         | -         | 5.11            | 0.00            | 5.11           |
| 74                                            | 285     | Identify other external influences that have molded the professional military ethic                       | X             | X     | X        | -         | X        | -         | -         | 5.11            | 0.00            | 5.11           |
| 74                                            | 286     | Identify internal influences that have molded the professional military ethic                             | X             | X     | X        | -         | X        | -         | -         | 5.11            | 0.00            | 5.11           |
| 74                                            | 287     | Identify non-military roles that have molded the professional ethic                                       | X             | X     | X        | -         | X        | -         | -         | 5.11            | 0.00            | 5.11           |
| 74                                            | 333     | Identify the types of resources (raw materials) available                                                 | X             | X     | X        | -         | X        | -         | -         | 5.11            | 0.00            | 5.11           |
| 74                                            | 336     | Identify the crops grown and methods used to grow them                                                    | X             | X     | X        | -         | X        | -         | -         | 5.11            | 0.00            | 5.11           |
| 74                                            | 337     | Identify how the agricultural sector is organized                                                         | X             | X     | X        | -         | X        | -         | -         | 5.11            | 0.00            | 5.11           |
| 74                                            | 338     | Identify the percentage of population involved in agricultural production                                 | X             | X     | X        | -         | X        | -         | -         | 5.11            | 0.00            | 5.11           |
| 74                                            | 451     | Identify/respond to the universality of elementary education                                              | X             | X     | X        | -         | X        | -         | -         | 5.11            | 0.00            | 5.11           |
| 74                                            | 452     | Identify/respond to the types of secondary/vocational education                                           | X             | X     | X        | -         | X        | -         | -         | 5.11            | 0.00            | 5.11           |
| 74                                            | 453     | Identify the types of post-secondary/professional education                                               | X             | X     | X        | -         | X        | -         | -         | 5.11            | 0.00            | 5.11           |
| 75                                            | 085     | Identify actual and perceived threats to cultural integrity                                               | X             | -     | -        | -         | X        | -         | X         | 3.02            | 1.90            | 4.92           |
| 76                                            | 025     | Identify what can be humorous by situation and context                                                    | X             | X     | -        | -         | X        | -         | X         | 4.59            | 0.00            | 4.59           |
| 76                                            | 070     | Identify/respond to normal cultural expectations from authority                                           | X             | X     | -        | -         | X        | -         | X         | 4.59            | 0.00            | 4.59           |
| 76                                            | 171     | Identify willingness and ability of members of the culture to use English                                 | X             | X     | -        | -         | X        | -         | X         | 4.59            | 0.00            | 4.59           |
| 76                                            | 214     | Identify/model participatory and observer roles in common sports activities                               | X             | X     | -        | -         | X        | -         | X         | 4.59            | 0.00            | 4.59           |
| 77                                            | 251     | Identify the head of state and the head of government and differences in their functions                  | X             | -     | X        | X         | X        | -         | -         | 4.37            | 0.00            | 4.37           |
| 77                                            | 255     | Identify significant contemporary and historical figures                                                  | X             | -     | X        | X         | X        | -         | -         | 4.37            | 0.00            | 4.37           |
| 77                                            | 273     | Identify police ranks, authorities, and responsibilities                                                  | X             | X     | X        | X         | X        | -         | -         | 4.37            | 0.00            | 4.37           |
| 77                                            | 044     | Identify/respond to relationships within both nuclear and extended families                               | X             | X     | -        | -         | X        | -         | -         | 4.21            | 0.00            | 4.21           |
| 77                                            | 089     | Identify/respond to the value and importance ascribed to education                                        | X             | X     | -        | -         | X        | -         | -         | 4.21            | 0.00            | 4.21           |
| 77                                            | 090     | Identify/respond to major learning styles within the culture                                              | X             | X     | -        | -         | X        | -         | -         | 4.21            | 0.00            | 4.21           |
| 77                                            | 091     | Identify/respond to expected instructional styles                                                         | X             | X     | -        | -         | X        | -         | -         | 4.21            | 0.00            | 4.21           |
| 77                                            | 092     | Identify/respond to/model culturally-appropriate means of conflict resolution                             | X             | X     | -        | -         | X        | -         | -         | 4.21            | 0.00            | 4.21           |
| 77                                            | 098     | Identify key historical dates, events, and figures and respond to emotions aroused by them                | X             | X     | -        | -         | X        | -         | -         | 4.21            | 0.00            | 4.21           |
| 78                                            | 220     | Model appropriate use or avoidance of drugs                                                               | -             | -     | -        | -         | X        | -         | -         | 1.46            | 2.40            | 3.86           |
| 79                                            | 382     | Identify/respond to the typical types of food and beverage preservation                                   | -             | -     | -        | -         | X        | X         | X         | 2.52            | 1.25            | 3.77           |
| 80                                            | 262     | Identify the conceptual basis for the laws and the legal system                                           | -             | -     | -        | -         | X        | -         | -         | 2.29            | 1.41            | 3.70           |
| 81                                            | 223     | Identify patterns of tobacco production and consumption                                                   | X             | -     | -        | -         | X        | X         | X         | 3.70            | 0.00            | 3.70           |

| 1    | 2       | 3                                                                                 | Mission Weightings — Foreign Internal Defense |       |          |            |          |           |           |                 |                 |                |  |  |  |
|------|---------|-----------------------------------------------------------------------------------|-----------------------------------------------|-------|----------|------------|----------|-----------|-----------|-----------------|-----------------|----------------|--|--|--|
| Rank | Item No | Behavior                                                                          | Advise/Assist                                 | Train | Evaluate | Cmd & Ctrl | Security | Logistics | Personnel | Mission Weights | Culture Weights | Overall Weight |  |  |  |
|      |         |                                                                                   | 1.18                                          | 1.57  | 0.90     | 0.83       | 1.46     | 0.68      | 0.38      | 7.00            |                 |                |  |  |  |
| 82   | 246     | Identify ethnic or minority groups                                                | X                                             | -     | -        | -          | X        | -         | -         | 2.64            | 1.00            | 3.64           |  |  |  |
| 83   | 108     | Identify the basis for and limits of mobility between social classes              | X                                             | -     | X        | -          | X        | -         | -         | 3.54            | 0.00            | 3.54           |  |  |  |
| 83   | 248     | Identify long-lasting aspects of the political organization                       | X                                             | -     | X        | -          | X        | -         | -         | 3.54            | 0.00            | 3.54           |  |  |  |
| 83   | 249     | Identify temporary aspects of the political organization                          | X                                             | -     | X        | -          | X        | -         | -         | 3.54            | 0.00            | 3.54           |  |  |  |
| 83   | 250     | Identify the history of political structures                                      | X                                             | -     | X        | -          | X        | -         | -         | 3.54            | 0.00            | 3.54           |  |  |  |
| 83   | 256     | Identify/respond to the relative cohesion of the political organization           | X                                             | -     | X        | -          | X        | -         | -         | 3.54            | 0.00            | 3.54           |  |  |  |
| 83   | 257     | Identify/respond to lack of conflict between cultural and national allegiances    | X                                             | -     | X        | -          | X        | -         | -         | 3.54            | 0.00            | 3.54           |  |  |  |
| 83   | 258     | Identify/respond to the roles of the Cuban Communist Party                        | -                                             | -     | -        | -          | X        | -         | -         | 1.46            | 2.07            | 3.53           |  |  |  |
| 84   | 265     | Identify typical patterns of crime                                                | -                                             | -     | -        | -          | X        | -         | X         | 1.84            | 1.68            | 3.50           |  |  |  |
| 85   | 411     | Model gaining access to a local practitioner for treatment                        | X                                             | -     | -        | -          | X        | -         | -         | 3.47            | 0.00            | 3.47           |  |  |  |
| 86   | 119     | Identify/respond to time to arrive for a formal banquet                           | X                                             | -     | -        | -          | X        | -         | -         | 3.47            | 0.00            | 3.47           |  |  |  |
| 86   | 120     | Identify/respond to how long a formal banquet is likely to last                   | X                                             | -     | -        | -          | X        | -         | -         | 3.47            | 0.00            | 3.47           |  |  |  |
| 86   | 121     | Identify who is likely to be invited to a formal banquet                          | X                                             | -     | -        | -          | X        | -         | -         | 3.47            | 0.00            | 3.47           |  |  |  |
| 86   | 122     | Model participating in a formal banquet                                           | X                                             | -     | -        | -          | X        | -         | -         | 3.47            | 0.00            | 3.47           |  |  |  |
| 86   | 123     | Identify importance of guests from seating arrangements                           | X                                             | -     | -        | -          | X        | -         | -         | 3.47            | 0.00            | 3.47           |  |  |  |
| 86   | 124     | Model sitting in the correct place                                                | X                                             | -     | -        | -          | X        | -         | -         | 3.47            | 0.00            | 3.47           |  |  |  |
| 86   | 125     | Model making a toast at the appropriate time                                      | X                                             | -     | -        | -          | X        | -         | -         | 3.47            | 0.00            | 3.47           |  |  |  |
| 86   | 126     | Model responding to a toast                                                       | X                                             | -     | -        | -          | X        | -         | -         | 3.47            | 0.00            | 3.47           |  |  |  |
| 86   | 264     | Identify categories of crime                                                      | -                                             | -     | -        | -          | X        | X         | X         | 3.35            | 0.00            | 3.35           |  |  |  |
| 87   | 219     | Identify the legal and illegal drugs and sanctions for using illegal drugs        | -                                             | -     | -        | -          | X        | X         | X         | 3.35            | 0.00            | 3.35           |  |  |  |
| 87   | 279     | Identify the essential elements of a contract                                     | -                                             | -     | -        | -          | X        | X         | X         | 3.35            | 0.00            | 3.35           |  |  |  |
| 87   | 280     | Model writing a contract                                                          | -                                             | -     | -        | -          | X        | X         | X         | 3.35            | 0.00            | 3.35           |  |  |  |
| 87   | 281     | Identify contract compliance/enforcement procedures/remedies                      | -                                             | -     | -        | -          | X        | X         | X         | 3.35            | 0.00            | 3.35           |  |  |  |
| 87   | 282     | Identify contract default procedures/remediation                                  | -                                             | -     | -        | -          | X        | X         | X         | 3.35            | 0.00            | 3.35           |  |  |  |
| 87   | 354     | Identify legal controls placed on the import, exchange, and/or export of currency | -                                             | -     | -        | -          | X        | X         | X         | 3.35            | 0.00            | 3.35           |  |  |  |
| 87   | 375     | Identify the rationing procedures and quantities for clothing                     | -                                             | -     | -        | -          | X        | X         | X         | 3.35            | 0.00            | 3.35           |  |  |  |
| 87   | 379     | Identify the rationing procedures and quantities for food and beverages           | -                                             | -     | -        | -          | X        | X         | X         | 3.35            | 0.00            | 3.35           |  |  |  |
| 87   | 404     | Identify/respond to the availability of telephone service                         | -                                             | -     | -        | -          | X        | X         | X         | 3.35            | 0.00            | 3.35           |  |  |  |
| 87   | 422     | Identify the classes of postal service and the prices associated with them        | -                                             | -     | -        | -          | X        | X         | X         | 3.35            | 0.00            | 3.35           |  |  |  |
| 87   | 423     | Identify a post office and a mail box                                             | -                                             | -     | -        | -          | X        | X         | X         | 3.35            | 0.00            | 3.35           |  |  |  |
| 87   | 424     | Identify/respond to the services available at a post office                       | -                                             | -     | -        | -          | X        | X         | X         | 3.35            | 0.00            | 3.35           |  |  |  |
| 87   | 425     | Model buying stamps                                                               | -                                             | -     | -        | -          | X        | X         | X         | 3.35            | 0.00            | 3.35           |  |  |  |
| 87   | 426     | Model renting a post office box                                                   | -                                             | -     | -        | -          | X        | X         | X         | 3.35            | 0.00            | 3.35           |  |  |  |
| 87   | 427     | Model correctly addressing and posting domestic and international letters         | -                                             | -     | -        | -          | X        | X         | X         | 3.35            | 0.00            | 3.35           |  |  |  |
| 87   | 431     | Identify the sources and requirements for an international drivers license        | -                                             | -     | -        | -          | X        | X         | X         | 3.35            | 0.00            | 3.35           |  |  |  |

| Rank | Item No | Behavior                                                                                              | Advise/Assist | Train | Evaluate | Cmd & Ctr | Security | Logistics | Personnel | Mission Weights | Culture Weights | Overall Weight |
|------|---------|-------------------------------------------------------------------------------------------------------|---------------|-------|----------|-----------|----------|-----------|-----------|-----------------|-----------------|----------------|
| 87   | 432     | Model obtaining an international drivers' license                                                     | 1.18          | 1.57  | 0.90     | 0.83      | 1.46     | 0.68      | 0.38      | 7.00            |                 |                |
| 87   | 433     | Identify/respond to/model how to rent, use, and return a car                                          |               |       |          | X         | X        | X         | X         | 3.35            | 0.00            | 3.35           |
| 87   | 434     | Identify/respond to typical road conditions                                                           |               |       |          | X         | X        | X         | X         | 3.35            | 0.00            | 3.35           |
| 87   | 448     | Identify/respond to/model how to use international water, and air international public transportation |               |       |          | X         | X        | X         | X         | 3.35            | 0.00            | 3.35           |
| 87   | 449     | Identify/respond to/model the appropriate action regarding gratuities                                 |               |       |          | X         | X        | X         | X         | 3.35            | 0.00            | 3.35           |
| 88   | 042     | Model appropriate behavior toward a prostitute                                                        | X             |       |          |           | X        |           | X         | 3.02            | 0.00            | 3.02           |
| 88   | 086     | Identify/respond to attitudes regarding specific aspects of American culture                          | X             |       |          |           | X        |           | X         | 3.02            | 0.00            | 3.02           |
| 88   | 087     | Identify actual and perceived threats to political integrity                                          | X             |       |          |           | X        |           | X         | 3.02            | 0.00            | 3.02           |
| 88   | 100     | Identify disconnects between insider and outsider consideration of the same history                   | X             |       |          |           | X        |           | X         | 3.02            | 0.00            | 3.02           |
| 88   | 103     | Identify major cultural changes and their sources                                                     | X             |       |          |           | X        |           | X         | 3.02            | 0.00            | 3.02           |
| 88   | 137     | Identify appropriate times to make social calls                                                       | X             |       |          |           | X        |           | X         | 3.02            | 0.00            | 3.02           |
| 88   | 138     | Identify/model appropriate time to arrive for a social call                                           | X             |       |          |           | X        |           | X         | 3.02            | 0.00            | 3.02           |
| 88   | 139     | Model appropriate acceptance of invitation to a social gathering                                      | X             |       |          |           | X        |           | X         | 3.02            | 0.00            | 3.02           |
| 88   | 140     | Identify/respond to/model appropriate greetings at a social gathering                                 | X             |       |          |           | X        |           | X         | 3.02            | 0.00            | 3.02           |
| 88   | 141     | Identify/model exchange of personal information/calling cards in a social setting                     | X             |       |          |           | X        |           | X         | 3.02            | 0.00            | 3.02           |
| 88   | 142     | Identify/model appropriate seating/posture at a social gathering                                      | X             |       |          |           | X        |           | X         | 3.02            | 0.00            | 3.02           |
| 88   | 143     | Identify/model accepting/rejecting food/drink at a social gathering, as appropriate                   | X             |       |          |           | X        |           | X         | 3.02            | 0.00            | 3.02           |
| 88   | 144     | Identify/respond to/model appropriate topics of conversation at a social gathering                    | X             |       |          |           | X        |           | X         | 3.02            | 0.00            | 3.02           |
| 88   | 145     | Identify/model how long to stay at a social gathering                                                 | X             |       |          |           | X        |           | X         | 3.02            | 0.00            | 3.02           |
| 88   | 146     | Identify/model appropriate behavior to conclude a social call                                         | X             |       |          |           | X        |           | X         | 3.02            | 0.00            | 3.02           |
| 88   | 147     | Identify/model appropriate subsequent follow-up to a social call                                      | X             |       |          |           | X        |           | X         | 3.02            | 0.00            | 3.02           |
| 88   | 148     | Model planning a social gathering for appropriate people                                              | X             |       |          |           | X        |           | X         | 3.02            | 0.00            | 3.02           |
| 88   | 149     | Model planning appropriate food/beverages for a social gathering                                      | X             |       |          |           | X        |           | X         | 3.02            | 0.00            | 3.02           |
| 88   | 150     | Model issuing invitations for a social gathering                                                      | X             |       |          |           | X        |           | X         | 3.02            | 0.00            | 3.02           |
| 88   | 154     | Identify appropriate tribute --- flowers/card/memorial contribution --- as a condolence               | X             |       |          |           | X        |           | X         | 3.02            | 0.00            | 3.02           |
| 88   | 155     | Identify appropriate times to make condolence calls                                                   | X             |       |          |           | X        |           | X         | 3.02            | 0.00            | 3.02           |
| 88   | 156     | Identify/respond to/model appropriate greetings in a condolence call                                  | X             |       |          |           | X        |           | X         | 3.02            | 0.00            | 3.02           |
| 88   | 157     | Identify/model appropriate methods of expressing condolences                                          | X             |       |          |           | X        |           | X         | 3.02            | 0.00            | 3.02           |
| 88   | 158     | Identify/model appropriate seating/posture during a condolence call                                   | X             |       |          |           | X        |           | X         | 3.02            | 0.00            | 3.02           |
| 88   | 159     | Identify/model accepting/rejecting food/drink during a condolence call                                | X             |       |          |           | X        |           | X         | 3.02            | 0.00            | 3.02           |
| 88   | 160     | Identify/respond to/model appropriate topics of conversation during a condolence call                 | X             |       |          |           | X        |           | X         | 3.02            | 0.00            | 3.02           |
| 88   | 161     | Identify/model how long to stay for a condolence call                                                 | X             |       |          |           | X        |           | X         | 3.02            | 0.00            | 3.02           |
| 88   | 192     | Identify the functions, purposes, and importance of theater                                           | X             |       |          |           | X        |           | X         | 3.02            | 0.00            | 3.02           |
| 88   | 193     | Model conveying appreciation of theater                                                               | X             |       |          |           | X        |           | X         | 3.02            | 0.00            | 3.02           |
| 88   | 194     | Identify the functions, purposes, and importance of film                                              | X             |       |          |           | X        |           | X         | 3.02            | 0.00            | 3.02           |

1 2 3 4 5 6 7 8 9 10 11 12 13

Mission Weightings — Foreign Internal Defense

| Rank | Item No | Behavior                                                                                  | Mission Weightings |      |      |      |      |      | Personnel | Logistics | Security | Cmd & Ctrl | Evaluate | Train | Advise/Assist | Mission Weights | Culture Weights | Overall Weight |
|------|---------|-------------------------------------------------------------------------------------------|--------------------|------|------|------|------|------|-----------|-----------|----------|------------|----------|-------|---------------|-----------------|-----------------|----------------|
|      |         |                                                                                           | 4                  | 5    | 6    | 7    | 8    | 9    |           |           |          |            |          |       |               |                 |                 |                |
|      |         |                                                                                           | 1.18               | 1.57 | 0.90 | 0.83 | 1.46 | 0.68 | 0.38      | 7.00      |          |            |          |       |               |                 |                 |                |
| 88   | 195     | Model conveying appreciation of film                                                      | X                  | -    | -    | -    | X    | -    | X         | 3.02      | 0.00     | 0.00       | 3.02     |       |               |                 |                 | 3.02           |
| 88   | 196     | Identify the functions, purposes, and importance of instrumental and vocal music          | X                  | -    | -    | -    | X    | -    | X         | 3.02      | 0.00     | 0.00       | 3.02     |       |               |                 |                 | 3.02           |
| 88   | 197     | Model conveying appreciation of instrumental and vocal music                              | X                  | -    | -    | -    | X    | -    | X         | 3.02      | 0.00     | 0.00       | 3.02     |       |               |                 |                 | 3.02           |
| 88   | 198     | Identify the functions, purposes, and importance of dance                                 | X                  | -    | -    | -    | X    | -    | X         | 3.02      | 0.00     | 0.00       | 3.02     |       |               |                 |                 | 3.02           |
| 88   | 199     | Model conveying appreciation of dance                                                     | X                  | -    | -    | -    | X    | -    | X         | 3.02      | 0.00     | 0.00       | 3.02     |       |               |                 |                 | 3.02           |
| 88   | 200     | Model appropriate ballroom dancing                                                        | X                  | -    | -    | -    | X    | -    | X         | 3.02      | 0.00     | 0.00       | 3.02     |       |               |                 |                 | 3.02           |
| 88   | 212     | Identify how much time is typically available for leisure                                 | X                  | -    | -    | -    | X    | -    | X         | 3.02      | 0.00     | 0.00       | 3.02     |       |               |                 |                 | 3.02           |
| 88   | 213     | Identify/model participatory and observer roles in common leisure activities              | X                  | -    | -    | -    | X    | -    | X         | 3.02      | 0.00     | 0.00       | 3.02     |       |               |                 |                 | 3.02           |
| 88   | 215     | Identify/respond to attitudes regarding winning and losing                                | X                  | -    | -    | -    | X    | -    | X         | 3.02      | 0.00     | 0.00       | 3.02     |       |               |                 |                 | 3.02           |
| 89   | 252     | Identify the structure of governmental legal functions                                    | -                  | -    | -    | X    | X    | X    | -         | 2.97      | 0.00     | 0.00       | 2.97     |       |               |                 |                 | 2.97           |
| 89   | 277     | Identify interfaces between the security and military organizations                       | -                  | -    | -    | X    | X    | X    | -         | 2.97      | 0.00     | 0.00       | 2.97     |       |               |                 |                 | 2.97           |
| 89   | 278     | Identify the cultural importance of a formal contract                                     | -                  | -    | -    | X    | X    | X    | -         | 2.97      | 0.00     | 0.00       | 2.97     |       |               |                 |                 | 2.97           |
| 90   | 165     | Identify attempts to regulate language use and reasons therefore                          | -                  | -    | -    | -    | X    | -    | -         | 1.46      | 1.33     | 0.00       | 2.79     |       |               |                 |                 | 2.79           |
| 91   | 095     | Identify/respond to cultural concept of history and its impact today                      | X                  | -    | -    | -    | X    | -    | -         | 2.64      | 0.00     | 0.00       | 2.64     |       |               |                 |                 | 2.64           |
| 91   | 096     | Identify/respond to the cultural purpose of history and its impact today                  | X                  | -    | -    | -    | X    | -    | -         | 2.64      | 0.00     | 0.00       | 2.64     |       |               |                 |                 | 2.64           |
| 91   | 107     | Identify/respond to types and sources of rank within the culture                          | X                  | -    | -    | -    | X    | -    | -         | 2.64      | 0.00     | 0.00       | 2.64     |       |               |                 |                 | 2.64           |
| 91   | 178     | Identify the functions, purpose, and importance of painting                               | X                  | -    | -    | -    | X    | -    | -         | 2.64      | 0.00     | 0.00       | 2.64     |       |               |                 |                 | 2.64           |
| 91   | 179     | Model conveying appreciation of painting                                                  | X                  | -    | -    | -    | X    | -    | -         | 2.64      | 0.00     | 0.00       | 2.64     |       |               |                 |                 | 2.64           |
| 91   | 180     | Identify the functions, purpose, and importance of sculpture                              | X                  | -    | -    | -    | X    | -    | -         | 2.64      | 0.00     | 0.00       | 2.64     |       |               |                 |                 | 2.64           |
| 91   | 181     | Model conveying appreciation of sculpture                                                 | X                  | -    | -    | -    | X    | -    | -         | 2.64      | 0.00     | 0.00       | 2.64     |       |               |                 |                 | 2.64           |
| 91   | 182     | Identify the functions, purpose, and importance of ceramics                               | X                  | -    | -    | -    | X    | -    | -         | 2.64      | 0.00     | 0.00       | 2.64     |       |               |                 |                 | 2.64           |
| 91   | 183     | Model conveying appreciation of ceramics                                                  | X                  | -    | -    | -    | X    | -    | -         | 2.64      | 0.00     | 0.00       | 2.64     |       |               |                 |                 | 2.64           |
| 91   | 184     | Identify the types, functions, purposes, and importance of textiles produced              | X                  | -    | -    | -    | X    | -    | -         | 2.64      | 0.00     | 0.00       | 2.64     |       |               |                 |                 | 2.64           |
| 91   | 185     | Model conveying appreciation of textiles                                                  | X                  | -    | -    | -    | X    | -    | -         | 2.64      | 0.00     | 0.00       | 2.64     |       |               |                 |                 | 2.64           |
| 91   | 190     | Identify the functions, purposes, and importance of poetry and prose                      | X                  | -    | -    | -    | X    | -    | -         | 2.64      | 0.00     | 0.00       | 2.64     |       |               |                 |                 | 2.64           |
| 91   | 191     | Model conveying appreciation of poetry and prose                                          | X                  | -    | -    | -    | X    | -    | -         | 2.64      | 0.00     | 0.00       | 2.64     |       |               |                 |                 | 2.64           |
| 91   | 211     | Identify how members of the society define the concept of discretionary time              | X                  | -    | -    | -    | X    | -    | -         | 2.64      | 0.00     | 0.00       | 2.64     |       |               |                 |                 | 2.64           |
| 91   | 218     | Identify the role that gambling plays in the culture                                      | X                  | -    | -    | -    | X    | -    | -         | 2.64      | 0.00     | 0.00       | 2.64     |       |               |                 |                 | 2.64           |
| 91   | 247     | Identify religious groups                                                                 | X                  | -    | -    | -    | X    | -    | -         | 2.64      | 0.00     | 0.00       | 2.64     |       |               |                 |                 | 2.64           |
| 92   | 355     | Identify places to exchange currency legally                                              | -                  | -    | -    | -    | X    | X    | X         | 2.52      | 0.00     | 0.00       | 2.52     |       |               |                 |                 | 2.52           |
| 92   | 356     | Identify currency conversion rules, rates, and commissions—including authorized variances | -                  | -    | -    | -    | X    | X    | X         | 2.52      | 0.00     | 0.00       | 2.52     |       |               |                 |                 | 2.52           |
| 92   | 357     | Identify/respond to the structure of currency; model using banknotes and coins            | -                  | -    | -    | -    | X    | X    | X         | 2.52      | 0.00     | 0.00       | 2.52     |       |               |                 |                 | 2.52           |
| 92   | 358     | Identify/respond to where and for what credit cards can typically be used                 | -                  | -    | -    | -    | X    | X    | X         | 2.52      | 0.00     | 0.00       | 2.52     |       |               |                 |                 | 2.52           |
| 92   | 359     | Identify/respond to where and for what checks may be uttered                              | -                  | -    | -    | -    | X    | X    | X         | 2.52      | 0.00     | 0.00       | 2.52     |       |               |                 |                 | 2.52           |
| 92   | 360     | Identify/respond to identification requirements for the use of credit cards or checks     | -                  | -    | -    | -    | X    | X    | X         | 2.52      | 0.00     | 0.00       | 2.52     |       |               |                 |                 | 2.52           |

| 1    | 2       | 3                                                                                                  | 4             | 5     | 6        | 7          | 8        | 9         | 10        | 11              | 12              | 13             |
|------|---------|----------------------------------------------------------------------------------------------------|---------------|-------|----------|------------|----------|-----------|-----------|-----------------|-----------------|----------------|
| Rank | Item No | Behavior                                                                                           | Advise/Assist | Train | Evaluate | Cmd & Ctrl | Security | Logistics | Personnel | Mission Weights | Culture Weights | Overall Weight |
|      |         |                                                                                                    | 1.18          | 1.57  | 0.90     | 0.83       | 1.46     | 0.68      | 0.38      | 7.00            |                 |                |
| 92   | 361     | Model using credit cards and checks as appropriate                                                 | -             | -     | -        | -          | X        | X         | X         | 2.52            | 0.00            | 2.52           |
| 92   | 362     | Model having sufficient currency to cover routine requirements                                     | -             | -     | -        | -          | X        | X         | X         | 2.52            | 0.00            | 2.52           |
| 92   | 363     | Identify the role of the Banco Nacional de Cuba                                                    | -             | -     | -        | -          | X        | X         | X         | 2.52            | 0.00            | 2.52           |
| 92   | 364     | Identify other banks and their role in the financial system                                        | -             | -     | -        | -          | X        | X         | X         | 2.52            | 0.00            | 2.52           |
| 92   | 365     | Identify a savings bank and the role of savings banks in the financial system                      | -             | -     | -        | -          | X        | X         | X         | 2.52            | 0.00            | 2.52           |
| 92   | 366     | Identify private money changers and their role in the financial system                             | -             | -     | -        | -          | X        | X         | X         | 2.52            | 0.00            | 2.52           |
| 92   | 367     | Identify circumstances in which external accounts should be used                                   | -             | -     | -        | -          | X        | X         | X         | 2.52            | 0.00            | 2.52           |
| 92   | 368     | Model opening, using, and closing a checking account                                               | -             | -     | -        | -          | X        | X         | X         | 2.52            | 0.00            | 2.52           |
| 92   | 369     | Identify the methods and parameters for the economical transfer of funds                           | -             | -     | -        | -          | X        | X         | X         | 2.52            | 0.00            | 2.52           |
| 92   | 370     | Model transferring funds from and to a bank at home                                                | -             | -     | -        | -          | X        | X         | X         | 2.52            | 0.00            | 2.52           |
| 92   | 371     | Identify/respond to model knowing when to pay a debt                                               | -             | -     | -        | -          | X        | X         | X         | 2.52            | 0.00            | 2.52           |
| 92   | 372     | Model accepting and discharging personal financial obligations                                     | -             | -     | -        | -          | X        | X         | X         | 2.52            | 0.00            | 2.52           |
| 92   | 374     | Identify the sources for durable goods                                                             | -             | -     | -        | -          | X        | X         | X         | 2.52            | 0.00            | 2.52           |
| 92   | 376     | Identify/respond to clothing sizes for men and women                                               | -             | -     | -        | -          | X        | X         | X         | 2.52            | 0.00            | 2.52           |
| 92   | 377     | Identify the sources for clothing                                                                  | -             | -     | -        | -          | X        | X         | X         | 2.52            | 0.00            | 2.52           |
| 92   | 378     | Identify/model assessing the quality of clothing based on the source                               | -             | -     | -        | -          | X        | X         | X         | 2.52            | 0.00            | 2.52           |
| 92   | 380     | Identify how foods and beverages are priced/purchased                                              | -             | -     | -        | -          | X        | X         | X         | 2.52            | 0.00            | 2.52           |
| 92   | 381     | Model dealing with differences between local and US measurements                                   | -             | -     | -        | -          | X        | X         | X         | 2.52            | 0.00            | 2.52           |
| 92   | 383     | Identify the sources for food and beverages                                                        | -             | -     | -        | -          | X        | X         | X         | 2.52            | 0.00            | 2.52           |
| 92   | 384     | Identify/model assessing the quality of foods and beverages based on the source                    | -             | -     | -        | -          | X        | X         | X         | 2.52            | 0.00            | 2.52           |
| 92   | 385     | Identify/model assessing the quality of foods and beverages based on the price                     | -             | -     | -        | -          | X        | X         | X         | 2.52            | 0.00            | 2.52           |
| 92   | 386     | Identify the typical frequency for grocery shopping                                                | -             | -     | -        | -          | X        | X         | X         | 2.52            | 0.00            | 2.52           |
| 92   | 387     | Identify the purchasing etiquette for foods and beverages                                          | -             | -     | -        | -          | X        | X         | X         | 2.52            | 0.00            | 2.52           |
| 92   | 388     | Model negotiating to purchase foods and beverages                                                  | -             | -     | -        | -          | X        | X         | X         | 2.52            | 0.00            | 2.52           |
| 92   | 389     | Model cash retail transactions for food and beverages                                              | -             | -     | -        | -          | X        | X         | X         | 2.52            | 0.00            | 2.52           |
| 92   | 390     | Model negotiating to purchase services                                                             | -             | -     | -        | -          | X        | X         | X         | 2.52            | 0.00            | 2.52           |
| 92   | 391     | Identify the patterns of housing                                                                   | -             | -     | -        | -          | X        | X         | X         | 2.52            | 0.00            | 2.52           |
| 92   | 398     | Identify/respond to the availability of and uses for gas                                           | -             | -     | -        | -          | X        | X         | X         | 2.52            | 0.00            | 2.52           |
| 92   | 399     | Identify/respond to the availability of and uses for sources of fuel other than gas or electricity | -             | -     | -        | -          | X        | X         | X         | 2.52            | 0.00            | 2.52           |
| 92   | 254     | Identify the structure of governmental executive functions                                         | -             | -     | -        | X          | X        | -         | -         | 2.29            | 0.00            | 2.29           |
| 92   | 268     | Identify which courts have appellate jurisdiction                                                  | -             | -     | -        | X          | X        | -         | -         | 2.29            | 0.00            | 2.29           |
| 92   | 269     | Identify the relationship between the legislature and the legal system                             | -             | -     | -        | X          | X        | -         | -         | 2.29            | 0.00            | 2.29           |
| 92   | 270     | Identify the five chambers of the higher courts                                                    | -             | -     | -        | X          | X        | -         | -         | 2.29            | 0.00            | 2.29           |
| 92   | 271     | Identify special jurisdictions                                                                     | -             | -     | -        | X          | X        | -         | -         | 2.29            | 0.00            | 2.29           |
| 92   | 348     | Identify taxes that exist                                                                          | -             | -     | -        | X          | X        | -         | -         | 2.29            | 0.00            | 2.29           |

| Item Rank |     | Behavior                                                                                                 | Advise/Assist |      |      |      |      | Train | Evaluate | Cmd & Ctrl | Security | Logistics | Personnel | Mission Weights | Culture Weights | Overall Weight |
|-----------|-----|----------------------------------------------------------------------------------------------------------|---------------|------|------|------|------|-------|----------|------------|----------|-----------|-----------|-----------------|-----------------|----------------|
|           | No  |                                                                                                          | 1.18          | 1.57 | 0.90 | 0.83 | 1.46 | 0.68  | 0.38     | 7.00       |          |           |           |                 |                 |                |
| 92        | 349 | Identify/respond to attitudes toward paying taxes                                                        | -             | -    | -    | X    | X    | -     | -        | 2.29       | 0.00     | 0.00      | -         | 2.29            | 0.00            | 2.29           |
| 93        | 331 | Identify the role of the government in production                                                        | -             | -    | -    | -    | X    | X     | -        | 2.14       | 0.00     | 0.00      | -         | 2.14            | 0.00            | 2.14           |
| 93        | 340 | Identify the market structure for agricultural products                                                  | -             | -    | -    | -    | X    | X     | -        | 2.14       | 0.00     | 0.00      | -         | 2.14            | 0.00            | 2.14           |
| 93        | 346 | Identify how industrial products are distributed                                                         | -             | -    | -    | -    | X    | X     | -        | 2.14       | 0.00     | 0.00      | -         | 2.14            | 0.00            | 2.14           |
| 93        | 347 | Identify the market structure for industrial products                                                    | -             | -    | -    | -    | X    | X     | -        | 2.14       | 0.00     | 0.00      | -         | 2.14            | 0.00            | 2.14           |
| 94        | 006 | Identify/respond to role of ethics and morality in possession-behavior                                   | -             | -    | -    | -    | X    | -     | X        | 1.84       | 0.00     | 0.00      | -         | 1.84            | 0.00            | 1.84           |
| 94        | 151 | Model appropriate acceptance of invitation for an overnight stay                                         | -             | -    | -    | -    | X    | -     | X        | 1.84       | 0.00     | 0.00      | -         | 1.84            | 0.00            | 1.84           |
| 94        | 152 | Identify appropriate expectations of guests during an overnight stay                                     | -             | -    | -    | -    | X    | -     | X        | 1.84       | 0.00     | 0.00      | -         | 1.84            | 0.00            | 1.84           |
| 94        | 153 | Identify/model appropriate actions after an overnight stay                                               | -             | -    | -    | -    | X    | -     | X        | 1.84       | 0.00     | 0.00      | -         | 1.84            | 0.00            | 1.84           |
| 94        | 330 | Identify what social and community services are provided by the public sector                            | -             | -    | -    | -    | X    | -     | X        | 1.84       | 0.00     | 0.00      | -         | 1.84            | 0.00            | 1.84           |
| 94        | 410 | Identify the availability of local practitioners                                                         | -             | -    | -    | -    | X    | -     | X        | 1.84       | 0.00     | 0.00      | -         | 1.84            | 0.00            | 1.84           |
| 94        | 412 | Identify the types and capabilities of health care facilities available                                  | -             | -    | -    | -    | X    | -     | X        | 1.84       | 0.00     | 0.00      | -         | 1.84            | 0.00            | 1.84           |
| 94        | 413 | Model gaining access for elective/essential treatment                                                    | -             | -    | -    | -    | X    | -     | X        | 1.84       | 0.00     | 0.00      | -         | 1.84            | 0.00            | 1.84           |
| 94        | 414 | Identify/respond to/model the acquisition and use of prescription and nonprescription medication         | -             | -    | -    | -    | X    | -     | X        | 1.84       | 0.00     | 0.00      | -         | 1.84            | 0.00            | 1.84           |
| 94        | 428 | Identify the sources for, and availability of newspapers                                                 | -             | -    | -    | -    | X    | -     | X        | 1.84       | 0.00     | 0.00      | -         | 1.84            | 0.00            | 1.84           |
| 94        | 429 | Identify the sources for and availability of magazines                                                   | -             | -    | -    | -    | X    | -     | X        | 1.84       | 0.00     | 0.00      | -         | 1.84            | 0.00            | 1.84           |
| 95        | 001 | Identify cultural foundations for ethics and morality                                                    | -             | -    | -    | -    | X    | -     | X        | 1.84       | 0.00     | 0.00      | -         | 1.84            | 0.00            | 1.84           |
| 95        | 097 | Identify methods of historical interpretation and their impact on historical analysis within the culture | -             | -    | -    | -    | X    | -     | -        | 1.46       | 0.00     | 0.00      | -         | 1.46            | 0.00            | 1.46           |
| 95        | 102 | Identify/respond to actual and perceived rates of change                                                 | -             | -    | -    | -    | X    | -     | -        | 1.46       | 0.00     | 0.00      | -         | 1.46            | 0.00            | 1.46           |
| 95        | 164 | Identify the importance of language in defining the culture                                              | -             | -    | -    | -    | X    | -     | -        | 1.46       | 0.00     | 0.00      | -         | 1.46            | 0.00            | 1.46           |
| 95        | 187 | Identify the purpose of buildings by form/materials/decoration                                           | -             | -    | -    | -    | X    | -     | -        | 1.46       | 0.00     | 0.00      | -         | 1.46            | 0.00            | 1.46           |
| 95        | 188 | Identify/respond to the importance of architecture                                                       | -             | -    | -    | -    | X    | -     | -        | 1.46       | 0.00     | 0.00      | -         | 1.46            | 0.00            | 1.46           |
| 95        | 189 | Model conveying appreciation of architecture                                                             | -             | -    | -    | -    | X    | -     | -        | 1.46       | 0.00     | 0.00      | -         | 1.46            | 0.00            | 1.46           |
| 95        | 216 | Identify types of gambling and the legality of various types of gambling                                 | -             | -    | -    | -    | X    | -     | -        | 1.46       | 0.00     | 0.00      | -         | 1.46            | 0.00            | 1.46           |
| 95        | 217 | Model appropriate action or avoidance of gambling                                                        | -             | -    | -    | -    | X    | -     | -        | 1.46       | 0.00     | 0.00      | -         | 1.46            | 0.00            | 1.46           |
| 95        | 244 | Identify typical occupations                                                                             | -             | -    | -    | -    | X    | -     | -        | 1.46       | 0.00     | 0.00      | -         | 1.46            | 0.00            | 1.46           |
| 95        | 245 | Identify typical education levels                                                                        | -             | -    | -    | -    | X    | -     | -        | 1.46       | 0.00     | 0.00      | -         | 1.46            | 0.00            | 1.46           |
| 95        | 253 | Identify the structure of governmental legislative functions                                             | -             | -    | -    | -    | X    | -     | -        | 1.46       | 0.00     | 0.00      | -         | 1.46            | 0.00            | 1.46           |
| 95        | 272 | Identify/respond to the Family Code                                                                      | -             | -    | -    | -    | X    | -     | -        | 1.46       | 0.00     | 0.00      | -         | 1.46            | 0.00            | 1.46           |
| 95        | 292 | Identify significant aspects of the military pay and compensation structure                              | -             | -    | -    | -    | X    | -     | -        | 1.46       | 0.00     | 0.00      | -         | 1.46            | 0.00            | 1.46           |
| 95        | 324 | Identify/respond to how wealth is defined                                                                | -             | -    | -    | -    | X    | -     | -        | 1.46       | 0.00     | 0.00      | -         | 1.46            | 0.00            | 1.46           |
| 95        | 325 | Identify the relative financial status of an individual by outward display                               | -             | -    | -    | -    | X    | -     | -        | 1.46       | 0.00     | 0.00      | -         | 1.46            | 0.00            | 1.46           |
| 95        | 334 | Identify capabilities and procedures for the production of raw materials                                 | -             | -    | -    | -    | X    | -     | -        | 1.46       | 0.00     | 0.00      | -         | 1.46            | 0.00            | 1.46           |
| 95        | 335 | Identify capabilities and procedures for the distribution of raw materials                               | -             | -    | -    | -    | X    | -     | -        | 1.46       | 0.00     | 0.00      | -         | 1.46            | 0.00            | 1.46           |
| 95        | 342 | Identify the sources and availability of financing for industrial operations                             | -             | -    | -    | -    | X    | -     | -        | 1.46       | 0.00     | 0.00      | -         | 1.46            | 0.00            | 1.46           |

| 1    | 2       | 3                                                                      | 4                                             | 5     | 6        | 7          | 8        | 9         | 10        | 11              | 12              | 13             |
|------|---------|------------------------------------------------------------------------|-----------------------------------------------|-------|----------|------------|----------|-----------|-----------|-----------------|-----------------|----------------|
|      |         |                                                                        | Mission Weightings — Foreign Internal Defense |       |          |            |          |           |           |                 |                 |                |
| Rank | Item No | Behavior                                                               | Advise/Assist                                 | Train | Evaluate | Cmd & Ctrl | Security | Logistics | Personnel | Mission Weights | Culture Weights | Overall Weight |
| 95   | 416     | Identify the costs of health care and who pays what parts of the costs | 1.18                                          | 1.57  | 0.90     | 0.83       | 1.46     | 0.68      | 0.38      | 7.00            | 0.00            | 1.46           |
| 95   | 430     | Identify/respond to legal restraints on self-published materials       | -                                             | -     | -        | -          | X        | -         | -         | 1.46            | 0.00            | 1.46           |
| 95   | 450     | Identify/respond to the political controls on the education system     | -                                             | -     | -        | -          | X        | -         | -         | 1.46            | 0.00            | 1.46           |