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14. ABSTRACT This report provides insights into the perceived level of command support for language throughout the United States Special Operations Command (USSOCOM). Members of the Special Operations Forces (SOF) community were asked questions related to their immediate chain of command's support for language, including specific observable actions that indicate command support for language as well as their overall perception of their immediate chain of command's prioritization of language learning and maintenance in relation to other training requirements. Overall, across USSOCOM, study participants most frequently assigned an 'average' grade (i.e., a 'C') to their immediate chain of command for all ten language support areas. The two consistently highest-rated language support areas were: "Places command emphasis on taking annual proficiency tests," and "Provides my unit with language learning materials." The two consistently lowest-rated language support areas were: "Provides my unit with recognition and awards related to language proficiency" and "Ensures that personnel in language training are not pulled for other non-critical tasks/duties." Implications and recommendations are discussed.					
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**Special Operations Forces
Language and Culture Needs
Assessment Project: Command
Support for Language: Grading the
Chain of Command**



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EXECUTIVE SUMMARY

Command support impacts the level of emphasis placed on and resources committed to an activity by members of that command. This report provides insights into the level of command support for language throughout USSOCOM. Members of the Special Operations Forces (SOF) community who use language were asked questions related to their immediate chain of command's support for language, including specific observable actions that indicate command support for language as well as their overall perception of their immediate chain of command's prioritization of language learning and maintenance in relation to other training requirements.

Overall Findings

Overall, across USSOCOM, survey respondents to the 2009 *Language and Culture Needs Assessment Project* (LCNA) survey most frequently assigned a *C (average)* grade to all ten language support areas (e.g. "Places command emphasis on taking annual proficiency tests") with the means for half the items being in the *C* range (3.00 to 3.99) and the means for the remaining items falling into the *D* range (2.00 to 2.99) because of the number of *D* and *F* ratings assigned. The overall command support for language mean (i.e., average across all the items) was 2.9, which is just below a mean of *C*.

The two consistently highest-rated language support areas [mean grade *above a C (average)*] were:

- "Places command emphasis on taking annual proficiency tests."
- "Provides my unit with language learning materials."

The two consistently lowest-rated language support areas [mean grade *below a C (average)*] were:

- "Provides my unit with recognition and awards related to language proficiency."
- "Ensures that personnel in language training are not pulled for other non-critical tasks/duties."

The lowest-graded area overall (recognition and awards) was consistent across most SOF components and USASOC units. Small differences in perceived command support were found across SOF components and units within USASOC. No consistent operator-leader grading differences were found in the overall group or within SOF components or USASOC units. See Section IV for details. Of note, the areas assigned the highest grades are mandated (testing) or resourced (language learning materials) by USSOCOM and/or the Services, whereas the areas assigned lowest grades are not mandated and are under the discretion of the immediate chain of command (providing recognition and awards).

In comparison to the 2004 *SOF Language Transformation Needs Assessment* survey, the overall command support for language improved across USSOCOM. The overall mean in 2004 was 2.5 (in between a *C* and *D* average) compared to 2.9 in 2009, which is a statistically significant increase. In general, the 2004-to-2009 comparisons for the operator and leader groups show that fewer *F*s (*fail*) and *D*s (*below average*) grades were given in the 2009 study (see Table 5, Section IV). Visibility and accountability for issues related to language within the SOF community have increased throughout the chain of command due to Commander USSOCOM Admiral Eric T. Olson's stance on the importance of language learning and maintenance. This likely contributed to the increase in command support for language. This improvement suggests that USSOCOM is progressing in some language support areas but further efforts are needed.

An almost equal percentage of respondents either indicated that *language is equal to other training requirements* (44%) or that *most or all other training requirements take priority over language* (46%; see Table 1). A minority of respondents viewed language as a higher priority than other training requirements (10%). Furthermore, most respondents perceived their immediate chain of command prioritizing *most* or

all other training requirements over language (70%). This finding is largely consistent across all SOF components and organizations. In relation, 47% of respondents perceived themselves and their immediate command as having the *same* prioritization of language, 39% perceived themselves as prioritizing language *higher* than their immediate command, and 15% perceived themselves as prioritizing language *lower* than their immediate command. This trend held for SOF operator and leader responses.

A key driver analysis demonstrated that the language support activities that had the greatest influence on perceptions of the chain of command's priority for language learning and maintenance were the activities most under the discretion of the chain of command that are not mandated or resourced. The activities or policies that are mandated or resourced by USSOCOM or the Services had the least influence on perceptions of the chain of command's priority for language. Since individual priority for language learning and maintenance was found to be significantly influenced by perceptions of the priority that their chain of command places on language training and maintenance, it is important understand the factors that drive the perception of chain of command's priority for language learning and maintenance.

Although the mandated (annual proficiency testing) and resourced (language learning materials) language support activities received the highest grades, the discretionary language support activities and policies that are NOT required and have NO official accountability mechanisms—such as communicating the importance of language capability, protecting the individual language training time from non-critical interruptions and providing recognition and awards for language proficiency—were more strongly linked to perceptions of the chain of command's level of priority for language learning and maintenance. This suggests that if leadership wants to communicate an increased priority of language, the chain of command should focus on discretionary policies and activities in addition to the mandated and resourced activities, such as testing and training. It sends a mixed message to schedule and fund language training only to pull trainees out of class for every non-critical detail or errand and frequently disrupt training. It appears that the chain of command's language priority is evaluated based not on the support activities that are required but on the support activities that are not required.

The overall conclusion is that command support for language has improved since 2004. However, since most of the command support areas were graded in the *C* or *D* range by participants, there are substantial opportunities for additional improvement in both the required and discretionary language support activities.

About This Report

This report details the study's methodology and findings related to *Grading the Chain of Command*. Section I of this report provides an overview of the report, the main findings and the *SOF Language and Culture Needs Assessment Project* (LCNA). Section II provides an overview of the report methodology, including participants, measures, and analyses. Section III provides findings related to respondents' self-prioritization of language in relation to other training requirements, as well as their perception of immediate command's language prioritization. Section IV highlights the language support areas that received the highest and lowest grades by SOF personnel, as well as any differences across and within SOF organizational levels. Section V identifies language support areas most related to respondents' views regarding their chain of command's language priority. Section VI concludes the report by integrating Section III, Section IV, and Section V findings.

See Appendix A of this report for additional details about the SOF LCNA project. For questions or more information about the SOFCLO and this project, please contact Mr. Jack Donnelly (john.donnelly@socom.mil). For specific questions related to the methodology or findings from this study, please contact Dr. Eric A. Surface (esurface@swa-consulting.com) or Dr. Reanna Poncheri Harman (rpharman@swa-consulting.com) with SWA Consulting Inc.

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SECTION I: REPORT AND PROJECT OVERVIEW

Command Support for Language: Grading the Chain of Command Report Purpose

This report provides insights into the level of command support for language throughout USSOCOM. Members of the Special Operations Forces (SOF) community who use language were asked questions related to their immediate chain of command's support for language, including specific observable actions that indicate command support. Survey respondents provided their self-prioritization of language learning and maintenance, as well as their perception of their immediate chain of command's language prioritization, in relation to other training requirements. This allows for a direct comparison of the importance SOF community members assign to language relative to other training with the importance they perceive their immediate chain of command assigns to language relative to other training. Survey respondents also provided ratings on a number of items related to command support for language. These allowed for the determination of an overall level of perceived command support for language learning and maintenance based on ratings (i.e., A, B, C, D, and F). Thus, this report provides the reader with the ability to evaluate specific areas where command support may be lacking as well as the overall climate towards language. The report can contrast differences in perceptions between SOF operators and leaders, identifying gaps to drive feedback and recommendations. Findings from this report will be integrated with those from other Tier I reports to provide guidance and recommendations related to incentives and barriers that facilitate or inhibit development and maintenance of language and culture capability in USSOCOM in a future Tier II report.

Overview of Main Findings

A number of main findings emerged from analysis of the 2009 *SOF Language and Culture Needs Assessment Project* (LCNA) survey responses.

An almost equal percentage of respondents either indicated that *language is equal to other training requirements* (44%) or that *most or all other training requirements take priority over language* (46%; see Table 1). A minority of respondents viewed language as a higher priority than other training requirements (10%). Furthermore, most respondents perceived their immediate chain of command prioritizing *most or all other training requirements over language* (70%). This finding is largely consistent across all SOF components and organizations. In relation, 47% of respondents perceived themselves and their immediate command as having the *same* prioritization of language, 39% perceived themselves as prioritizing language *higher* than their immediate command, and 15% perceived themselves as prioritizing language *lower* than their immediate command. This trend was also observed within SOF operator and leader responses. See Section III for more details.

Overall, across USSOCOM, survey respondents most frequently assigned a *C (average)* grade for all language support areas (e.g. "Places command emphasis on taking annual proficiency tests") with the means for half the items being in the *C* range (3.00 to 3.99) and the means for the remaining items falling into the *D* range (2.00 to 2.99) because of the number of *D* and *F* ratings assigned. The overall command support for language mean (i.e., average across all the items) was 2.9, which is just below a mean of *C*. The two consistently highest-rated language support areas [mean grade above a *C (average)*] were "Places command emphasis on taking annual proficiency tests" and "Provides my unit with language learning materials". Similarly, the two consistently lowest-rated language support areas [mean grade below *C (average)*] were "Provides my unit with recognition and awards related to language proficiency" and "Ensures that personnel in language training are not pulled for other non-critical tasks/duties". The lowest-graded area overall, "Provides me/my unit with recognition and awards related to language proficiency", was consistent across most SOF components and USASOC units. Small differences in

perceived command support were found across SOF components and units within USASOC. No consistent operator-leader grading differences were found in the overall group or within SOF components or USASOC units. Of note, the areas assigned the highest grades are mandated (testing) or resourced (language learning materials) by USSOCOM and/or the Services, whereas the areas assigned lowest grades are not mandated and are under the direct control of the immediate chain of command. See section IV for more details.

In comparison to the 2004 *SOF Language Transformation Needs Assessment* survey, the overall command support for language improved across USSOCOM. The overall mean was 2.5 (in between a *C* and *D* average) in 2004 compared with 2.9 in 2009, which is a statistically significant increase. In general, the 2004-to-2009 comparisons for the operator and leader groups show that fewer *F*s (*fail*) and *D*s (*below average*) grades were given in the 2009 study (see Table 5). In 2004, survey respondents assigned more unfavorable grades (*D*s and *F*s) than neutral grades (*C*s) to language support areas than did 2009 survey respondents. Additionally, more *C*s (*average*) were assigned in the current study. Comparable proportion of *A*s (*excellent*) and *B*s (*above average*) were assigned in 2004 and 2009. Language support areas that were assigned the highest grades in 2004 were also assigned the highest grades in 2009 (e.g., “Places command emphasis on taking annual proficiency tests” and “Provides me/my unit with language learning materials”). The area assigned the lowest grades in 2004, “Provides me/my unit with recognition and awards related to language proficiency” was also the lowest-graded area by 2009 survey respondents. Overall, SOF operators who responded to the 2009 survey assigned significantly higher grades than those who responded to the 2004 survey for most language support areas. See section IV for more details.

A key driver analysis demonstrated that the language support activities that had the greatest influence on perceptions of the chain of command’s priority for language learning and maintenance were the activities most under the discretion of the chain of command that are not mandated or resourced. The activities or policies that are mandated or resourced by USSOCOM or the Services had the least influence on perceptions of the chain of command’s priority for language. This is an important finding, in that, the language support areas that received the highest grades from survey respondents were the ones that were mandated (annual proficiency testing) or resourced (language learning materials). In other words, there was a level of visible accountability for these items and they were likely graded more highly because of the command emphasis they received due to the external accountability of having to report testing numbers or to spend a training budget allocation. The language support areas that are not mandated and are more under the discretion of the immediate chain of command received the lowest grades (see Section IV). This reinforces the notion that values and priorities are communicated not by what you have to support but what you choose to support.

Individual priority for language learning and maintenance is impacted by the perceived value and priority that their chain of command places on language training and maintenance. A significant positive relationship was found between respondents’ self-priority and their perception of their immediate chain of command’s language priority ($r = .280, p < .001$). Also of interest, individual priority for language learning and maintenance was not significantly related to any of the perceptions of specific language support areas or activities. Although correlation does not infer causation, these two findings together suggest that the influence of language support activities on an individual’s priority for language learning and maintenance is through the support activities’ influence on perceptions of command priority for language learning and maintenance. The language support activities demonstrate the chain of command’s priority for language and that influences the individual’s priority for language learning and maintenance.

The overall conclusion is that command support for language has improved since 2004. However, since most of the command support areas were graded in the *C* or *D* range by participants, there are substantial opportunities for additional improvement in both the required and discretionary language support

activities. Although the mandated (annual proficiency testing) and resourced (language learning materials) language support activities received the highest grades, the discretionary language support activities and policies that are NOT required and have NO official accountability mechanisms—such as communicating the importance of language capability, protecting the individual language training time from non-critical interruptions and providing recognition and awards for language proficiency—were more strongly linked to perceptions of the chain of command’s level of priority for language learning and maintenance. This suggests that if leadership wants to communicate an increased priority of language, the chain of command should focus on discretionary policies and activities in addition to the mandated and resourced activities, such as testing and training. It sends a mixed message to schedule and fund language training only to pull trainees out of class for every non-critical detail or errand and frequently disrupt language training. It appears that the chain of command’s language priority is evaluated based not on the support activities that are required but on the support activities that are not required. However, with none of the average grades for the language support areas being above a C, there is opportunity for improvement in the mandated and resourced areas as well as discretionary language support areas. A future Tier II report will integrate findings here with other findings to provide systemic recommendations.

Report Structure

Section II provides the study’s methodology, including participants, measures and analyses. Section III provides findings related to priority that SOF operators and SOF leaders place on language, as well as their perceptions of their immediate command’s prioritization of language learning and maintenance. Section IV presents the grades that SOF personnel gave their immediate chain of command on ten areas of language support. Section V identifies factors related to respondents’ views regarding their chain of command’s language priority. Section VI provides implications and conclusions based on findings presented in Sections III, IV, and V of this report.

LCNA Project Purpose

The Special Operations Forces Culture and Language Office (SOF CLO) commissioned the *SOF Language and Culture Needs Assessment Project* (LCNA) to gain insights on language and culture capability and issues across the United States Special Operations Command (USSOCOM). The goal of this organizational-level needs assessment is to inform strategy and policy to ensure SOF personnel have the language and culture skills needed to conduct their missions effectively. Data were collected between March and November, 2009, from personnel in the SOF community, including operators and leaders. Findings, gathered via focus groups and a web-based survey, will be presented in a series of reports divided into three tiers. The specific reports in each of these tiers will be determined and contracted by the SOF CLO. As originally planned, Tier I Reports focus on specific, limited issues [e.g., Inside/Outside Area of Operations (AOR) Use of Cultural Knowledge, Inside AOR Use of Language] Tier II Reports will integrate and present the most important findings across related Tier I reports (e.g., Use of Language and Culture on Deployment) while including additional data and analysis on the topic. One Tier III Report will present the most important findings, implications, and recommendations across all topics explored in this project. The remaining Tier reports will present findings for specific SOF organizations [e.g., Air Force Special Operations Command (AFSOC), Special Forces (SF) Command]. Two foundational reports document the methodology and participants associated with this project. As mentioned, the additional reports will be determined by the SOF CLO and may differ from what was originally planned.

See Appendix A for more details about the 2009 SOF LCNA Project and initially planned report structure.

Relationship of *Command Support: Grading the Chain of Command* to the LCNA Project

Command Support for Language: Grading the Chain of Command is a Tier I Report. Findings from this report will be integrated with the following Tier I Reports: *Foreign Language Proficiency Bonus, Non-Monetary Incentives, Command Support of Language: Other Barriers/Organizational Support, and Force Motivation for Language* in a Tier II Report: *Incentives/Barriers* (see Appendix A for the initially planned report structure). This reflects the original project plan but the final reports produced will be determined by the SOFCLO, USSOCOM.

SECTION II: METHODOLOGY

Participants

Respondents to the SOF LCNA survey received the operator version of the command support items if they indicated one of the following roles in the SOF community:

- SOF Operator
- SOF Operator assigned to other duty, or
- MI Linguist or 09L assigned or attached to a SOF unit

Respondents received the leader version of the command support items if they indicated one of the following roles in the SOF community:

- SOF Unit Commanders and Unit Leadership of O3 Commands or higher, including Staff, Support, and Specialists
- Command Language Program Manager or Component Language Program Manager (CLPMs), or
- Language Office personnel and other administrative personnel associated with language

The main focus of this report is on SOF operators and SOF unit leaders, but the other groups were examined for comparison purposes.

Respondents were assigned into SOF Operator or SOF Leader groups based on their current role in the SOF community. Respondents who indicated they were a “SOF Operator” or “SOF Operator assigned to other duty” role in the community were assigned to the SOF Operator group. Respondents who indicated they were a “SOF Unit Commander and Unit Leadership of O3 Commands or higher, including Staff, Support, and Specialist” were included in the Leader group. The leader and commander group includes commanders, senior warrant officer advisors (SWOAs)/senior enlisted advisors (SEAs) and staff officers (O, WO, NCO, GS). Tables in this report provide results for SOF Operators, SOF Leaders, and respondents overall. The Overall group includes responses from SOF operators, SOF leaders, MI Linguists assigned or attached to a SOF unit, and CLPMs and language office personnel in the SOF community.

Of the 1,061 respondents who indicated a SOF operator role at the beginning of the survey, 76% answered the first command support item. Of the 810 respondents who indicated a leadership role in the SOF community at the beginning of the survey, 95% answered the first command support item. The majority of participants were affiliated with the Army. However, the Air Force, Marines, and Navy were also represented. For further details on participation please refer to the *Participation Report* (Technical Report #2010011003).

Measures

Priority of Language Learning and Maintenance

Respondents were asked “In terms of priority, where do you place language learning and maintenance?” and “In terms of priority, where do you think your immediate command places language learning and maintenance?” Responses were closed-ended, with response options consisting of *Language takes priority over all other training requirements*, *Language takes priority over most other training requirements*, *Language is equal in priority to other training requirements*, *Most other requirements take priority over language*, and *All other requirements take priority over language*. These items were developed specifically for this study.

Grading the Chain of Command

Respondents were asked to “Answer the following questions regarding organizational climate and support. Rate your immediate chain of command on how well it does each of the following.” Respondents were presented with 10 items related to command support of language. For some of the items, the wording was slightly different between the operator and leader versions. On the operator version of the survey the items were written to reference support provided to the individual (“me”), whereas for the leader version of the survey the referent was the unit (“my unit”):

- Allocates duty time to language training or practice.
- Encourages the use of language during non-language training.
- Places command emphasis on the importance of language proficiency.
- Provides support to help me/my unit acquire and maintain enough proficiency to qualify for FLPB.
- Provides me/my unit with recognition and awards related to language proficiency.
- Provides me/my unit with language learning materials.
- Ensures quality language instruction is available to me/my unit.
- Ensures pre-deployment training is available to me/my unit.
- Places command emphasis on taking annual proficiency tests.
- Ensures that personnel in language training are not pulled for non-critical tasks/duties.

Responses were closed-ended, with response options consisting of *A (Excellent)*, *B (Above average)*, *C (Average)*, *D (Below average)*, and *F (Fail)*. These items were originally developed for the *SOF Language Transformation Strategy Needs Assessment Project* conducted in 2004 (Surface, Poncheri, Lemmond, & Shetye, 2005). The items from the previous project were reviewed and updated for use in the 2009 LCNA project.

Analyses

All closed-ended item responses were analyzed using a combination of descriptive and inferential statistics. For each item, the frequencies for each of the five response options are presented, as well as the average (i.e., mean) response for each item. Inferential statistics (e.g., analysis of variance, *t*-tests) were conducted to determine if any observed differences in participant groups are likely to exist in the broader population of interest. Additionally, potential moderator variables were explored, including:

- SOF role (i.e., operators versus leaders)
- Leadership position (i.e., Commanders/SWOAs/SEAs versus Staff Officers)

Comparisons with the 2004 *SOF Language Transformation Strategy Needs Assessment Project* survey results were made as appropriate. Specifically, 2004 respondents identified as “SOF Personnel” were compared to the 2009 SOF operator group, and 2004 respondents identified as “Unit Leadership” were compared to the 2009 SOF leader group.

For further details on the study methodology, please refer to the *Methodology Report* (Technical Report # 2010011002).

SECTION III: PRIORITY OF LANGUAGE

To ensure that SOF operators achieve and maintain the language requirements needed for their missions and meet the language capability guidance set by the Commander, USSOCOM, language training and maintenance activities must be correctly prioritized in relation to other training requirements and must receive support from the chain of command at all levels. Section III presents survey respondents' prioritization of language learning and maintenance and their perceptions of their chain of command's priority for language learning and maintenance. Research questions and main findings are presented first, followed by a detailed description of the main findings.

Assessing the priority SOF operators, leaders, and others in the SOF community place on language learning and maintenance provides information about the climate of support for language and its training and use. The priority that SOF operators place on language learning and maintenance can influence the extent to which they utilize existing language learning resources and materials. SOF operators who highly prioritize language training may be more likely to take advantage of the language training available to them. Understanding how language learning and maintenance are viewed in relation to other training provides insights about what approaches might be necessary to motivate individuals to reach desired levels of proficiency and to facilitate units in reaching language capability objectives.

In addition to assessing their own language priority, survey respondents indicated the priority level they believe that their immediate chain of command places on language. The chain of command's language learning and maintenance prioritization can dictate the time allocation, resources, and materials that are provided to language versus other training requirements. Immediate chains of command that place higher priority on language learning and maintenance may offer more language training opportunities with adequate resources and materials and protect individuals from distractions once they are engaged in language training. Immediate chains of command that place lower priority on language learning and maintenance may dedicate less time, resources, and materials to language training in relation to other training requirements or may not facilitate the effective use of training resources when employed (e.g., pulled out of language training for "pine cone" duty). The language-related actions or policies of unit or component leadership can send a clear message about the priority of language learning and maintenance, which can impact individual attitudes and motivation toward language learning and use on missions. Section IV of this report presents the results of survey participants grading their immediate chain of command on ten language support activities, and Section V examines which language support activities drive perceptions of the chain of command's language priority.

Research Questions

The following research questions are addressed in this section:

- How do respondents prioritize language in relation to other training requirements?
 - Do SOF operators and leaders differ in their priorities?
 - Are there differences in priorities across SOF organizations or within SOF components?
- What level of priority do respondents think their immediate chain of command places on language in relationship to other training requirements?
 - Do SOF operators and SOF leaders have different perceptions of their immediate chain of command's priority?
 - Are there differences in perceived priorities across SOF organizations or within SOF components?

- What is the relationship between self-prioritization and perceived prioritization for the immediate chain of command?

Main Findings

Survey participants can be categorized primarily into one of two main groups: 1) those who view language as *equal* in priority to other training and 2) those who place *higher* priority on other training requirements in comparison to language. An almost equal percentage of respondents either indicated that *language is equal to other training requirements* (44%) or that *most or all other training requirements take priority over language* (46%; see Table 1). A minority of respondents viewed language as a higher priority than other training requirements (10%).

Overall, this prioritization of language was consistent across all SOF components and organizations, with one exception. MARSOC respondents reported prioritizing language higher than respondents from other components and organizations. There were overall differences between SOF operators and SOF leaders, such that leaders placed higher priority on language in comparison to other training requirements, than did SOF operators. Further examination revealed that these differences were primarily in USASOC and in 5th SFG, in particular.

Furthermore, most respondents perceived their immediate chain of command prioritizing *most or all other training requirements over language* (70%). This finding is largely consistent across all SOF components and organizations. A trend was observed when looking within Army SOF types (i.e., Civil Affairs, Psychological Operations, and Special Forces). A majority of respondents from 4th POG, 95th CAB, 5th SFG, 7th SFG, and 20th SFG indicated that *language is equal in priority* to other training requirements for their immediate chain of command, while a majority of those in 1st SFG, 3rd SFG, 10th SFG, and 19th SFG indicated that *most other training requirements take priority over language* for their immediate chain of command.

In the overall group of respondents, 47% perceived themselves and their immediate chain of command as placing the *same* prioritization on language, 38% perceived themselves placing a *higher* priority on language in relation to their immediate chain of command, and 15% perceived themselves placing *lower* priority on language in relation to their immediate chain of command. This trend was also observed for both SOF operators and leaders. For most SOF components and some USASOC units, operators and leaders reported *higher* self-prioritization of language learning and maintenance than their perception of their immediate chain of command's language priority. See the *Detailed Findings* section for more information.

Detailed Findings

Self-prioritization of language training

Overall

Of all survey respondents, 44% prioritized language learning and maintenance *equal to* other training requirements (see Table 1). The majority of those not endorsing equal priority viewed other training requirements as a higher priority than language (46%). Specifically, 35% indicated that *most other training requirements take priority over language* and 11 % indicated that *all other training requirements take priority over language*. A minority of respondents viewed language as a higher priority than other training requirements. Only 9% indicated that *language takes priority over most other training*

requirements and 1% indicated that *languages takes priority over all* other training requirements. Compared to SOF operators ($M = 2.45$), SOF leaders ($M = 2.61$) placed a slightly higher priority on language than other training requirements ($t = 3.88, p < .001$).

Differences across and within SOF components and organizations

Assessment across and within SOF components and organizations was conducted to determine if these smaller elements had comparable language learning and maintenance prioritization to that of the larger sample. Responses across SOF organizations were similar to the overall findings, with two exceptions (see Table 2).

First, compared to other groups (i.e., USSOCOM HQ, USASOC, and TSOC), MARSOC personnel placed higher emphasis on language learning and maintenance ($F = 2064.95, df = 8, p < .001$). Specifically, 44% of MARSOC respondents reported that language is *equal* in priority to other training and 31% said that *language takes priority* over most other training. MARSOC respondents ($M = 3.06$) reported prioritizing language higher than USSOCOM HQ respondents ($M = 2.58, p < .05$), USASOC respondents ($M = 2.50, p < .01$), and TSOC respondents ($M = 2.65, p < .05$). MARSOC operators ($M = 2.92$) and leaders ($M = 3.19$) did not significantly differ in their prioritization of language ($t = 0.99, p = ns$; see Appendix B, Table 3). Due to the small MARSOC sample size ($N = 36$), however, caution should be taken when generalizing these results to the larger MARSOC community.

The second notable exception concerns significant difference in prioritization between USASOC leaders and operators ($t = 3.27, p < .05$). Specifically, USASOC leaders ($M = 2.59$) prioritized language significantly higher than USASOC operators ($M = 2.42$; see Appendix B, Table 5). No other notable differences across or within SOF organizations were found. All SOF component operator-leader comparisons are presented in Appendix B.

Differences within USASOC units

For USASOC units that had sufficient sample sizes, further examination of across and within unit differences was explored. Additional comparisons within AFSOC, MARSOC, and WARCOC were not explored because of insufficient sample sizes.

Although there were not any notable statistically significant differences, there was a trend observed across the SF, CA, and PSYOP units in USASOC. A majority of respondents from 4th POG, 95th CAB, 5th SFG, 7th SFG, and 20th SFG indicated that *language is equal in priority* to other training requirements, while a majority of those in 1st SFG, 3rd SFG, 10th SFG, and 19th SFG indicated that *most other training requirements take priority* over language (see Appendix C, Table 1).

Within USASOC units, the only notable difference between operators and leaders was found in 5th SFG ($t = 2.94, p < .05$). In this unit, leaders ($M = 2.76$) reported significantly higher language priority than operators ($M = 2.39$; see Appendix D, Table 5). While 51% of the leaders reported language being equal in priority to other training, only 38% of the operators indicated equal priority. Only 29% of 5th SFG leaders indicated that *most other requirements take priority over language*, whereas 44% of operators endorsed this option. Additional USASOC unit operator-leader comparisons are presented in Appendix D.

Other statistically significant differences across and within SOF components were not interpretable due to small sample sizes.

MI linguists, CLPMs, and language office personnel

Although the main focus of this report is on SOF operators and leaders, responses from MI linguists attached to SOF units, and CLPMs and language office personnel in the SOF community are presented in Appendix E, Table 1. Overall, these groups reported self-prioritization ratings similar to the overall group and there were no significant differences.

*Perceptions of immediate chain of command's language training prioritization**Overall*

In contrast to their self-prioritizations, most respondents (70%; see Table 1) believed that *all* or *most other training requirements take priority over language* for their immediate chain of command. Of the remaining respondents, 26% indicated their immediate chain of command places *equal* priority on language and 5% indicated their immediate chain of command prioritizes language over *all* or *most* other training.

Overall, a greater percentage of SOF operators reported that for their immediate chain of command *all other training requirements take priority over language* (27%) than did SOF leaders (17%).

Differences across and within SOF components and organizations

Personnel from both MARSOC and USASOC perceived their immediate chain of command prioritizing language significantly higher than some other SOF organizations (see Table 2). Most MARSOC personnel perceived their immediate chain of command prioritizing language *equal to* other training (40%) or prioritizing most other training over language (40%). Looking within MARSOC, leaders most often perceived their immediate chain of command as prioritizing most other training requirements *above* language, and operators most often perceived their immediate chain of command as prioritizing language *equal* with other training requirements. Most USASOC personnel perceived their immediate chain of command as prioritizing language *equal to* other training (46%). There was not a significant difference between USASOC operator and leader responses. No other notable differences across or within SOF organizations were found. All SOF component operator-leader comparisons are presented in Appendix B.

Differences across and within USASOC units

Overall, most USASOC units reported comparable perceptions of their immediate chain of command's language prioritization (see Appendix C, Table 1). All units, on average, perceived their immediate chain of command as prioritizing most other training *above* language learning and maintenance.

4th POG personnel reported their immediate chain of command as prioritizing language higher than 3rd SFG and lower than 1st SFG. Fifty-four percent of 4th POG respondents indicated their immediate chain of command as prioritizing most other training requirements over language. There were no significant differences between operators and leaders in any USASOC units. All USASOC unit operator-leader comparisons are presented in Appendix D.

MI linguists, CLPMs, and language office personnel

Although the main focus of this report is on SOF operators and leaders, responses from MI linguists attached to SOF units, and CLPMs and language office personnel in the SOF community are presented in Appendix E, Table 1. Overall, these groups reported immediate chain of command ratings similar to the overall group and there were no significant differences.

Self-prioritization versus perceptions of immediate chain of command

Forty-seven percent of respondents perceived themselves and their immediate chain of command as having the *same* prioritization of language learning and maintenance. Thirty-nine percent of survey respondents perceived themselves as prioritizing language *higher* than their immediate chain of command. Fifteen percent perceived themselves as prioritizing language *lower* than their immediate chain of command. This trend was also observed within SOF operator and SOF leader responses.

Significant mean differences between their self-prioritization of language and their perceptions of their immediate chain of command's language prioritization were found at AFSOC, USASOC, and MARSOC for both SOF operator and leader groups.

For each SOF component and USASOC unit, the relationship between operator self-prioritization and their perceptions of their immediate chain of command's language prioritization was investigated (see Figure 1). For AFSOC, MARSOC, and USASOC responses, there was a wider gap between operators' self-prioritization of language and their perception of their immediate chain of command's prioritization of language. Specifically, operators from these SOF components reported prioritizing language *equal to* other training requirements and perceived their immediate chain of command as prioritizing language *less than* other training requirements. WARCOC operators reported prioritizing most other training over language, and perceived their immediate chain of command as having similar prioritization. These findings suggest that operators in AFSOC, MARSOC and USASOC perceive themselves as prioritizing language learning and maintenance higher than their immediate chain of command.

Within USASOC units, significant mean differences between operator self-prioritization and their perceptions of immediate chain of command's language priority was found at 4th POG, 95th CAB, 3rd SFG, 7th SFG, and 10th SFG (see Figure 2). In most instances, operators reported self-prioritizing language *equal to* other training requirements and perceived their immediate chain of command as prioritizing most other training requirements *higher than* language.

Similarly, comparisons between leaders' self-reported language priority to leaders' perceptions of their immediate chain of command's priority (see Figure 3) found that AFSOC, MARSOC, and USASOC leaders perceived themselves as prioritizing language *higher than* their immediate chain of command. WARCOC leaders reported prioritizing language similar to their immediate chain of command.

Significant mean differences between leader self-prioritization and their perceptions of immediate chain of command's language priority were found at 4th POG and 95th CAB (see Figure 4). In both instances, leaders reported self-prioritizing language *equal to* other training requirements and perceived their immediate command as prioritizing most other training requirements *higher than* language.

A perceived difference between self-prioritization of language versus the immediate chain of command's prioritization of language indicates a potential disconnect between command and individual perceptions of priority and may indicate the need for action. If the perception is that the chain of command places *lower* priority on language than self, then there are two implications: 1) if it is true, then it shows that the chain of command does not prioritize language as highly as do individual operators and leaders, and 2) if it is a false perception (i.e., chain of command does not give language a lower priority compared to other training requirements), then the immediate chain of command needs to do a better job of communicating the importance it places on language training. Similarly, if the perception that the immediate chain of command places *higher* priority on language compared to self is true, then the immediate chain of

command needs to do a better job of communicating the importance of language training compared to other requirements and promoting the same attitude among personnel in the command. If this is achieved, leaders and operators will understand that language is valued by the organization and that they should be engaging in actions to enhance their language capabilities.

Table 1. Priority Placed on Language Learning and Maintenance

Item	Group	N	Mean ¹	Language takes priority over all other training requirements	Language takes priority over most other training requirements	Language is equal in priority to other training requirements	Most other training requirements take priority over language	All other training requirements take priority over language
In terms of priority, where do you place language learning and maintenance?	Overall ²	1,799	2.54	1% 	9% 	44% 	35% 	11% 
	Operators	970	2.45	1% 	7% 	42% 	35% 	15% 
	Leaders	750	2.61*	1% 	10% 	46% 	36% 	7% 
In terms of priority, where do you think your immediate command places language learning and maintenance?	Overall	1,785	2.13	1% 	3% 	26% 	47% 	23% 
	Operators	960	2.08	1% 	4% 	25% 	43% 	27% 
	Leaders	747	2.20*	0% 	4% 	29% 	50% 	17% 

¹Items were rated using the following scale: 1 = All other training requirements take priority over language, 2 = Most other training requirements take priority over language, 3 = Language is equal in priority to other training requirements, 4 = Language takes priority over most other training requirements, 5 = Language takes priority over all other training requirements.

²Overall group includes all SOF operators, SOF operators assigned to other duty, SOF leaders, MI linguists assigned to SOF, CLPMs, and language office personnel.

Notes. Higher means indicate more priority placed on language learning and maintenance in comparison to other training requirements.

Means with an asterisk (*) indicate that SOF operator and SOF leader responses significantly differed from one another on that item. Only SOF operator and SOF leader means were statistically compared.

Operator responses to both items significantly differ from one another (i.e., Operators perceived the priority they placed on language to be significantly greater than that of their immediate chain of command).

Leader responses to both items significantly differ from one another (i.e., Leaders perceived the priority they placed on language to be significantly greater than that of their immediate chain of command).

Table 2. Priority of Language, SOF Organization Comparison

Item	Group	N	Mean ¹	Language takes priority over all other training requirements	Language takes priority over most other training requirements	Language is equal in priority to other training requirements	Most other training requirements take priority over language	All other training requirements take priority over language
In terms of priority, where do you place language learning and maintenance?	Overall²	1,799	2.54	1% 	9% 	44% 	35% 	11% 
	USSOCOM HQ	212	2.58 ^a	2% 	11% 	43% 	33% 	11% 
	AFSOC	29	2.48 ^{ab}	0% 	7% 	48% 	31% 	14% 
	USASOC	1,212	2.50 ^a	1% 	7% 	44% 	36% 	12% 
	WARCOM	25	2.64 ^{ab}	0% 	4% 	64% 	24% 	8% 
	MARSOC	36	3.06 ^b	0% 	31% 	44% 	25% 	0% 
	JSOC	7	2.29 ^{ab}	0% 	14% 	14% 	58% 	14% 
	TSOC	66	2.65 ^a	3% 	9% 	45% 	35% 	8% 
	Deployed SO Unit	100	2.53 ^{ab}	0% 	9% 	44% 	38% 	9% 
	Other	112	2.63 ^{ab}	1% 	12% 	47% 	29% 	11% 
In terms of priority, where do you think your immediate command places language learning and maintenance?	Overall	1,785	2.13	1% 	4% 	26% 	46% 	23% 
	USSOCOM HQ	210	2.18 ^{ab}	1% 	5% 	24% 	49% 	21% 
	AFSOC	29	1.83 ^{ab}	0% 	0% 	18% 	48% 	34% 
	USASOC	1,208	2.17 ^a	1% 	4% 	28% 	46% 	21% 
	WARCOM	25	2.16 ^{ab}	0% 	4% 	28% 	48% 	20% 
	MARSOC	35	2.46 ^a	0% 	9% 	40% 	40% 	11% 
	JSOC	7	1.86 ^{ab}	0% 	0% 	0% 	86% 	14% 
	TSOC	64	2.05 ^b	2% 	2% 	22% 	49% 	25% 
	Deployed SO Unit	99	1.88 ^{ab}	0% 	1% 	16% 	53% 	30% 
	Other	108	1.94 ^{ab}	0% 	3% 	22% 	42% 	33% 

¹Items were rated using the following scale: 1 = All other training requirements take priority over language, 2 = Most other training requirements take priority over language, 3 = Language is equal in priority to other training requirements, 4 = Language takes priority over most other training requirements, 5 = Language takes priority over all other training requirements.

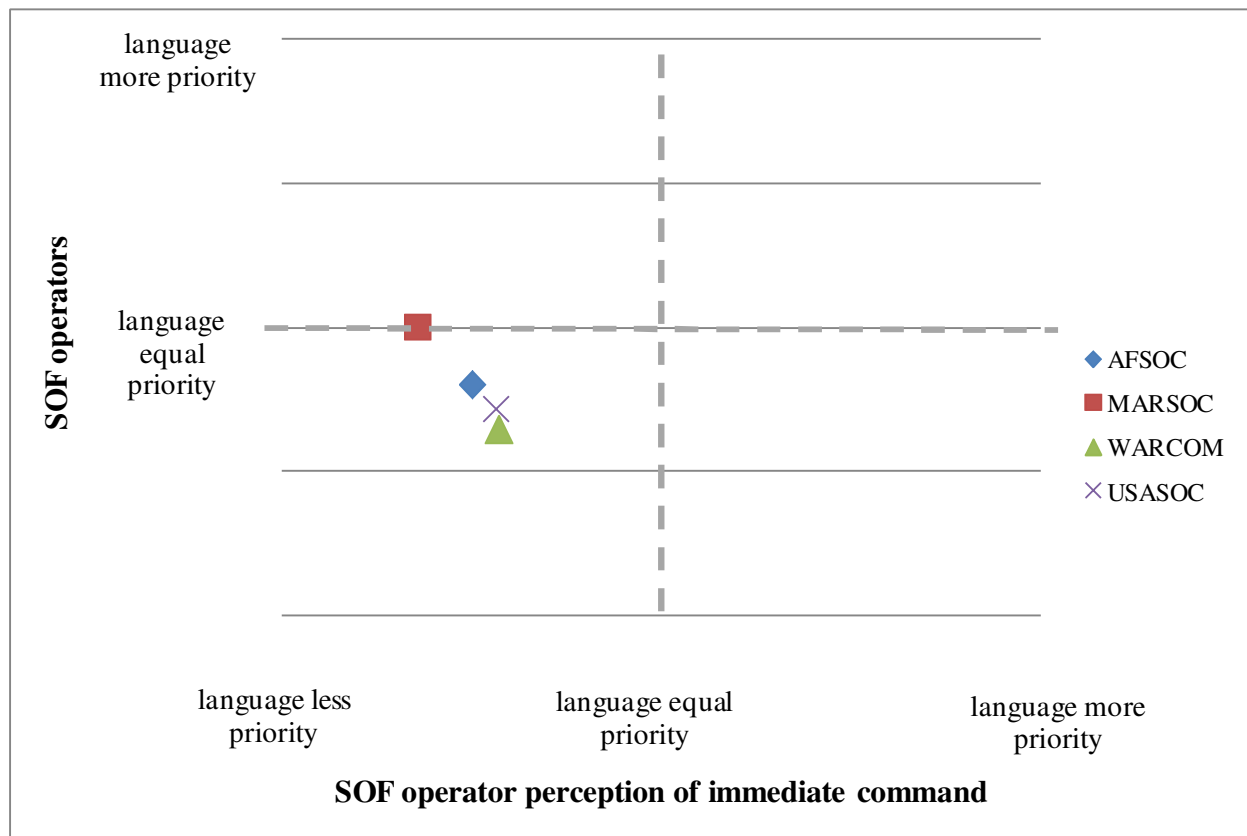
²Overall group includes all SOF operators, SOF operators assigned to other duty, SOF leaders, MI linguists assigned to SOF, CLPMs, and language office personnel.

Notes. Higher means indicate more priority placed on language learning and maintenance in comparison to other training requirements.

Means do not differ for SOF organizations who share the same letter.

"Other" consists of SOF community members that are not otherwise identified in the table, and includes respondents assigned to TRADOC, FORSCOM, other military schools, etc. This group is primarily from Army, but other services are represented as well.

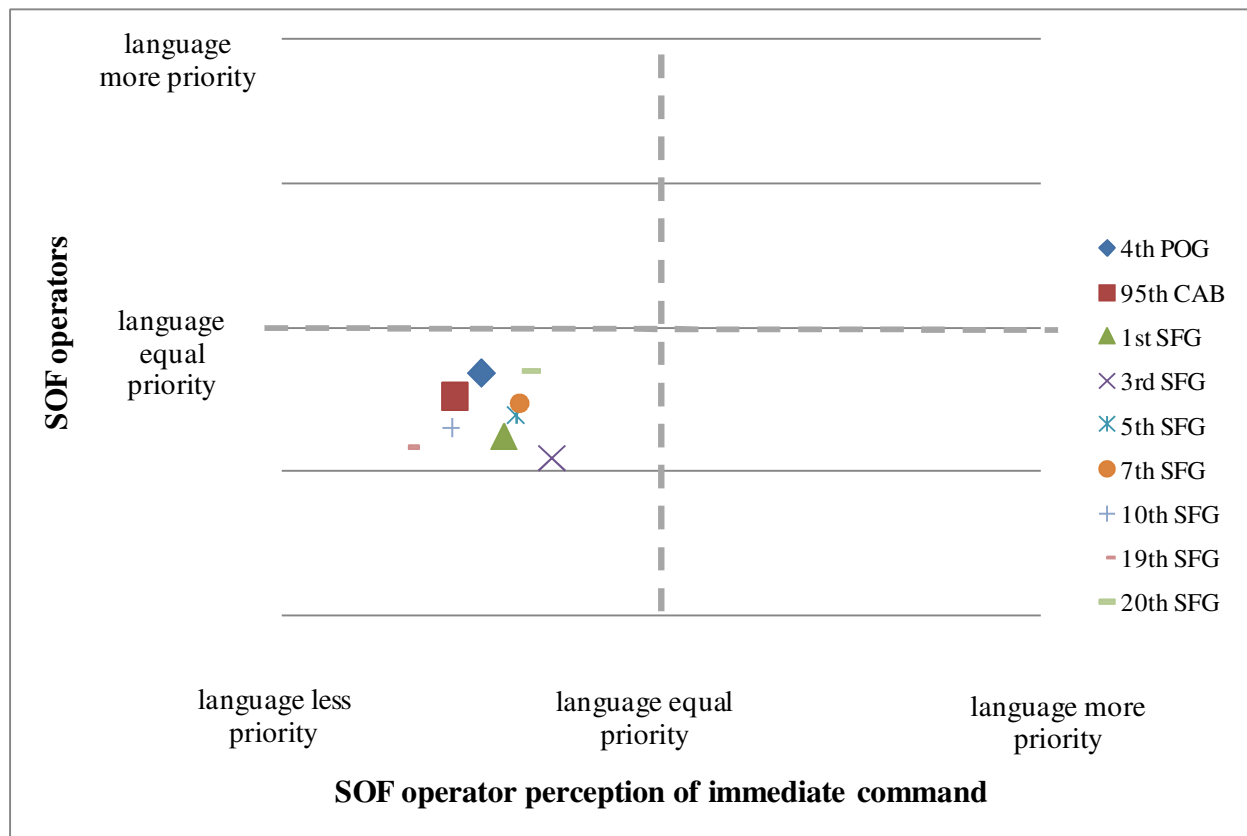
Figure 1. SOF Operator Language Prioritization and Perception of Immediate Chain of Command's Prioritization by SOF Component



Notes. Plotted points represent means for SOF component operator responses.

Significant differences between reported operator self-prioritization of language and their perception of their immediate chain of command's language prioritization was found for AFSOC, MARSOC, and USASOC operator responses.

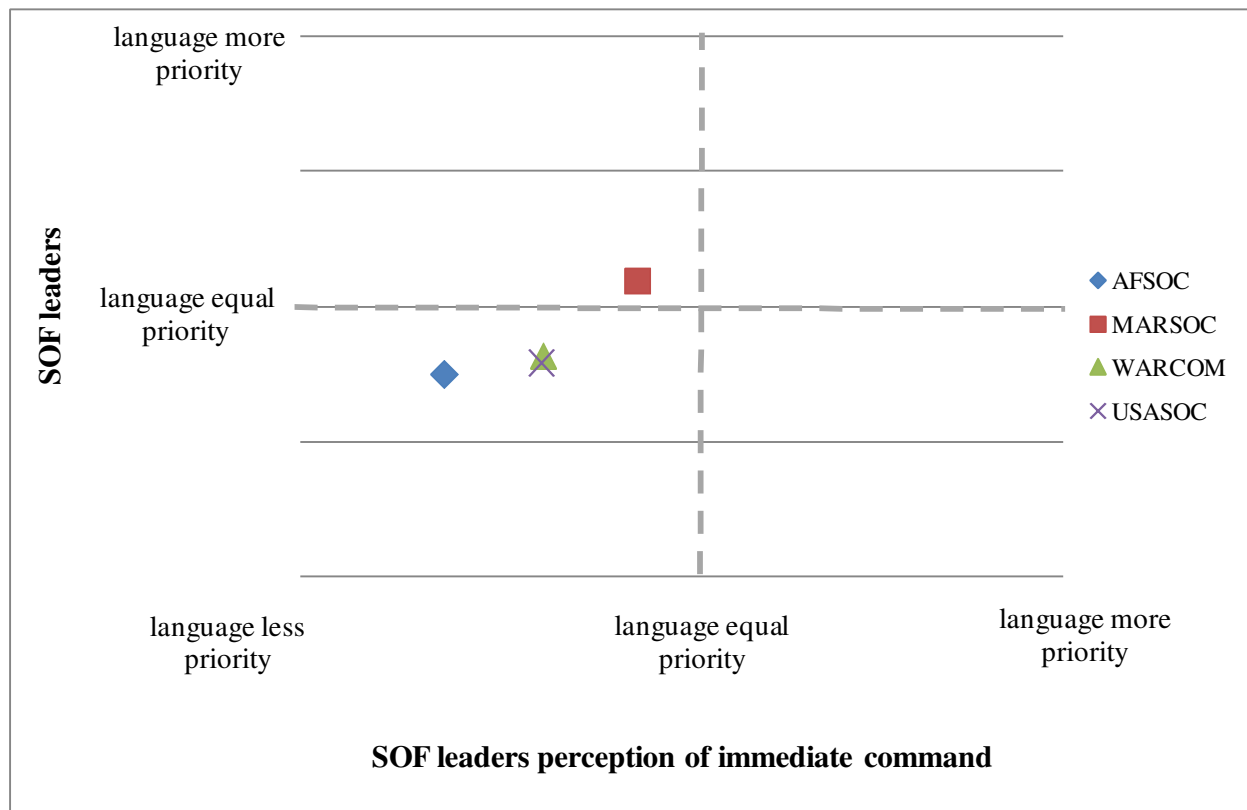
Figure 2. SOF Operator Language Prioritization and Perception of Immediate Chain of Command's Prioritization by USASOC unit



Notes. Plotted points represent means for USASOC operator responses by unit.

Significant differences between operators' self-prioritizations and their perceptions of their immediate chain of command's language prioritization was found for 4th POG, 95th CAB, 3rd SFG, 7th SFG, and 10th SFG operator responses.

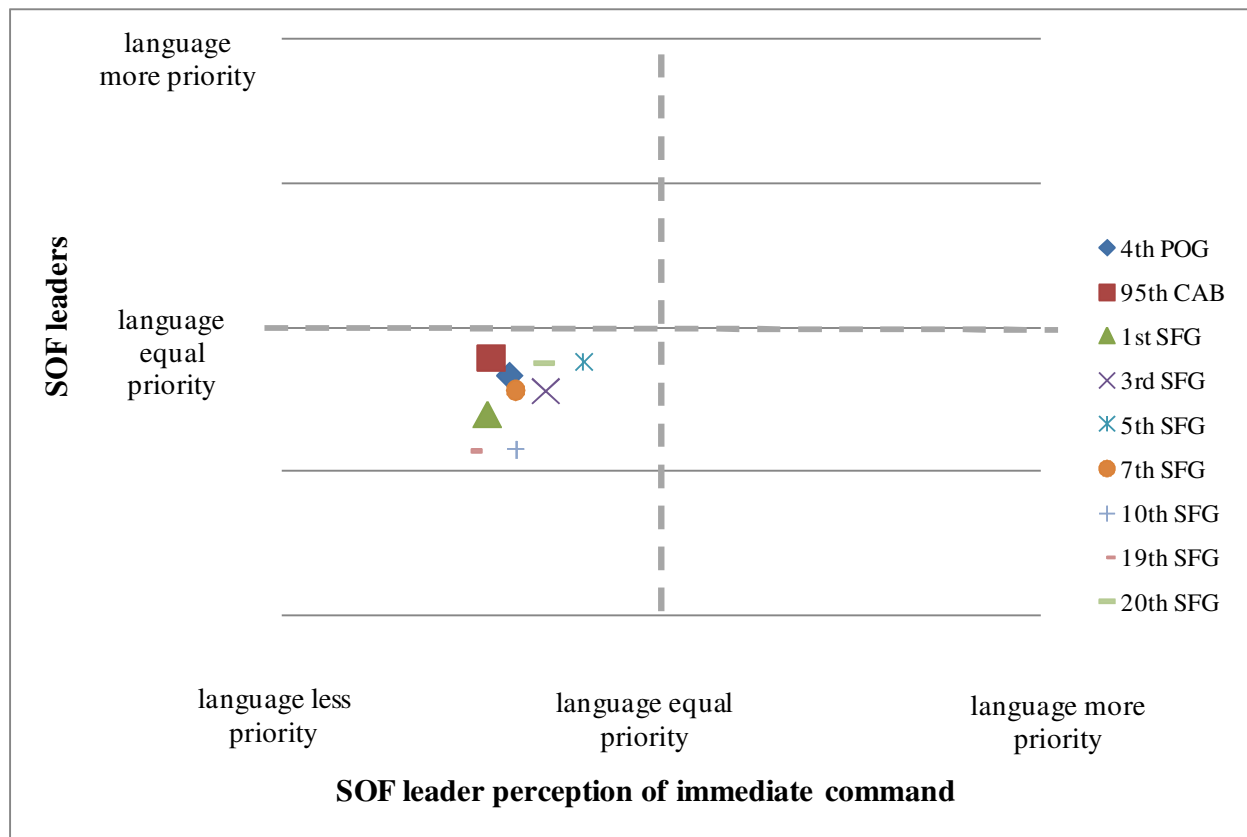
Figure 3. SOF Leader Prioritization and Perception of Immediate Chain of Command's Prioritization by SOF component



Notes. Plotted points represent means for SOF leader responses by component.

Significant differences between reported leader self-prioritization of language and their perceptions of their immediate chain of command's language prioritization was found for AFSOC, MARSOC, and USASOC leader responses.

Figure 4. SOF Leader Language Prioritization and Perception of Immediate Chain of Command's Prioritization by USASOC unit



Notes. Plotted points represent means for SOF leader responses by USASOC unit.

Significant differences between leaders' self-prioritization and their perceptions of their immediate chain of command's language prioritization were found for 4th POG and 95th CAB leader responses.

SECTION IV: GRADING THE IMMEDIATE CHAIN OF COMMAND

Support from leadership is necessary to ensure that SOF operators are able to acquire and maintain language proficiency and meet language requirements. Command support for language learning and maintenance includes providing uninterrupted time to train, adequate language training support (e.g., quality instructors and materials), and command emphasis on language (e.g., encouraging use of language during non-language training). In addition to providing the necessary resources and materials to support effective language learning and maintenance, chains of command must provide time and encouragement for operators to achieve language proficiency standards. The chain of command must act in ways that signal language is a value and priority for language learning and maintenance. For example, if the chain of command is constantly allowing SOF operators to be pulled out of scheduled language training events for activities, such as “pine cone duty”, it signals that the chain of command does not value and support language.

One strategy used to assess the climate for language acquisition and maintenance is to ask current SOF personnel to evaluate (or grade) their immediate chain of command on a variety of language support areas or activities (e.g., “Places command emphasis on taking annual proficiency tests”). These areas were originally identified in 2003 from operator comments during focus groups on language conducted by the Special Operations Forces Language Office, USASOC (now SOFCLO, USSOCOM). These items were used on 2004 *SOF Language Transformation Strategy Needs Assessment Project* survey. Section IV presents the grades assigned by survey respondents to their immediate chain of command’s support for language in ten areas. Section V presents the linkage between a chain of command’s support for these language activities and perceptions of the chain of command’s prioritization of language learning and maintenance. In this section, research questions and main findings are provided first, followed by more detailed results.

Research Questions

To assess command support of language, survey respondents graded their immediate chain of command on ten language support areas or activities. Grades were examined from multiple perspectives, addressing the following research questions:

- Across USSOCOM, what language support areas received the highest and lowest grades?
- What language support areas received the highest and lowest grades across SOF organizations? Are there differences between operator and leader responses within each SOF organization?
- What language support areas received the highest and lowest grades within SOF components? Are there differences between operator and leader responses within SOF components?
- Do commanders/SWOAs/SEAs and staff officers provide different grades on these language support areas?
- How do the 2009 survey results compare with those from the 2004 survey?

Main Findings

Overall, in USSOCOM, survey respondents most frequently assigned a *C (average)* grade for all language support areas (e.g., “Places command emphasis on taking annual proficiency tests”) with the means for half the items being in the *C* range (3.00 to 3.99) and the means for the remaining items falling into the *D* range (2.00 to 2.99) because of the number of *D* and *F* ratings assigned. The overall command support for language mean (i.e., average across all the items) was 2.9, which is just below a mean of *C*. The two consistently highest-rated language support areas [mean grade above a *C (average)*] were “Places

command emphasis on taking annual proficiency tests” and “Provides my unit with language learning materials”. Both of these areas are either mandated (annual proficiency testing) or resourced (language learning materials). Similarly, the two consistently lowest-rated language support areas [mean grade below *C (average)*] were “Provides my unit with recognition and awards related to language proficiency” and “Ensures that personnel in language training are not pulled for other non-critical tasks/duties”. Both of these areas are not mandated and are discretionary for the chain of command.

Grades were fairly consistent across SOF components and organizations. Additionally, the areas that were graded highest and lowest by the overall USSOCOM group were in similar rank order position within each of the SOF component responses with only slight differences. AFSOC, WARCOC, and MARSOC personnel tended to assign a higher percentage of unfavorable grades (*Ds* and *Fs*) than neutral grades (*Cs*) for many language support areas or activities. USASOC personnel most frequently assigned *Cs* to most language support areas or activities. For at least two language support areas, unfavorable grades (*Ds* and *Fs*) exceeded the number of favorable (*As* and *Bs*) and neutral (*Cs*) grades combined in AFSOC, MARSOC, and WARCOC.

Few grading differences across USASOC units were found. Within USASOC units, respondents in most units assigned their highest and lowest grades to the same language support areas. The majority of respondents in most USASOC units assigned neutral grades (*Cs*) or favorable grades (*As* and *Bs*) for over half the language support areas. However, there was at least one area of language support for which the unfavorable grades (*Ds* and *Fs*) exceeded the number of favorable (*As* and *Bs*) and neutral (*Cs*) grades combined for 4th POG, 95th CA, 10th SFG, and 19th SFG. Additionally, few operator-leader grading differences were found within units.

In comparison to the 2004 *SOF Language Transformation Needs Assessment* survey, the overall command support for language improved across USSOCOM. The overall mean was 2.5 (in between a *C* and *D* average) in 2004 compared with 2.9 in 2009, which is a statistically significant increase ($t = -8.45$, $p < .001$). In general, the 2004-to-2009 comparisons for the operator and leader groups show that fewer *Fs* (*fail*) and *Ds* (*below average*) grades were given in the 2009 study (see Table 5). In 2004, survey respondents assigned more unfavorable grades (*Ds* and *Fs*) than neutral grades (*Cs*) to language support areas than did 2009 survey respondents. Additionally, more *Cs* (*average*) were assigned in the current study. Comparable proportion of *As* (*excellent*) and *Bs* (*above average*) were assigned in 2004 and 2009. This improvement suggests that USSOCOM is progressing in some language support areas but further efforts are needed.

Detailed Findings

Respondents’ grading of their immediate chain of command on ten language support areas was examined at multiple organizational levels (e.g., SOF organization, component, and unit levels). Comparisons were made across and within components and units, when possible. Other subgroups were explored to determine their influence on grades. Lastly, the 2004-to-2009 comparisons were examined to provide an indication of change in the climate of support for language.

Overall

Overall, respondents most frequently assigned a *C (average)* grade for all language support areas (e.g. “Places command emphasis on taking annual proficiency tests”) with the means for 50% of the items being in the *C* range (3.00 to 3.99) and the means for the remaining 50% of items falling into the *D* range (2.00 to 2.99) because of the number of *D* and *F* ratings assigned. The overall command support for

language mean (i.e., average across all the items) was 2.9, which is just below a mean of *C*.

The following language support areas received the highest grades overall, with an average grade slightly above a *C (average)*; (items are in order from highest to lowest mean, see Table 3):

- Places command emphasis on taking annual proficiency tests. (*M* = 3.31)
- Provides me/my unit with language learning materials. (*M* = 3.15)
- Ensures quality language instruction is available to me/my unit. (*M* = 3.11)
- Ensures pre-deployment training is available to me/my unit. (*M* = 3.05)
- Places command emphasis on the importance of language proficiency. (*M* = 3.02)

The following language support areas received the lowest grades overall, with an average grade below a *C (average)*; (items are in order from lowest to highest mean, see Table 3):

- Provides me/my unit with recognition and awards related to language proficiency. (*M* = 2.48)
- Ensures that personnel in language training are not pulled for other non-critical tasks/duties. (*M* = 2.67)
- Allocates duty time to language training or language practice. (*M* = 2.76)
- Encourages use of language during non-language training. (*M* = 2.76)
- Provides support to help me/my unit acquire and maintain enough proficiency to qualify for FLPB. (*M* = 2.79)

Overall, survey respondents assigned more unfavorable grades (*Ds* and *Fs*) than neutral grades (*Cs*) to the lowest-graded area, “Provides me/my unit with recognition and awards related to language proficiency”. This was also the only area for which the unfavorable grades (*Ds* and *Fs*) were equal to the neutral (*Cs*) and favorable (*As* and *Bs*) grades combined.

There is a relatively high level of visibility and accountability for support provided in the areas receiving the highest grades compared to those receiving lowest grades. Accountability can be placed more easily on language support areas that are measurable and quantifiable. For example, the area that received the highest grade overall, emphasis on annual proficiency testing, is a mandated requirement and a very measurable and quantifiable result of language learning and maintenance. Providing language learning materials and quality instruction are also visible and accountable contributions to language learning because they are typically resourced by USSOCOM or the Services with a level of accountability for the resources. The common element is that these items are visible because of the accountability required by mandated testing and reporting for readiness or by spending budgeted funds for training and learning materials with the timeframe of a fiscal year.

Language support areas that received lower grades were less tangible aspects of language support, where there was no requirement or mandate and, therefore, no direct accountability. Some of the lower graded areas relate to allocating/protecting language learning and maintenance time or integrating it into other training. These areas are less visible and are not tracked or measured because there are no mandates or requirements, which means less command emphasis and accountability in these areas. These grades assigned by SOF personnel demonstrate that chains of command are more likely provide support in areas where there is a mandate or there is increased visibility and accountability. Although the lowest-graded area, recognition and awards relating to language proficiency, can be a very visibly demonstrated support of language, this support area may not be considered a necessary contribution to language learning and maintenance and is definitely not required. For this reason, many chains of command may only focus on required areas (e.g., encouraging annual proficiency testing, providing materials and quality instruction) that are considered necessary to a successful language learning experience. However, the non-mandated

areas of support are more indicative of the chain of command's true level of support and priority for language (See Section V).

Overall, grades given by SOF operators and SOF leaders were similar, with two exceptions. SOF leaders gave their immediate chain of command significantly higher grades than SOF operators on "ensures pre-deployment training is available to me/my unit" and "places command emphasis on the importance of language proficiency".

Differences across and within SOF organizations

The results were fairly consistent across SOF components and organizations. One significant grading difference was found across SOF organizations (see Table 4). USASOC personnel assigned significantly higher grades ($M = 3.44$) than USSOCOM HQ ($M = 3.13$, $p < .05$) on "Places command emphasis on taking annual proficiency tests". For that same item, AFSOC personnel assigned significantly lower grades ($M = 2.68$) than USASOC personnel ($M = 3.44$, $p < .05$). Other statistically significant differences are not interpretable because the groups compared varied widely in sample size and are likely non-findings for this reason.

Overall, the language support areas graded highest by all USSOCOM respondents were also graded highest across SOF components and organizations (e.g., AFSOC, USSOCOM HQ), with slight rank order differences. The lowest-graded language support area, "Provides me/my unit with recognition and awards related to language proficiency", was also consistent across SOF components and organizations. In general, there were no operator-leader grading differences, and those that were found are discussed below, along with grading magnitude differences that occurred for some groups.

SOF component differences: USSOCOM HQ

The three language support areas graded highest by USSOCOM HQ personnel were assigned an average grade of *above a C (average)*, whereas the rest of the areas were graded *below a C (average)*; see Appendix F, Table 1).

The two areas of language support with the highest grades were:

- Places command emphasis on taking annual proficiency tests. ($M = 3.13$)
- Provides me/my unit with language learning materials. ($M = 3.05$)

The two areas of language support with the lowest grades were:

- Provides me/my unit with recognition and awards related to language proficiency. ($M = 2.58$)
- Ensures that personnel in language training are not pulled for non-critical tasks/duties. ($M = 2.66$)

For all items, the percentage of favorable (*As* and *Bs*) and neutral (*Cs*) grades assigned were higher than the percentage of unfavorable (*Ds* and *Fs*) grades assigned.

SOF component differences: AFSOC

The average grade assigned by AFSOC personnel to all language support areas was *below a C (average)*, which is lower than grades given overall and by most other SOF components, with the exception of MARSOC (see Appendix F, Table 2). For the majority of language support areas, AFSOC personnel assigned more unfavorable grades (*Ds* and *Fs*) than neutral grades (*Cs*).

The two areas of language support with the highest grades were:

- Ensures pre-deployment training is available to me/my unit. ($M = 2.93$)
- Provides me/my unit with language learning materials. ($M = 2.86$)

The two areas of language support with the lowest grades were:

- Provides me/my unit with recognition and awards related to language proficiency. ($M = 2.18$)
- Encourages the use of language during non-language training. ($M = 2.36$)

For the following items, the percentages of unfavorable (*Ds* and *Fs*) grades assigned were higher than the percentage of neutral (*Cs*) and favorable (*As* and *Bs*) grades combined: “Provides support to help me/my unit acquire and maintain enough proficiency to qualify for FLPB”; “Encourages the use of language during non-language training”; and “Provides me/my unit with recognition and awards related to language proficiency”.

SOF component differences: MARSOC

The average grade assigned by MARSOC personnel to all but one language support area was *below a C (average)*, which is lower than grades given overall and by most SOF components, with the exception of AFSOC (see Appendix F, Table 3). MARSOC leaders assigned significantly higher grades ($M = 3.25$, $p < .05$) than MARSOC operators ($M = 2.00$) for “Places command emphasis on the importance of language proficiency”. For the majority of language support areas, MARSOC personnel assigned more unfavorable grades (*Ds* and *Fs*) than neutral grades (*Cs*).

The three areas of language support with the highest grades were:

- Ensures pre-deployment training is available to me/my unit. ($M = 3.06$)
- Provides me/my unit with language learning materials. ($M = 2.85$)
- Places command emphasis on the importance of language proficiency. ($M = 2.85$)

The two areas of language support with the lowest grades were:

- Provides me/my unit with recognition and awards related to language proficiency. ($M = 2.15$)
- Encourages the use of language during non-language training. ($M = 2.38$)

For the following items, the percentages of unfavorable (*Ds* and *Fs*) grades assigned were higher than the percentage of neutral (*Cs*) and favorable (*As* and *Bs*) grades combined: “Encourages the use of language during non-language training”; and “Provides me/my unit with recognition and awards related to language proficiency”.

SOF component differences: WARCOM

The grades assigned by WARCOM personnel were consistent with grades assigned by the overall group, assigning *above a C (average)* to four language support areas, and *below a C (average)* to the remaining six (see Appendix F, Table 4). For the majority of language support areas, WARCOM personnel assigned more unfavorable grades (*Ds* and *Fs*) than neutral grades (*Cs*).

The three areas of language support with the highest grades were:

- Provides me/my unit with language learning materials. ($M = 3.40$)
- Ensures quality language instruction is available to me/my unit. ($M = 3.24$)
- Ensures pre-deployment training is available to me/my unit. ($M = 3.24$)

The two areas of language support with the lowest grades were:

- Provides me/my unit with recognition and awards related to language proficiency. ($M = 2.48$)
- Encourages the use of language during non-language training. ($M = 2.48$)

For the following items, the percentages of unfavorable (*Ds* and *Fs*) grades assigned were higher than the percentage of neutral (*Cs*) and favorable (*As* and *Bs*) grades combined: “Encourages the use of language during non-language training”; and “Provides me/my unit with recognition and awards related to language proficiency”.

SOF component differences: USASOC

The language support areas graded highest by USASOC personnel were assigned an average grade *above a C (average)*, while the bottom five areas were assigned an average grade *below a C (average)*; see Appendix F, Table 5. For the majority of language support areas, USASOC personnel assigned more neutral grades (*Cs*) than favorable grades (*As* and *Bs*) or unfavorable grades (*Ds* and *Fs*).

The two areas of language support with the highest grades were:

- Places command emphasis on taking annual proficiency tests. ($M = 3.44$)
- Provides me/my unit with language learning materials. ($M = 3.23$)

The two areas of language support with the lowest grades were:

- Provides me/my unit with recognition and awards related to language proficiency. ($M = 2.50$)
- Ensures that personnel in language training are not pulled out for non-critical tasks/duties. ($M = 2.70$)

For all items, the percentage of favorable (*As* and *Bs*) and neutral (*Cs*) grades assigned were higher than the percentage of unfavorable (*Ds* and *Fs*) grades assigned.

USASOC leaders assigned significantly higher grades than operators on “Ensures quality language instruction is available to me/my unit” (leader $M = 3.30$, operator $M = 3.10$, $p < .05$) and “Ensures pre-deployment training is available to me/my unit” (leader $M = 3.32$, operator $M = 3.03$, $p < .05$).

Differences across and within USASOC units

Grades were analyzed across USASOC units to determine if any unit(s) significantly differed on grading one or more language support areas. Additionally, grades were analyzed within USASOC units (i.e., operators versus leaders) to identify grading differences in any language support areas. Conducting USASOC unit differences analyses were possible due to large sample sizes; units within other SOF components (i.e., AFSOC, MARSOC, and WARCOC) were unable to be examined due to small sample size.

Overall, USASOC units assigned highest and lowest grades to similar language support areas with slightly different rank order positioning. All USASOC units, with the exception of 20th SFG, assigned highest grades to “Places command emphasis on taking annual proficiency tests”. Additionally, all USASOC units, with the exception of 5th SFG, assigned lowest grades to “Provides me/my unit with recognition and awards related to language proficiency”. Most USASOC units assigned *Cs* or higher for over half the language support areas with the exception of 95th CAB, 1st SFG, and 10th SFG personnel. Overall, personnel within each USASOC unit assigned more neutral grades (*Cs*) than favorable grades (*As* and *Bs*) or unfavorable grades (*Ds* and *Fs*). For each unit, the highest and lowest graded language

support areas are provided below, as well as any differences between operator and leader responses. Grading differences across USASOC units are also presented (see Appendix G, Table 1).

USASOC unit differences: 4th POG

The six language support areas graded highest by 4th POG personnel were assigned grades *above a C (average)*, and the four lowest graded areas were assigned grades *below a C (average)*; see Appendix H, Table 1.

The two areas of language support with the highest grades were:

- Places command emphasis on taking annual proficiency tests. ($M = 3.22$)
- Ensures pre-deployment training is available to me/my unit. ($M = 3.21$)

The two areas of language support with the lowest grades were:

- Provides me/my unit with recognition and awards related to language proficiency. ($M = 2.42$)
- Encourages the use of language during non-language training. ($M = 2.69$)

The percentage of unfavorable (*Ds* and *Fs*) grades assigned was higher than the percentage of neutral (*Cs*) and favorable (*As* and *Bs*) grades assigned for “Provides me/my unit with recognition and awards related to language proficiency”.

USASOC unit differences: 95th CAB

Only two language support areas were assigned grades *above a C (average)* by 95th CAB personnel, which is less than the overall group, where five areas received grades *above a C (average)*; see Appendix H, Table 2.

The two areas of language support with the highest grades were:

- Places command emphasis on taking annual proficiency tests. ($M = 3.38$)
- Ensures pre-deployment training is available to me/my unit. ($M = 3.11$)

The two areas of language support with the lowest grades were:

- Provides me/my unit with recognition and awards related to language proficiency. ($M = 2.34$)
- Ensures that personnel in language training are not pulled for other non-critical tasks/duties. ($M = 2.54$)

The percentage of unfavorable (*Ds* and *Fs*) grades assigned was higher than the percentage of neutral (*Cs*) and favorable (*As* and *Bs*) grades assigned for “Provides me/my unit with recognition and awards related to language proficiency”.

USASOC unit differences: 1st SFG

Four language support areas were assigned grades *above a C (average)* by 1st SFG personnel, which are comparable to the number of areas graded *above a C (average)* in the overall group (See Appendix H, Table 3).

The two areas of language support with the highest grades were:

- Places command emphasis on taking annual proficiency tests. ($M = 3.66$)
- Provides me/my unit with language learning materials. ($M = 3.47$)

The two areas of language support with the lowest grades were:

- Provides me/my unit with recognition and awards related to language proficiency. ($M = 2.55$)
- Encourages the use of language during non-language training. ($M = 2.61$)

For all items, the percentage of favorable (*As* and *Bs*) and neutral (*Cs*) grades assigned were higher than the percentage of unfavorable (*Ds* and *Fs*) grades assigned. One operator-leader grading difference was found for “Places command emphasis on taking annual proficiency tests”, where leaders assigned significantly higher grades than operators.

USASOC unit differences: 3rd SFG

Assigned grades for seven language support areas were *above a C (average)*, which is more than the number of areas receiving the same average grade in the overall group (see Appendix H, Table 4).

The two areas of language support with the highest grades were:

- Places command emphasis on taking annual proficiency tests. ($M = 3.70$)
- Provides me/my unit with language learning materials. ($M = 3.39$)

The two areas of language support with the lowest grades were:

- Provides me/my unit with recognition and awards related to language proficiency. ($M = 2.81$)
- Ensures that personnel in language training are not pulled for other non-critical tasks/duties. ($M = 2.87$)

For all items, the percentage of favorable (*As* and *Bs*) and neutral (*Cs*) grades assigned were higher than the percentage of unfavorable (*Ds* and *Fs*) grades assigned.

3rd SFG personnel graded their immediate chain of command significantly higher than 4th POG, 75th Rangers, 7th SFG, and 10th SFG on “Provides me/my unit with language learning materials” (see Appendix G, Table 1). One leader-operator grading difference was found for “Places command emphasis on taking annual proficiency tests”, where leaders graded significantly higher ($M = 3.20$) than operators ($M = 3.12$).

USASOC unit differences: 5th SFG

5th SFG personnel assigned grades *above a C (average)* to six language support areas (see Appendix H, Table 5).

The two areas of language support with the highest grades were:

- Places command emphasis on taking annual proficiency tests. ($M = 3.69$)
- Provides me/my unit with language learning materials. ($M = 3.56$)

The two areas of language support with the lowest grades were:

- Ensures that personnel in language training are not pulled for other non-critical tasks/duties. ($M = 2.45$)
- Allocates duty time to language training or language practice. ($M = 2.54$)

For all items, the percentage of favorable (*As* and *Bs*) and neutral (*Cs*) grades assigned were higher than the percentage of unfavorable (*Ds* and *Fs*) grades assigned.

5th SFG leaders assigned significantly higher grades than operators for the following items: “Places command emphasis on the importance of language proficiency” (leader $M = 3.62$, operator $M = 3.07$, $p < .05$), “Ensures pre-deployment training is available to me/my unit” (leader $M = 3.47$, operator $M = 2.90$, $p < .05$), and “Encourages the use of language during non-language training” (leader $M = 3.36$, operator $M = 2.79$, $p < .05$).

USASOC unit differences: 7th SFG

7th SFG personnel assigned *above a C (average)* grades to seven language support areas, which is more than the overall group (see Appendix H, Table 6).

The two areas of language support with the highest grades were:

- Places command emphasis on taking annual proficiency tests. ($M = 3.67$)
- Ensures quality language instruction is available to me/my unit. ($M = 3.45$)

The two areas of language support with the lowest grades were:

- Provides me/my unit with recognition and awards related to language proficiency. ($M = 2.57$)
- Ensures that personnel in language training are not pulled for other non-critical tasks/duties. ($M = 2.81$)

For all items, the percentage of favorable (*As* and *Bs*) and neutral (*Cs*) grades assigned were higher than the percentage of unfavorable (*Ds* and *Fs*) grades assigned.

Compared to other USASOC units, 7th SFG personnel graded their immediate chain of command significantly lower than 3rd SFG and significantly higher than 1st SFG and 19th SFG on “Encourages the use of language during non-language training”. 7th SFG personnel also graded their immediate chain of command significantly higher than 1st SFG, 3rd SFG, and 5th SFG on “Places command emphasis on the importance of language proficiency”.

USASOC unit differences: 10th SFG

10th SFG personnel assigned grades *above a C (average)* to only two language support areas, which is less than the overall group (see Appendix H, Table 7).

The two areas of language support with the highest grades were:

- Places command emphasis on taking annual proficiency tests. ($M = 3.23$)
- Ensures quality language instruction is available to me/my unit. ($M = 3.00$)

The two areas of language support with the lowest grades were:

- Provides me/my unit with recognition and awards related to language proficiency. ($M = 2.18$)
- Encourages the use of language during non-language training. ($M = 2.46$)

The percentage of unfavorable (*Ds* and *Fs*) grades assigned was higher than the percentage of neutral (*Cs*) and favorable (*As* and *Bs*) grades assigned for “Provides me/my unit with recognition and awards related to language proficiency”.

Compared to other USASOC units, 10th SFG personnel graded their immediate chain of command significantly lower than SF Command HQ and 3rd SFG on “Ensures quality language instruction is available to me/my unit”. 10th SFG personnel also graded their immediate chain of command significantly

lower than 1st SFG, 3rd SFG, and 5th SFG, and higher than SF Command HQ, on “Places command emphasis on taking annual proficiency tests”.

USASOC unit differences: 19th SFG

The average grade assigned by 19th SFG personnel for all language support areas was *below a C (average)*, which is lower than the overall group (see Appendix H, Table 8).

The two areas of language support with the highest grades were:

- Ensures pre-deployment training is available to me/my unit. ($M = 2.74$)
- Places command emphasis on taking annual proficiency tests. ($M = 2.58$)

The two areas of language support with the lowest grades were:

- Provides me/my unit with recognition and awards related to language proficiency. ($M = 1.84$)
- Allocates duty time to language training or language practice. ($M = 2.15$)

The percentage of unfavorable (*Ds* and *Fs*) grades assigned was higher than the percentage of neutral (*Cs*) and favorable (*As* and *Bs*) grades assigned for the following language support areas: “Encourages the use of language during non-language training”; “Ensures quality language instruction is available to me/my unit”; “Allocates duty time to language training or language practice”; “Provides me/my unit with recognition and awards related to language proficiency”.

Compared to other USASOC units, 19th SFG personnel graded their immediate chain of command significantly lower than SWCS Staff, 4th POG, 3rd SFG, and 7th SFG, and higher than CA/PSYOP HQ, on “Ensures that personnel in language training are not pulled for other non-critical tasks/duties”.

USASOC unit differences: 20th SFG

20th SFG personnel assigned an average grade *above a C (average)* for all language support areas (see Appendix H, Table 9).

The two areas of language support with the highest grades were:

- Provides me/my unit with language learning materials. ($M = 3.50$)
- Ensures quality language instruction is available to me/my unit. ($M = 3.50$)

The two areas of language support with the lowest grades were:

- Provides me/my unit with recognition and awards related to language proficiency. ($M = 3.07$)
- Allocates duty time to language training or language practice. ($M = 3.23$)

For all items, the percentage of favorable (*As* and *Bs*) and neutral (*Cs*) grades assigned were higher than the percentage of unfavorable (*Ds* and *Fs*) grades assigned.

MI linguists, CLPMs, and language office personnel

MI Linguists attached to a SOF unit, Command Language Program Managers (CLPMs) and language office personnel also graded their immediate chain of command on the same language support areas (see Appendix I, Table 1). Overall, these groups assigned similar grades as the overall group, and no significant differences were found.

Comparing Commanders and Staff Officers

The results were very similar when comparing commanders and staff officers. Only two items differed significantly. Commanders (including SWOAs and SEAs) gave higher grades than Staff Officers for “Provides me/my unit with language learning materials” (leader $M = 3.32$, operator $M = 3.06$, $p < .05$) and “Places command emphasis on taking annual proficiency tests” (leader $M = 3.53$, operator $M = 3.05$, $p < .01$). There were no consistent differences within SOF organizations or USASOC units.

Comparing 2004 and 2009 grades

Similar language support areas were graded on the 2004 *SOF Language Transformation Strategy Needs Assessment Project* survey. Comparison between the overall grade distribution in 2004 and the present study can provide an indication as to whether USSOCOM has improved in any of the language support areas.

Comparable comparison groups were identified from both studies. From the 2004 study, the SOF Personnel group, including SOF operators, was compared to the current study’s SOF operator group. The SOF Leadership group (which included CLPMs) from the 2004 study was compared to the current study’s SOF leaders and CLPMs.

In comparison to the 2004 results, the overall command support for language improved across USSOCOM. The overall mean was 2.5 in 2004 compared with 2.9 in 2009, which is a statistically significant increase ($t = -8.45$, $p < .001$). In general, the 2004-to-2009 comparisons for the operator and leader groups show that fewer *Fs (fail)* and *Ds (below average)* grades were given in the 2009 study (see Table 5). In 2004, survey respondents assigned more unfavorable grades (*Ds* and *Fs*) than neutral grades (*Cs*) to language support areas than did 2009 survey respondents. Additionally, more *Cs (average)* were assigned in the current study. Comparable proportion of *As (excellent)* and *Bs (above average)* were assigned in 2004 and 2009. This improvement suggests that USSOCOM is progressing in some language support areas but further efforts are needed.

Operators in the 2009 study assigned significantly higher grades than operators in the 2004 study in all but one language support area or activity. The only area where operators from the two studies did not differ was “Places command emphasis on annual proficiency tests”. Leaders in the 2009 study assigned significantly higher grades than the leaders in the 2004 study in three language support areas: “Places command emphasis on the importance of language proficiency”; “Encourages the use of language during non-language training”; and “Allocates duty time to language training or practice”. This suggests that the improvement has been across a number of different language support areas or activities.

The highest-graded language support areas in the current study are similar to those that received the highest grades in the 2004 study, including “Places command emphasis on taking annual proficiency tests” and “Provides me/my unit with language learning materials”. The lowest-graded language support areas in the current study “Provides me/my unit with recognition and awards related to language proficiency”, was also graded lowest by SOF personnel and Unit Leaders in the 2004 study. This suggests that the chain of command has not increased its emphasis on providing recognition and awards related to language proficiency. Recognition and awards for language can be a relatively simple, symbolic communication of the importance and value of language, such as unit communicator of the quarter. The recognition and awards can be more substantial as well, such as immersion experiences for operators who achieved high proficiency levels.

Table 3. Immediate Chain of Command Grades

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Places command emphasis on taking annual proficiency tests.	Overall ²	1,792	3.31	21%	21%	36%	13%	9%
	Operators	972	3.31	21%	19%	39%	12%	9%
	Leaders	742	3.32	21%	23%	32%	15%	9%
Provides me/my unit with language learning materials.	Overall	1,797	3.15	13%	22%	41%	14%	10%
	Operators	972	3.10	12%	21%	43%	13%	11%
	Leaders	747	3.21	14%	24%	39%	14%	9%
Ensures quality language instruction is available to me/my unit.	Overall	1,791	3.11	14%	21%	39%	15%	11%
	Operators	967	3.05	12%	20%	42%	14%	12%
	Leaders	745	3.18	15%	23%	37%	16%	9%
Ensures pre-deployment training is available to me/my unit.	Overall	1,797	3.05	12%	20%	40%	16%	12%
	Operators	971	2.95	11%	17%	42%	16%	14%
	Leaders	746	3.19*	14%	25%	37%	15%	9%
Places command emphasis on the importance of language proficiency.	Overall	1,804	3.02	12%	19%	39%	18%	12%
	Operators	975	2.96	11%	18%	41%	16%	14%
	Leaders	749	3.12*	14%	22%	36%	18%	10%

¹Items were rated using the following scale: 1 = *F (Fail)*, 2 = *D (Below average)*, 3 = *C (Average)*, 4 = *B (Above average)*, 5 = *A (Excellent)*

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, and language office personnel

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Means with an asterisk (*) indicate that SOF operator and SOF leader responses significantly differed from one another on that item. Only SOF operator and SOF leader means were statistically compared.

Table 3 (continued). Immediate Chain of Command Grades

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Provides support to help me/my unit acquire and maintain enough proficiency to qualify for FLPB.	Overall ²	1,796	2.79	8%	14%	42%	20%	16%
	Operators	972	2.75	8%	13%	43%	18%	18%
	Leaders	745	2.82	7%	17%	41%	22%	13%
Encourages the use of language during non-language training.	Overall	1,804	2.76	9%	15%	37%	22%	17%
	Operators	975	2.76	9%	15%	36%	21%	19%
	Leaders	751	2.79	9%	15%	38%	23%	15%
Allocates duty time to language training or language practice.	Overall	1,803	2.76	8%	15%	40%	18%	19%
	Operators	973	2.70	9%	12%	41%	17%	21%
	Leaders	751	2.83	8%	18%	39%	19%	16%
Ensures that personnel in language training are not pulled for other non-critical tasks/duties.	Overall	1,790	2.67	8%	13%	40%	17%	22%
	Operators	971	2.67	9%	13%	40%	14%	24%
	Leaders	741	2.68	7%	13%	40%	20%	20%
Provides me/my unit with recognition and awards related to language proficiency.	Overall	1,791	2.48	5%	10%	35%	25%	25%
	Operators	969	2.53	6%	10%	38%	22%	24%
	Leaders	745	2.41	4%	11%	32%	28%	25%

¹Items were rated using the following scale: 1 = *F (Fail)*, 2 = *D (Below average)*, 3 = *C (Average)*, 4 = *B (Above average)*, 5 = *A (Excellent)*

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, and language office personnel

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Means with an asterisk (*) indicate that SOF operator and SOF leader responses significantly differed from one another on that item. Only SOF operator and SOF leader means were statistically compared.

Table 4. Grades of Immediate Command, by SOF Organization

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Places command emphasis on taking annual proficiency tests.	Overall ²	1,792	3.31	21%	21%	36%	13%	9%
	USSOCOM HQ	208	3.13 ^{ac}	17%	19%	37%	14%	13%
	AFSOC	28	2.68 ^c	11%	18%	25%	21%	25%
	USASOC	1,219	3.44 ^b	24%	22%	36%	11%	7%
	WARCOM	25	3.04 ^{abc}	20%	4%	40%	32%	4%
	MARSOC	33	2.85 ^{abc}	3%	15%	52%	24%	6%
	JSOC	7	2.57 ^{ac}	0%	0%	57%	43%	0%
	TSOC	65	2.89 ^{abc}	9%	18%	42%	14%	17%
	Deployed SO Unit	99	3.20 ^{ac}	18%	20%	35%	18%	9%
	Other	108	2.91 ^{abc}	13%	18%	31%	23%	15%
Provides me/my unit with language learning materials.	Overall	1,797	3.15	13%	22%	41%	14%	10%
	USSOCOM HQ	208	3.05 ^a	13%	19%	42%	12%	14%
	AFSOC	28	2.86 ^a	14%	21%	29%	7%	29%
	USASOC	1,221	3.23 ^a	14%	23%	42%	13%	8%
	WARCOM	25	3.40 ^a	20%	20%	40%	20%	0%
	MARSOC	34	2.85 ^a	8%	24%	24%	32%	12%
	JSOC	7	2.43 ^a	0%	0%	57%	29%	14%
	TSOC	67	2.91 ^a	9%	21%	37%	18%	15%
	Deployed SO Unit	99	2.93 ^a	4%	21%	50%	14%	11%
	Other	108	3.04 ^a	14%	22%	33%	15%	16%

¹Items were rated using the following scale: 1 = F (Fail), 2 = D (Below average), 3 = C (Average), 4 = B (Above average), 5 = A (Excellent)

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, and language office personnel

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Means do not differ for SOF organizations who share a letter.

Table 4 (continued). Grades of Immediate Command, by SOF Organization

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Ensures quality language instruction is available to me/my unit.	Overall²	1,791	3.11	14%	21%	39%	15%	11%
	USSOCOM HQ	208	3.01 ^a	12%	19%	43%	12%	14%
	AFSOC	28	2.64 ^a	14%	11%	29%	17%	29%
	USASOC	1,217	3.19 ^a	14%	22%	41%	14%	9%
	WARCOM	25	3.24 ^a	24%	16%	24%	32%	4%
	MARSOC	34	2.82 ^a	6%	21%	40%	15%	18%
	JSOC	7	2.43 ^a	0%	14%	29%	43%	14%
	TSOC	67	2.91 ^a	10%	15%	45%	15%	15%
	Deployed SO Unit	99	2.86 ^a	8%	14%	47%	18%	13%
	Other	106	3.04 ^a	15%	23%	26%	23%	13%
Ensures pre-deployment training is available to me/my unit.	Overall	1,797	3.05	12%	20%	40%	16%	12%
	USSOCOM HQ	209	2.90 ^a	11%	16%	42%	15%	16%
	AFSOC	28	2.93 ^a	11%	29%	21%	21%	18%
	USASOC	1,220	3.14 ^a	14%	22%	40%	14%	10%
	WARCOM	25	3.24 ^a	28%	8%	32%	24%	8%
	MARSOC	34	3.06 ^a	9%	21%	43%	21%	6%
	JSOC	7	2.57 ^a	0%	14%	43%	29%	14%
	TSOC	67	2.75 ^a	7%	13%	40%	27%	13%
	Deployed SO Unit	99	2.56 ^a	5%	14%	36%	22%	23%
	Other	108	3.01 ^a	12%	21%	35%	19%	13%

¹Items were rated using the following scale: 1 = F (Fail), 2 = D (Below average), 3 = C (Average), 4 = B (Above average), 5 = A (Excellent)

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, and language office personnel

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Means do not differ for SOF organizations who share a letter.

Table 4 (continued). Grades of Immediate Command, by SOF Organization

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Places command emphasis on the importance of language proficiency.	<i>Overall</i> ²	1,804	3.02	12%	19%	39%	18%	12%
	USSOCOM HQ	209	2.93 ^{ab}	11%	18%	39%	16%	16%
	AFSOC	28	2.50 ^{ab}	4%	18%	31%	18%	29%
	USASOC	1,227	3.09 ^a	14%	20%	39%	16%	11%
	WARCOM	25	2.92 ^{ab}	16%	16%	24%	32%	12%
	MARSOC	34	2.82 ^{ab}	5%	29%	24%	24%	18%
	JSOC	7	3.00 ^{ab}	14%	14%	29%	43%	0%
	TSOC	67	3.06 ^b	14%	22%	36%	13%	15%
	Deployed SO Unit	99	2.59 ^{ab}	5%	12%	40%	23%	20%
	Other	108	2.90 ^{ab}	9%	20%	35%	23%	13%
Provides support to help me/my unit acquire and maintain enough proficiency to qualify for FLPB.	<i>Overall</i>	1,796	2.79	8%	14%	42%	20%	16%
	USSOCOM HQ	208	2.75 ^{ab}	8%	16%	38%	17%	21%
	AFSOC	28	2.46 ^{ab}	7%	14%	25%	25%	29%
	USASOC	1,222	2.83 ^a	8%	14%	45%	19%	14%
	WARCOM	25	2.92 ^{ab}	16%	12%	32%	28%	12%
	MARSOC	34	2.82 ^{ab}	9%	18%	29%	35%	9%
	JSOC	7	2.29 ^{ab}	0%	0%	43%	43%	14%
	TSOC	66	2.74 ^b	6%	12%	48%	17%	17%
	Deployed SO Unit	99	2.43 ^{ab}	3%	9%	42%	23%	23%
	Other	107	2.76 ^{ab}	7%	20%	30%	27%	16%

¹Items were rated using the following scale: 1 = F (Fail), 2 = D (Below average), 3 = C (Average), 4 = B (Above average), 5 = A (Excellent)

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, and language office personnel

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Means do not differ for SOF organizations who share a letter.

Table 4 (continued). Grades of Immediate Command, by SOF Organization

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Allocates duty time to language training or language practice.	<i>Overall</i> ²	1,803	2.76	8%	15%	40%	18%	19%
	USSOCOM HQ	210	2.73 ^a	10%	14%	38%	17%	21%
	AFSOC	28	2.50 ^{ab}	7%	4%	46%	18%	25%
	USASOC	1,226	2.81 ^a	9%	15%	42%	17%	17%
	WARCOM	25	2.76 ^{ab}	12%	16%	24%	32%	16%
	MARSOC	34	2.53 ^{ab}	3%	12%	35%	35%	15%
	JSOC	7	2.57 ^{ab}	0%	0%	57%	43%	0%
	TSOC	67	2.84 ^b	12%	18%	32%	19%	19%
	Deployed SO Unit	99	2.27 ^{ab}	3%	7%	38%	18%	34%
	Other	107	2.74 ^{ab}	8%	18%	33%	21%	20%
Encourages the use of language during non-language training.	<i>Overall</i>	1,804	2.76	9%	15%	37%	22%	17%
	USSOCOM HQ	209	2.78 ^{ab}	10%	14%	38%	19%	19%
	AFSOC	28	2.36 ^{ab}	4%	13%	25%	29%	29%
	USASOC	1,227	2.82 ^a	10%	16%	37%	22%	15%
	WARCOM	25	2.48 ^{ab}	8%	8%	32%	28%	24%
	MARSOC	34	2.38 ^{ab}	0%	12%	35%	32%	21%
	JSOC	7	2.57 ^{ab}	0%	0%	57%	43%	0%
	TSOC	67	2.87 ^b	10%	16%	40%	18%	16%
	Deployed SO Unit	99	2.37 ^{ab}	5%	5%	39%	25%	26%
	Other	108	2.69 ^{ab}	8%	19%	32%	19%	22%

¹Items were rated using the following scale: 1 = F (Fail), 2 = D (Below average), 3 = C (Average), 4 = B (Above average), 5 = A (Excellent)

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, and language office personnel

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Means do not differ for SOF organizations who share a letter.

Table 4 (continued). Grades of Immediate Command, by SOF Organization

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Ensures that personnel in language training are not pulled for non-critical tasks/duties.	Overall²	1,790	2.67	8%	13%	40%	17%	22%
	USSOCOM HQ	206	2.66 ^{ab}	7%	15%	39%	14%	25%
	AFSOC	28	2.57 ^{ab}	11%	14%	29%	14%	32%
	USASOC	1,219	2.70 ^a	8%	13%	41%	16%	22%
	WARCOM	25	2.96 ^{ab}	20%	12%	24%	32%	12%
	MARSOC	34	2.65 ^{ab}	5%	18%	32%	24%	21%
	JSOC	7	2.43 ^{ab}	0%	14%	29%	43%	14%
	TSOC	65	2.79 ^b	11%	11%	43%	17%	18%
	Deployed SO Unit	99	2.22 ^{ab}	1%	4%	44%	18%	33%
	Other	107	2.74 ^{ab}	9%	17%	32%	22%	20%
Provides me/my unit with recognition and awards related to language proficiency.	Overall	1,791	2.48	5%	10%	35%	25%	25%
	USSOCOM HQ	208	2.58 ^a	5%	12%	41%	18%	24%
	AFSOC	28	2.18 ^{ab}	4%	14%	18%	25%	39%
	USASOC	1,217	2.50 ^a	6%	11%	35%	25%	23%
	WARCOM	25	2.48 ^{ab}	12%	4%	28%	32%	24%
	MARSOC	34	2.15 ^{ab}	0%	10%	26%	35%	29%
	JSOC	7	2.00 ^{ab}	0%	0%	29%	42%	29%
	TSOC	67	2.49 ^b	6%	9%	34%	30%	21%
	Deployed SO Unit	98	2.07 ^{ab}	0%	3%	37%	24%	36%
	Other	107	2.54 ^{ab}	7%	16%	28%	24%	25%

¹Items were rated using the following scale: 1 = *F (Fail)*, 2 = *D (Below average)*, 3 = *C (Average)*, 4 = *B (Above average)*, 5 = *A (Excellent)*

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, and language office personnel
Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Means do not differ for SOF organizations who share a letter.

Table 5. Comparing 2004 and 2009 Grades

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Places command emphasis on taking annual proficiency tests. (Placing command emphasis on taking the DLPT on time, 2004)	Operators (2009)	972	3.31	21%	19%	39%	12%	9%
	SOF Personnel (2004) ²	317	3.15	24%	17%	25%	17%	17%
	Leaders/CLPMs (2009)	742	3.32	21%	23%	32%	15%	9%
	Unit Leadership (2004) ³	152	3.14	20%	21%	25%	20%	14%
Provides me/my unit with language learning materials. (Providing language learning materials, 2004)	Operators (2009)	972	3.10*	12%	21%	43%	13%	11%
	SOF Personnel (2004)	317	2.58	4%	17%	31%	28%	20%
	Leaders/CLPMs (2009)	747	3.21	15%	24%	39%	14%	8%
	Unit Leadership (2004)	153	3.07	12%	24%	33%	21%	10%
Ensures quality language instruction is available to me/my unit. (Ensuring quality language instruction is available, 2004)	Operators (2009)	967	3.05*	12%	20%	42%	14%	12%
	SOF Personnel (2004)	317	2.47	5%	14%	27%	30%	24%
	Leaders/CLPMs (2009)	745	3.18	15%	23%	37%	16%	9%
	Unit Leadership (2004)	153	2.91	13%	20%	29%	22%	16%
Ensures pre-deployment training is available to me/my unit. (Ensuring pre-deployment training is available, 2004)	Operators (2009)	971	2.95*	11%	17%	42%	16%	14%
	SOF Personnel (2004)	318	2.42	5%	12%	28%	31%	24%
	Leaders/CLPMs (2009)	746	3.19	14%	25%	37%	15%	9%
	Unit Leadership (2004)	152	2.98	13%	21%	30%	22%	14%
Places command emphasis on the importance of language proficiency. (Placing command emphasis on language proficiency, 2004)	Operators (2009)	975	2.96*	11%	18%	41%	16%	14%
	SOF Personnel (2004)	317	2.46	6%	13%	27%	28%	26%
	Leaders/CLPMs (2009)	749	3.12*	21%	23%	32%	15%	9%
	Unit Leadership (2004)	154	2.75	10%	19%	21%	34%	16%

¹Items were rated using the following scale: 1 = F (Fail), 2 = D (Below average), 3 = C (Average), 4 = B (Above average), 5 = A (Excellent)

²SOF Personnel (2004) group includes SOF operators (N = 327).

³Unit Leadership group includes SOF leaders and CLPMs (N = 158).

Notes. Items are presented in descending order based on the Overall group mean from the 2009 study.

Means with an asterisk (*) indicate that SOF operator and SOF leader responses significantly differed from one another on that item. Operators (2009) and SOF Personnel (2004) responses were statistically compared. Leaders/CLPMs (2009) and Unit Leadership (2004) were statistically compared.

Table 5 (continued). Comparing 2004 and 2009 Grades

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Provides support to help me/my unit acquire and maintain enough proficiency to qualify for FLPB. <i>(Providing support to help you acquire and maintain enough proficiency to qualify for FLPP, 2004)</i>	Operators (2009)	972	2.75*	8%	13%	43%	18%	18%
	SOF Personnel (2004) ²	317	2.22	3%	10%	27%	26%	34%
	Leaders/CLPMs (2009)	745	2.82	7%	17%	41%	22%	13%
	Unit Leadership (2004) ³	151	2.56	7%	15%	27%	30%	21%
Encourages the use of language during non-language training. <i>(Encouraging the use of language during non-language training, 2004)</i>	Operators (2009)	975	2.76*	9%	15%	36%	21%	19%
	SOF Personnel (2004)	317	2.17	3%	10%	25%	27%	35%
	Leaders/CLPMs (2009)	751	2.79*	9%	15%	38%	23%	15%
	Unit Leadership (2004)	154	2.40	5%	14%	22%	34%	25%
Allocates duty time to language training or language practice. <i>(Allocating duty hours to language training or practice, 2004)</i>	Operators (2009)	973	2.70*	9%	12%	41%	17%	21%
	SOF Personnel (2004)	316	2.31	4%	13%	26%	24%	33%
	Leaders/CLPMs (2009)	751	2.83*	8%	18%	39%	19%	16%
	Unit Leadership (2004)	154	2.38	6%	8%	28%	32%	26%
Ensures that personnel in language training are not pulled for other non-critical tasks/duties. <i>(Ensures that personnel in language training are not pulled for non-critical details, 2004)</i>	Operators (2009)	971	2.67*	9%	13%	40%	14%	24%
	SOF Personnel (2004)	317	2.37	5%	8%	36%	21%	30%
	Leaders/CLPMs (2009)	741	2.68	7%	14%	39%	20%	20%
	Unit Leadership (2004)	153	2.53	6%	15%	28%	28%	23%
Provides me/my unit with recognition and awards related to language proficiency. <i>(Providing recognition and awards related to language, 2004)</i>	Operators (2009)	969	2.53*	6%	10%	38%	22%	24%
	SOF Personnel (2004)	317	1.91	3%	5%	18%	31%	44%
	Leaders/CLPMs (2009)	745	2.41	4%	11%	32%	28%	25%
	Unit Leadership (2004)	153	2.20	5%	8%	23%	31%	33%

¹Items were rated using the following scale: 1 = F (Fail), 2 = D (Below average), 3 = C (Average), 4 = B (Above average), 5 = A (Excellent)

²SOF Personnel (2004) group includes SOF operators (N = 327).

³Unit Leadership group includes SOF leaders and CLPMs (N = 158).

Notes. Items are presented in descending order based on the Overall group mean from the 2009 study.

Means with an asterisk (*) indicate that SOF operator and SOF leader responses significantly differed from one another on that item. Operators (2009) and SOF Personnel (2004) responses were statistically compared. Leaders/CLPMs (2009) and Unit Leadership (2004) were statistically compared.

SECTION V: HOW PERCEPTIONS OF LANGUAGE SUPPORT ACTIVITIES IMPACT PERCEPTIONS OF THE CHAIN OF COMMAND'S PRIORITY FOR LANGUAGE

In survey research, the goal is often to understand the factors that contribute to or drive attitudes about a specific organizational policy, program or aspect of climate. Key driver analysis is often used as a method of gaining insights into the factors that impact the focal issues on surveys. The purpose of this analysis was to investigate how respondents' perceptions of their chain of command's priority for language learning and maintenance is shaped by their perceptions of language support activities engaged in by their chain of command, such as placing emphasis on testing or providing pre-deployment training. The idea is that visible actions communicate support and priority, and personnel will expend effort in areas that they perceive as having command emphasis. What specific policies or behaviors exhibited by the chain of command most strongly signal the level of priority (emphasis) respondents believe their chain of command places on language learning and maintenance? To answer this question, survey responses from members of the SOF community were analyzed to determine how perceptions of language support activities shaped their perceptions of their chain of command's priority for language. These results will provide guidance for commanders on what policies and activities more strongly communicate their priority and emphasis on language.

Main Findings

The language support activities that have the greatest influence on (or "drive") perceptions of the chain of command's priority for language are the activities that are most under the discretion of the chain of command and are not mandated or resourced, such as ensuring that personnel in language training are not pulled for non-critical tasks. The activities or policies that are mandated or resourced by USSOCOM or the Services have the least influence on perceptions of the chain of command's priority for language. This is an important finding, in that, the language support areas that received the highest grades from survey respondents were the ones that were mandated (annual proficiency testing) or resourced (language learning materials). In other words, there was a level of visible accountability for these items and they were likely graded more highly because of the command emphasis they received due to the external accountability of having to report testing numbers and to spend a training budget allocation. The language support areas that are not mandated and are more under the discretion of the immediate chain of command received the lowest grades (see Section IV). This reinforces the notion that values and priorities are communicated not by what you have to support but what you choose to support. The chain of command needs to pay attention not only to the mandated and overt factors that influence language priority, such as annual proficiency testing, but also to the discretionary and subtle factors, such as protecting language training time, that have an impact on perceptions of language priority and that appear to demonstrate the chain of command's level priority for language. A future Tier II report will integrate findings here with other findings to provide systemic recommendations.

Detailed Findings

This key driver analysis examined how the 10 language support areas on which respondents graded their chain of command related to the level of priority respondents believe their chain of command places on language learning and maintenance. The findings from this analysis are presented in Table 6 and summarized below.

Respondent perceptions of the language support activities more under the discretion or control of the immediate chain of command, such as ensuring that personnel in language training are not pulled for non-critical tasks, had the most influence on respondent perceptions of their chain of command's priority for

language learning and maintenance. The mandated (annual proficiency testing) or resourced (language learning materials) language support activities had the least impact on perceptions of the chain of command's priority for language. This an important finding, in that, the language support areas that received the highest grades from survey respondents were the ones that were mandated (annual proficiency testing) or resourced (language learning materials). In other words, there was a level of visible accountability for these items and they were likely graded more highly because of the command emphasis they received due to the external accountability of having to report testing numbers or to spend a training budget allocation. The language support areas that are not mandated and are more under the discretion of the immediate chain of command received the lowest grades (see Section IV).

Of the 10 language support areas on which respondents graded their chain of command, the three strongest indicators of the level of priority respondents believe their chain of command places on language learning and maintenance were survey respondent ratings of how well their chain of command:

- Places command emphasis on the importance of language proficiency
- Allocates duty time to language training or language practice
- Ensures that personnel in language training are not pulled for non-critical tasks/duties

The three weakest indicators of the level of priority respondents believed their chain of command places on language learning and maintenance were survey respondent ratings of how well their chain of command:

- Provides me/my unit with language learning materials
- Places command emphasis on taking annual proficiency tests
- Ensures quality language instruction is available to me/my unit

If the immediate chain of command wants to communicate that language is a priority, then it is important for leaders to focus on engaging in discretionary language support activities to communicate their priority for language and not just engage in the required activities. These findings reinforce the notion that values and priorities are communicated not by what the command is required to support but what they choose to support. The chain of command needs to pay attention not only to the mandated and overt factors that influence language priority, such as annual proficiency testing, but also to the discretionary and subtle factors, such as protecting language training time, that have an impact on perceptions of language priority and that appear to communicate the chain of command's level priority for language. A leader who truly supports language will communicate the importance of language proficiency in word and deed.

Table 6. Relationships between Language Support Area Grades and Respondents' Perceptions of Immediate Chain of Command's Priority of Language Learning and Maintenance

Item on which Respondents Graded their Chain of Command	Correlation ¹ with Perceived Command Language Priority	Overlap with their perceptions of their Chain of Command's Priority Level for language	
		Unique ^a Overlap	Interpretation
Places command emphasis on the importance of language proficiency.	.449	5.4%	
Allocates duty time to language training or language practice.	.402	3.2%	
Ensures that personnel in language training are not pulled for non-critical tasks/duties.	.374	2.9%	
Encourages the use of language during non-language training.	.382	2.4%	
Provides support to help me/my unit acquire and maintain enough proficiency to qualify for FLPB.	.389	2.4%	
Provides me/my unit with recognition and awards related to language proficiency.	.332	1.7%	
Ensures pre-deployment training is available to me/my unit.	.333	1.5%	
Ensures quality language instruction is available to me/my unit.	.301	1.1%	
Places command emphasis on taking annual proficiency tests.	.253	0.9%	
Provides me/my unit with language learning materials.	.270	0.8%	Least Related

Notes. N = 1,714.

¹All correlations were significant at $p < .001$.

^aUnique overlap refers to the overlap (or shared variance), expressed as percentages, between ratings of language support areas and the rating of the priority respondents indicated their chain of command places on language learning and maintenance after statistically controlling for the influence of the other nine language support ratings. A higher percentage indicates that an item has a larger unique overlap (or relationship) with language priority and is more of an influence.

This type of key driver analysis is often used in survey research to understand the factors driving perceptions of key issues.

SECTION VI: CONCLUSIONS

A comparison of the grades assigned for command support of language in the current study with the grades assigned in the 2004 study indicates a modest improvement in organizational support for foreign language. The overall mean grade assigned by survey respondents to the 2004 survey was 2.5 and the mean for respondents to the 2009 survey increased to 2.9, which is a statistically significant increase. In the current study, there was an increase in the number of *C (average)* grades and a decrease in the number of *D (below average)* and *F (fail)* grades assigned by SOF personnel in comparison to the 2004 results. While many factors may have influenced this improvement, it is possible that this shift can be at least partially attributed to an increased level of command emphasis on language at USSOCOM.

It is likely that Admiral Olson's stance on the importance of language has increased visibility and accountability for issues related to language within the SOF community and has worked its way down the chain of command. In addition, the SOFCLO's move to USSOCOM has likely provided visibility at a higher level and increased opportunities for resource distribution and outreach to SOF organizations in support of language across all USSOCOM components and organizations. The SOFCLO moved to the USSOCOM level after the 2004 *SOF Language Transformation Strategy Needs Assessment Project* was conducted. Therefore, the improvement in perceived command support for language across the SOF community fits with organizational events in the past five years.

In terms of specific results from the current survey, SOF personnel across USSOCOM most frequently assigned a *C (average)* grade to all language support areas, suggesting an average level of command support for language. However, the grades assigned varied slightly by the specific language support area or activity and across SOF organizations. The top three graded language support areas for USSOCOM overall were, 1) "Places command emphasis on taking annual proficiency tests", 2) "Provides me/my unit with language learning materials", and 3) "Ensures quality language instruction is available to me/my unit". The lowest graded areas, which included "Provides me/my unit with recognition and awards related to language proficiency", "Ensures that personnel in language training are not pulled for other non-critical tasks/duties", "Allocates duty time to language training or language practice", and "Encourages use of language during non-language training" were consistent across most SOF components and USASOC units as well.

There is a relatively high level of visibility and accountability for language support provided in the areas receiving the highest grades compared to those receiving lowest grades. Accountability can be placed more easily on language support areas that are measurable and quantifiable. For example, the area that received the highest grade overall, emphasis on annual proficiency testing, is a mandated requirement and a very measurable and quantifiable result of language learning and maintenance. Providing language learning materials and quality instruction are also visible and accountable contributions to language learning because they are typically resourced by USSOCOM or the Services with a level of accountability for the resources spent. The common element is that these items are visible because of the accountability required by mandated testing and reporting for readiness or by spending budgeted funds for training and learning materials with the timeframe of a fiscal year.

Language support areas that received lower grades were less tangible aspects of language support, where there was no requirement or mandate and, therefore, no direct accountability. Some of the lower graded areas relate to allocating/protecting language learning and maintenance time or integrating it into other training. These areas are less visible and are not tracked or measured because there are no formal requirements for them, which means less command emphasis and accountability in these areas. The grades assigned by SOF personnel demonstrate that chains of command are more likely to provide

support in areas where there is a mandate or there is increased visibility and accountability. Although the lowest graded area, recognition and awards related to language proficiency, can be a visible demonstration of support for language, this support area may not be considered a necessary contribution to language learning and maintenance by unit leaders and is definitely not required. Because many leaders may not believe these other activities are necessary for effective support of language, many chains of command may only focus on required areas (e.g., encouraging annual proficiency testing, providing materials and quality instruction) that are considered necessary to a successful language learning experience. However, the non-mandated areas of support are more indicative of the chain of command's true level of support and priority for language. Leaders should focus on required and discretionary support activities that demonstrate command emphasis on language learning and maintenance.

Additionally, respondents reported how they prioritize language in relation to other training requirements, as well as their perceptions of how their immediate command prioritizes language. An almost equal percentage of respondents either indicated that *language is equal to other training requirements* (44%) or that *most or all other training requirements take priority over language* (46%; see Table 1). A minority of respondents viewed language as a higher priority than other training requirements (10%). Additionally, SOF operators and leaders generally reported their immediate command prioritizes *most other training requirements* over language. Forty-seven percent of respondents perceived themselves and their immediate command as placing the *same* prioritization on language in relation to other training requirements, 39% of respondents reported prioritizing language *higher* than their immediate command, and 15% perceived themselves as prioritizing language *lower* than their immediate command.

Key driver analysis demonstrated that the discretionary language support activities that are not required, such as ensuring that personnel in language training are not pulled for non-critical tasks, have the greatest influence on perceptions of the chain of command's priority for language learning and maintenance. The activities or policies that are mandated (annual proficiency testing) or resourced (language learning materials) by USSOCOM or the Services have the least influence on perceptions of the chain of command's priority for language.

This is an important finding, in that, the language support areas that received the highest grades from survey respondents were the ones that were mandated (annual proficiency testing) or resourced (language learning materials). Most likely, there was a level of visible accountability for these items and they were graded more highly because of the command emphasis generated by the external accountability of having to report testing numbers or to spend a training budget allocation. The language support areas that are not mandated and are more under the discretion of the immediate chain of command received the lowest grades. This reinforces the notion that values and priorities are communicated not by what the command is required to support but what they choose to support. The chain of command needs to pay attention not only to the mandated and overt factors that influence language priority, such as annual proficiency testing, but also to the discretionary and subtle factors, such as protecting language training time, that have an impact on perceptions of language priority and that appear to communicate the chain of command's true level of priority for language.

This is important to know because individual priority for language learning and maintenance is impacted by the perceived value and priority that their chain of command places on language training and maintenance. A significant positive relationship was found between respondents' self-priority and their perception of their immediate chain of command's language priority ($r = .280, p < .001$). Although this relationship is not causal (this is just a correlation), it is logical to expect that the perception that respondents hold about how their immediate chain of command prioritizes language affects individuals' self-priority of language because if command provides support to language then SOF personnel have

more opportunity to self-prioritize language. On the other hand, if an individual's command does not provide support to language, it would be more difficult for that individual to prioritize language over other training requirements because they wouldn't have the resources, time, or incentive to do so. Also of interest, respondent priority for language learning and maintenance was not significantly related to any of the perceptions of specific language support areas or activities. Taken together, these findings suggest the chain of command must act on improving discretionary language support activities and policies in order to improve individual priority for language learning and maintenance through increased perceived command support for language. Both discretionary and required language support activities are needed for a successful command language program.

The overall conclusion is that command support for language has improved since 2004. However, since most of the command support areas were graded in the *C* or *D* range by participants, there are substantial opportunities for additional improvement in both the required and discretionary language support activities. Although the mandated (annual proficiency testing) and resourced (language learning materials) language support activities received the highest grades, the discretionary language support activities and policies that are NOT required and have NO official accountability mechanisms—such as communicating the importance of language capability, protecting the individual language training time from non-critical interruptions and providing recognition and awards for language proficiency—were more strongly linked to perceptions of the chain of command's level of priority for language learning and maintenance. This suggests that if leadership wants to communicate an increased priority of language, the chain of command should focus on discretionary policies and activities in addition to the mandated and resourced activities, such as testing and training. It sends a mixed message to schedule and fund language training only to pull trainees out of class for every non-critical detail or errand and frequently disrupt training. It appears that the chain of command's language priority is evaluated based not on the support activities that are required but on the support activities that are not required. Of course, with none of the average grades for the language support areas being *above a C*, there is opportunity for improvement in the mandated and resourced areas as well. A future Tier II report will integrate findings here with other findings to provide systemic recommendations.

REFERENCES

Surface, E. A., Poncheri, R., Lemmond, G., & Shetye, T. (2005, March). Special operations forces language transformation strategy needs assessment project: Final project report. (Technical Report #20040606). Raleigh, NC: Surface, Ward & Associates.

ABOUT SWA CONSULTING INC.

SWA Consulting Inc. (formerly Surface, Ward, and Associates) provides evidence-based solutions for clients using the principles and methods of industrial/organizational (I/O) psychology. Since 1997, SWA has advised and assisted corporate, non-profit and governmental clients on:

- Training and development
- Performance measurement and management
- Organizational effectiveness
- Test development and validation
- Program/training evaluation
- Work/job analysis
- Needs assessment
- Selection system design
- Study and analysis related to human capital issues
- Metric development and data collection
- Advanced data analysis

One specific practice area is research and consulting on foreign language and culture in work contexts. In this area, SWA has conducted numerous projects, including language assessment validation and psychometric research; evaluations of language training, training tools, and job aids; language and culture focused needs assessments and job analysis; and advanced analysis of language research data.

Based in Raleigh, NC, and led by Drs. Eric A. Surface and Stephen J. Ward, SWA now employs close to twenty I/O professionals at the masters and PhD levels. SWA professionals are committed to providing clients the best data and analysis with which to make solid data-driven decisions. Taking a scientist-practitioner perspective, SWA professionals conduct model-based, evidence-driven research and consulting to provide the best answers and solutions to enhance our clients' mission and business objectives.

For more information about SWA, our projects, and our capabilities, please visit our website (www.swa-consulting.com) or contact Dr. Eric A. Surface (esurface@swa-consulting.com) or Dr. Stephen J. Ward (sward@swa-consulting.com).

APPENDIX A: ABOUT THE LCNA PROJECT

In 2003-2004, the Special Operations Forces Culture and Language Office (SOFCLLO; formerly, SOFLO) sponsored the *SOF Language Transformation Strategy Needs Assessment Project* to inform the development of a language transformation strategy in response to a GAO report (2003). This *SOF Language Transformation Strategy Needs Assessment Project* collected current-state information about language usage, proficiency, training, and policy issues (e.g., Foreign Language Proficiency Pay, FLPP) from SOF personnel, SOF unit leaders, and other personnel involved in SOF language. The project used multiple data collection methods and provided the SOFCLLO with valid data to develop a comprehensive language transformation strategy and advocate for the SOF perspective on language issues within the DoD community.

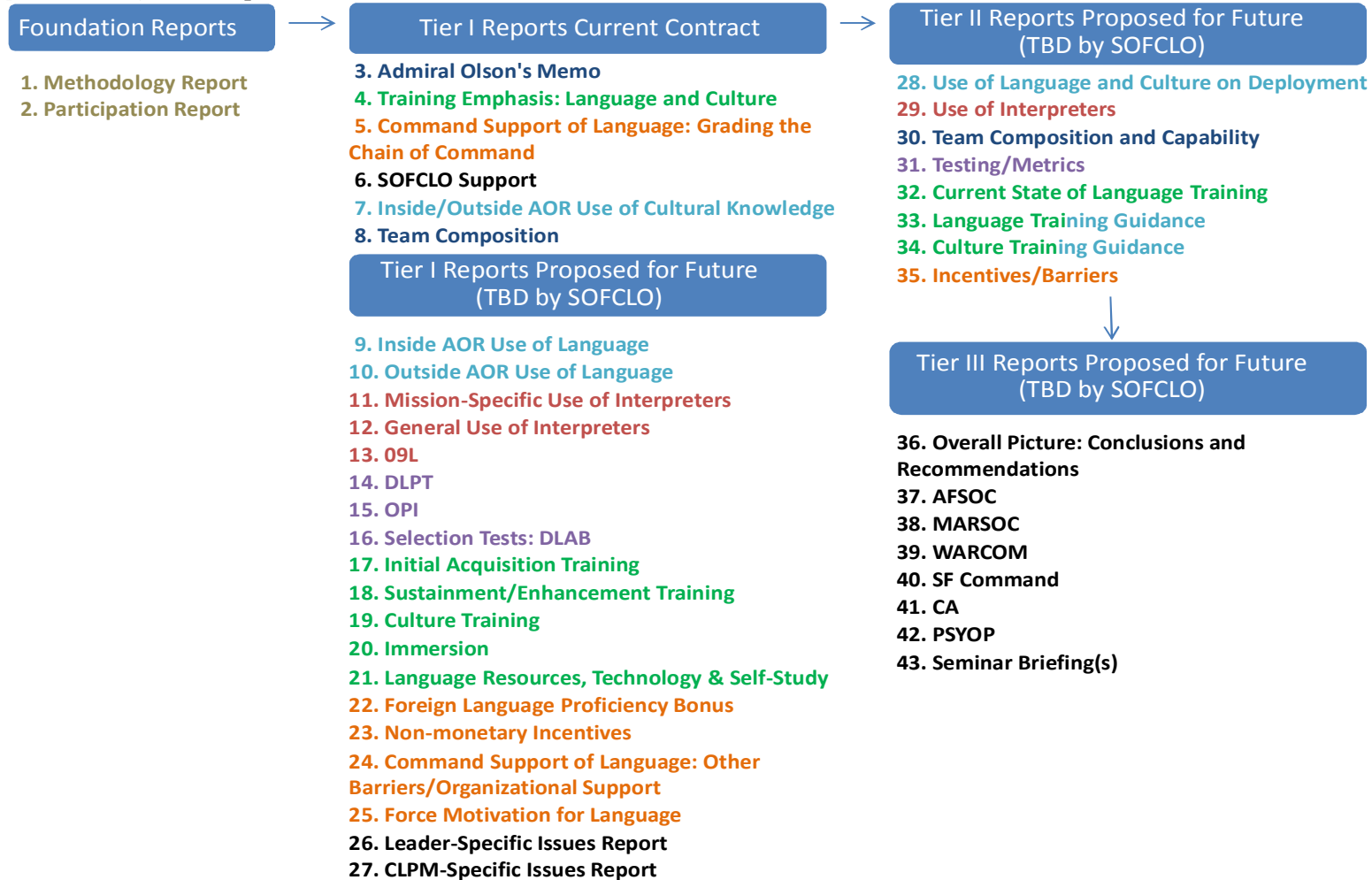
In a continuing effort to update knowledge of language and culture needs while informing strategic plan development, the SOFCLLO commissioned the 2009 *SOF Language and Culture Needs Assessment Project* (LCNA) to reassess the language and culture landscape across the United States Special Operations Command (USSOCOM) and develop a strategy for the next five years. Data were collected between March and November, 2009 from personnel in the SOF community, including operators and leaders. Twenty-three focus groups were conducted between March and June, 2009. A comprehensive, web-based survey designed to gather information from both operators and leaders in the SOF community was launched on 26 October and closed on 24 November, 2009.

This project's findings will be disseminated through reports and briefings (see Appendix B, Figure 1 for an overview). Two foundational reports will document the methodology and participants associated with this project. The remaining reports will be organized in three tiers. The specific reports in each of these tiers will be determined and contracted by the SOFCLLO. As originally planned, twenty-five Tier I Reports will focus on specific, limited issues [e.g., Inside/Outside Area of Operations (AOR) Use of Cultural Knowledge, Inside AOR Use of Language]. Tier II reports will integrate and present the most important findings across related Tier I reports (e.g., Use of Language and Culture on Deployment). Most, but not all, Tier I reports will roll into Tier II reports. One Tier III Report will present the most important findings, implications, and recommendations across all topics explored in this project. The remaining Tier III reports present findings for specific SOF organizations [e.g., Air Force Special Operations Command (AFSOC), Special Forces (SF) Command]. All Tier III reports will be associated with a briefing. As mentioned, the additional reports will be determined by the SOFCLLO and may differ from what was originally planned.

In June, 2009, the GAO reported that the Department of Defense is making progress toward transforming language and regional proficiency capabilities but still does not have a strategic plan in place to continue development that includes actionable goals and objectives. The findings from this study can be used by the SOFCLLO and leaders at USSOCOM to continue strategic planning and development in this area.

This project design, logistics, data collection, initial analysis and first eight reports of this project were conducted by SWA Consulting Inc. (SWA) under a subcontract with SRC (SR20080668 (K142); Prime # N65236-08-D-6805). The additional reports mentioned above will be provided under a separate contracting vehicle and under the future discretion of the SOFCLLO, USSOCOM. For questions or more information about the SOFCLLO and this project, please contact Mr. Jack Donnelly (john.donnely@socom.mil). For specific questions related to data collection or reports associated with this project, please contact Dr. Eric A. Surface (esurface@swa-consulting.com) or Dr. Reanna Poncheri Harman (rpharman@swa-consulting.com) with SWA Consulting Inc.

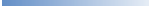
Appendix A, Figure 1. Report Overview



Note: Foundation reports are referenced by every other report. Colors represent Tier I reports that roll (integrate) into an associated Tier II report. Reports in black are final reports on the topic but may be cited by other reports. Tier II reports roll into the Tier III reports. All Tier III reports include an associated briefing.

APPENDIX B: PRIORITY OF LANGUAGE, WITHIN SOF ORGANIZATIONS

Appendix B, Table 1. Priority of Language, USSOCOM HQ Personnel

Item	Group	N	Mean ¹	Language takes priority over all other training requirements	Language takes priority over most other training requirements	Language is equal in priority to other training requirements	Most other training requirements take priority over language	All other training requirements take priority over language
In terms of priority, where do you place language learning and maintenance?	Overall ²	212	2.58	1% 	11% 	43% 	34% 	11% 
	Operators	110	2.56	1% 	12% 	40% 	36% 	11% 
	Leaders	91	2.51	0% 	9% 	46% 	32% 	13% 
In terms of priority, where do you think your immediate command places language learning and maintenance?	Overall	210	2.18	1% 	5% 	24% 	48% 	22% 
	Operators	108	2.19	1% 	6% 	26% 	47% 	20% 
	Leaders	91	2.08	0% 	5% 	20% 	52% 	23% 

¹Items were rated using the following scale: 1 = All other training requirements take priority over language, 2 = Most other training requirements take priority over language, 3 = Language is equal in priority to other training requirements, 4 = Language takes priority over most other training requirements, 5 = Language takes priority over all other training requirements.

²Overall group includes all SOF operators, SOF operators assigned to other duty, SOF leaders, MI linguists assigned to SOF, CLPMs, and language office personnel within USSOCOM HQ.

Note. Higher means indicate more priority placed on language learning and maintenance in comparison to other training requirements.

Appendix B, Table 2. Priority of Language, AFSOC Personnel

Item	Group	N	Mean ¹	Language takes priority over all other training requirements	Language takes priority over most other training requirements	Language is equal in priority to other training requirements	Most other training requirements take priority over language	All other training requirements take priority over language
In terms of priority, where do you place language learning and maintenance?	Overall ²	29	2.48	0% 	7% 	48% 	31% 	14% 
	Operators	19	2.58	0% 	5% 	58% 	26% 	11% 
	Leaders	8	2.50	0% 	12% 	38% 	38% 	12% 
In terms of priority, where do you think your immediate command places language learning and maintenance?	Overall	29	1.83	0% 	0% 	17% 	48% 	35% 
	Operators	19	1.90	0% 	0% 	21% 	47% 	32% 
	Leaders	8	1.75	0% 	0% 	12% 	50% 	38% 

¹Items were rated using the following scale: 1 = All other training requirements take priority over language, 2 = Most other training requirements take priority over language, 3 = Language is equal in priority to other training requirements, 4 = Language takes priority over most other training requirements, 5 = Language takes priority over all other training requirements.

²Overall group includes all SOF operators, SOF operators assigned to other duty, SOF leaders, MI linguists assigned to SOF, CLPMs, and language office personnel within AFSOC.

Notes. Higher means indicate more priority placed on language learning and maintenance in comparison to other training requirements.

Operator responses to both items significantly differ from one another (i.e., Operators perceived the priority they placed on language to be significantly greater than that of their immediate command).

Leader responses to both items significantly differ from one another (i.e., Leaders perceived the priority they placed on language to be significantly greater than that of their immediate command).

Appendix B, Table 3. Priority of Language, MARSOC Personnel

Item	Group	N	Mean ¹	Language takes priority over all other training requirements	Language takes priority over most other training requirements	Language is equal in priority to other training requirements	Most other training requirements take priority over language	All other training requirements take priority over language
In terms of priority, where do you place language learning and maintenance?	Overall ²	36	3.06	0% 	31% 	44% 	25% 	0% 
	Operators	12	2.92	0% 	25% 	42% 	33% 	0% 
	Leaders	21	3.19	0% 	38% 	43% 	19% 	0% 
In terms of priority, where do you think your immediate command places language learning and maintenance?	Overall	35	2.46	0% 	9% 	40% 	40% 	11% 
	Operators	12	1.92	0% 	0% 	17% 	58% 	25% 
	Leaders	21	2.76*	0% 	14% 	52% 	29% 	5% 

¹Items were rated using the following scale: 1 = All other training requirements take priority over language, 2 = Most other training requirements take priority over language, 3 = Language is equal in priority to other training requirements, 4 = Language takes priority over most other training requirements, 5 = Language takes priority over all other training requirements.

²Overall group includes all SOF operators, SOF operators assigned to other duty, SOF leaders, MI linguists assigned to SOF, CLPMs, and language office personnel within MARSOC.

Notes. Higher means indicate more priority placed on learning and maintenance in comparison to other training requirements.

Means with an asterisk (*) indicate that SOF operator and SOF leader responses significantly differed from one another on that item. Only SOF operator and SOF leader means were statistically compared.

Operator responses to both items significantly differ from one another (i.e., Operators perceived the priority they placed on language to be significantly greater than that of their immediate command).

Leader responses to both items significantly differ from one another (i.e., Leaders perceived the priority they placed on language to be significantly greater than that of their immediate command).

Appendix B, Table 4. Priority of Language, NAVSPECWARCOM Personnel

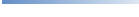
Item	Group	N	Mean ¹	Language takes priority over all other training requirements	Language takes priority over most other training requirements	Language is equal in priority to other training requirements	Most other training requirements take priority over language	All other training requirements take priority over language
In terms of priority, where do you place language learning and maintenance?	Overall ²	25	2.64	0% 	4% 	64% 	24% 	8% 
	Operators	7	2.29	0% 	0% 	57% 	14% 	29% 
	Leaders	11	2.64	0% 	9% 	46% 	45% 	0% 
In terms of priority, where do you think your immediate command places language learning and maintenance?	Overall	25	2.16	0% 	4% 	28% 	48% 	20% 
	Operators	7	2.14	0% 	14% 	29% 	14% 	43% 
	Leaders	11	2.27	0% 	0% 	36% 	55% 	9% 

¹Items were rated using the following scale: 1 = All other training requirements take priority over language, 2 = Most other training requirements take priority over language, 3 = Language is equal in priority to other training requirements, 4 = Language takes priority over most other training requirements, 5 = Language takes priority over all other training requirements.

Notes. Higher means indicate more priority placed on language learning and maintenance in comparison to other training requirements.

Overall group includes all SOF operators, SOF operators assigned to other duty, SOF leaders, MI linguists assigned to SOF, CLPMs, and language office personnel within NAVSPECWARCOM.

Appendix B, Table 5. Priority of Language, USASOC Personnel

Item	Group	N	Mean ¹	Language takes priority over all other training requirements	Language takes priority over most other training requirements	Language is equal in priority to other training requirements	Most other training requirements take priority over language	All other training requirements take priority over language
In terms of priority, where do you place language learning and maintenance?	Overall ²	1,212	2.50	1% 	7% 	44% 	36% 	12% 
	Operators	702	2.42	1% 	6% 	42% 	36% 	15% 
	Leaders	460	2.59*	1% 	8% 	47% 	37% 	7% 
In terms of priority, where do you think your immediate command places language learning and maintenance?	Overall	1,208	2.17	1% 	4% 	28% 	46% 	21% 
	Operators	699	2.12	1% 	4% 	27% 	42% 	26% 
	Leaders	459	2.26	0% 	4% 	32% 	49% 	15% 

¹Items were rated using the following scale: 1 = All other training requirements take priority over language, 2 = Most other training requirements take priority over language, 3 = Language is equal in priority to other training requirements, 4 = Language takes priority over most other training requirements, 5 = Language takes priority over all other training requirements.

²Overall group includes all SOF operators, SOF operators assigned to other duty, SOF leaders, MI linguists assigned to SOF, CLPMs, and language office personnel within USASOC.

Note. Higher means indicate more priority placed on language learning and maintenance in comparison to other training requirements.

Means with an asterisk (*) indicate that SOF operator and SOF leader responses significantly differed from one another on that item. Only SOF operator and SOF leader means were statistically compared.

Operator responses to both items significantly differ from one another (i.e., Operators perceived the priority they placed on language to be significantly greater than that of their immediate command).

Leader responses to both items significantly differ from one another (i.e., Leaders perceived the priority they placed on language to be significantly greater than that of their immediate command).

APPENDIX C: PRIORITY OF LANGUAGE, USASOC UNIT COMPARISON

Appendix C, Table 1. Priority of Language, USASOC Unit Comparison

Item	Group	N	Mean ¹	Language takes priority over all other training requirements	Language takes priority over most other training requirements	Language is equal in priority to other training requirements	Most other training requirements take priority over language	All other training requirements take priority over language
In terms of priority, where do you place language learning and maintenance?	USASOC Overall ²	1,212	2.50	1%	7%	44%	36%	12%
	USASOC HQ	21	2.86 ^{ab}	0%	5%	80%	10%	5%
	SWCS- Staff	58	2.45 ^{ab}	0%	14%	33%	37%	16%
	CA/PSYOP HQ	4	3.50 ^a	25%	25%	25%	25%	0%
	4th POG	199	2.67 ^{ab}	1%	8%	54%	31%	6%
	95th CAB	190	2.61 ^{ab}	0%	9%	54%	25%	12%
	75th Rangers	2	2.50 ^{ab}	0%	0%	50%	50%	0%
	160th SOAR	4	1.50 ^{ab}	0%	0%	0%	50%	50%
	SF Command HQ	8	2.63 ^b	0%	0%	74%	13%	13%
	1st SFG	114	2.33 ^b	2%	5%	33%	44%	16%
	3rd SFG	125	2.29 ^{ab}	2%	8%	29%	40%	21%
	5th SFG	183	2.52 ^{ab}	2%	7%	42%	39%	10%
	7th SFG	127	2.55 ^b	2%	4%	52%	30%	12%
	10th SFG	90	2.24 ^{ab}	0%	4%	31%	52%	13%
	19th SFG	20	2.15 ^{ab}	0%	0%	30%	55%	15%
	20th SFG	44	2.68 ^{ab}	0%	11%	50%	34%	5%

¹Items were rated using the following scale: 1 = All other training requirements take priority over language, 2 = Most other training requirements take priority over language, 3 = Language is equal in priority to other training requirements, 4 = Language takes priority over most other training requirements, 5 = Language takes priority over all other training requirements.

²Overall group includes all SOF operators, SOF operators assigned to other duty, SOF leaders, MI linguists assigned to SOF, CLPMs, language office personnel within USASOC.

Notes. Higher means indicate more priority placed on language learning and maintenance in comparison to other training requirements.

Means do not differ for USASOC units who share the same letter.

Appendix C, Table 1 (continued). Priority of Language, USASOC Unit Comparison

Item	Group	N	Mean ¹	Language takes priority over all other training requirements	Language takes priority over most other training requirements	Language is equal in priority to other training requirements	Most other training requirements take priority over language	All other training requirements take priority over language
In terms of priority, where do you think your immediate command places language learning and maintenance?	USASOC Overall ²	1,208	2.17	1% 	4% 	28% 	46% 	21% 
	USASOC HQ	21	2.14 ^{ab}	0% 	0% 	33% 	48% 	19% 
	SWCS- Staff	58	2.09 ^{ab}	0% 	5% 	21% 	52% 	22% 
	CA/PSYOP HQ	4	2.75 ^{ab}	25% 	0% 	0% 	75% 	0% 
	4th POG	200	2.12 ^a	1% 	4% 	26% 	45% 	24% 
	95th CAB	189	1.96 ^{ab}	0% 	1% 	23% 	48% 	28% 
	75th Rangers	2	2.50 ^{ab}	0% 	0% 	50% 	50% 	0% 
	160th SOAR	4	1.50 ^{ab}	0% 	0% 	0% 	50% 	50% 
	SF Command HQ	8	2.25 ^{ab}	0% 	0% 	50% 	25% 	25% 
	1st SFG	113	2.11 ^b	2% 	4% 	21% 	48% 	25% 
	3rd SFG	124	2.38 ^b	2% 	7% 	32% 	45% 	14% 
	5th SFG	183	2.36 ^{ab}	2% 	6% 	35% 	39% 	18% 
	7th SFG	126	2.25 ^{ab}	1% 	3% 	33% 	46% 	17% 
	10th SFG	89	2.02 ^{ab}	0% 	2% 	21% 	53% 	24% 
	19th SFG	20	1.80 ^{ab}	0% 	0% 	20% 	40% 	40% 
	20th SFG	44	2.30 ^{ab}	0% 	0% 	41% 	48% 	11% 

¹Items were rated using the following scale: 1 = All other training requirements take priority over language, 2 = Most other training requirements take priority over language, 3 = Language is equal in priority to other training requirements, 4 = Language takes priority over most other training requirements, 5 = Language takes priority over all other training requirements.

²Overall group includes all SOF operators, SOF operators assigned to other duty, SOF leaders, MI linguists assigned to SOF, CLPMs, language office personnel within USASOC.

Notes. Higher means indicate more priority placed on language learning and maintenance in comparison to other training requirements.

Means do not differ for USASOC units who share the same letter.

APPENDIX D: PRIORITY OF LANGUAGE, WITHIN USASOC UNIT COMPARISONS

Appendix D, Table 1. Priority of Language, 4th POG Personnel

Item	Group	N	Mean ¹	Language takes priority over all other training requirements	Language takes priority over most other training requirements	Language is equal in priority to other training requirements	Most other training requirements take priority over language	All other training requirements take priority over language
In terms of priority, where do you place language learning and maintenance?	Overall ²	199	2.67	1%	8%	54%	31%	6%
	Operators	108	2.68	1%	8%	57%	26%	8%
	Leaders	89	2.66	0%	8%	53%	37%	2%
In terms of priority, where do you think your immediate command places language learning and maintenance?	Overall	200	2.12	1%	4%	26%	45%	24%
	Operators	108	2.05	1%	4%	25%	39%	31%
	Leaders	90	2.20	0%	4%	27%	53%	16%

¹Items were rated using the following scale: 1 = All other training requirements take priority over language, 2 = Most other training requirements take priority over language, 3 = Language is equal in priority to other training requirements, 4 = Language takes priority over most other training requirements, 5 = Language takes priority over all other training requirements.

²Overall group includes all SOF operators, SOF operators assigned to other duty, SOF leaders, MI linguists assigned to SOF, CLPMs, language office personnel within 4th POG.

Notes. Higher means indicate more priority placed on language learning and maintenance in comparison to other training requirements.

Operator responses to both items significantly differ from one another (i.e., Operators perceived the priority they placed on language to be significantly greater than that of their immediate command).

Leader responses to both items significantly differ from one another (i.e., Leaders perceived the priority they placed on language to be significantly greater than that of their immediate command).

Appendix D, Table 2. Priority of Language, 95th CAB Personnel

Item	Group	N	Mean ¹	Language takes priority over all other training requirements	Language takes priority over most other training requirements	Language is equal in priority to other training requirements	Most other training requirements take priority over language	All other training requirements take priority over language
In terms of priority, where do you place language learning and maintenance?	Overall ²	190	2.61	0% 	9% 	54% 	25% 	12% 
	Operators	130	2.52	0% 	8% 	50% 	27% 	15% 
	Leaders	59	2.78	0% 	12% 	61% 	20% 	7% 
In terms of priority, where do you think your immediate command places language learning and maintenance?	Overall	189	1.96	0% 	1% 	23% 	48% 	28% 
	Operators	129	1.91	0% 	0% 	23% 	44% 	33% 
	Leaders	59	2.10	0% 	2% 	22% 	61% 	15% 

¹Items were rated using the following scale: 1 = *All other training requirements take priority over language*, 2 = *Most other training requirements take priority over language*, 3 = *Language is equal in priority to other training requirements*, 4 = *Language takes priority over most other training requirements*, 5 = *Language takes priority over all other training requirements*.

²Overall group includes all SOF operators, SOF operators assigned to other duty, SOF leaders, MI linguists assigned to SOF, CLPMs, and language office personnel within 95th CAB.

Notes. Higher means indicate more priority placed on language learning and maintenance in comparison to other training requirements.

Operator responses to both items significantly differ from one another (i.e., Operators perceived the priority they placed on language to be significantly greater than that of their immediate command).

Leader responses to both items significantly differ from one another (i.e., Leaders perceived the priority they placed on language to be significantly greater than that of their immediate command).

Appendix D, Table 3. Priority of Language, 1st SFG Personnel

Item	Group	N	Mean ¹	Language takes priority over all other training requirements	Language takes priority over most other training requirements	Language is equal in priority to other training requirements	Most other training requirements take priority over language	All other training requirements take priority over language
In terms of priority, where do you place language learning and maintenance?	Overall ²	114	2.33	2%	5%	33%	44%	16%
	Operators	66	2.24	3%	5%	29%	40%	23%
	Leaders	39	2.39	0%	5%	36%	51%	8%
In terms of priority, where do you think your immediate command places language learning and maintenance?	Overall	113	2.11	2%	4%	21%	48%	25%
	Operators	66	2.17	3%	8%	20%	42%	27%
	Leaders	38	2.08	0%	0%	29%	50%	21%

¹Items were rated using the following scale: 1 = *All other training requirements take priority over language*, 2 = *Most other training requirements take priority over language*, 3 = *Language is equal in priority to other training requirements*, 4 = *Language takes priority over most other training requirements*, 5 = *Language takes priority over all other training requirements*.

Notes. Higher means indicate more priority placed on language learning and maintenance in comparison to other training requirements.

Overall group includes all SOF operators, SOF operators assigned to other duty, SOF leaders, MI linguists assigned to SOF, CLPMs, and language office personnel within 1st SFG.

Appendix D, Table 4. Priority of Language, 3rd SFG Personnel

Item	Group	N	Mean ¹	Language takes priority over all other training requirements	Language takes priority over most other training requirements	Language is equal in priority to other training requirements	Most other training requirements take priority over language	All other training requirements take priority over language
In terms of priority, where do you place language learning and maintenance?	Overall ²	125	2.29	2%	8%	29%	40%	21%
	Operators	78	2.09	3%	3%	26%	39%	29%
	Leaders	44	2.55	0%	14%	34%	45%	7%
In terms of priority, where do you think your immediate command places language learning and maintenance?	Overall	124	2.38	2%	7%	32%	45%	14%
	Operators	77	2.42	3%	8%	34%	39%	16%
	Leaders	44	2.39	0%	7%	32%	54%	7%

¹Items were rated using the following scale: 1 = *All other training requirements take priority over language*, 2 = *Most other training requirements take priority over language*, 3 = *Language is equal in priority to other training requirements*, 4 = *Language takes priority over most other training requirements*, 5 = *Language takes priority over all other training requirements*.

²Overall group includes all SOF operators, SOF operators assigned to other duty, SOF leaders, MI linguists assigned to SOF, CLPMs, and language office personnel within 3rd SFG.

Notes. Higher means indicate more priority placed on language learning and maintenance in comparison to other training requirements.

Operator responses to both items significantly differ from one another (i.e., Operators perceived the priority they placed on language to be significantly lower than that of their immediate command).

Appendix D, Table 5. Priority of Language, 5th SFG Personnel

Item	Group	N	Mean ¹	Language takes priority over all other training requirements	Language takes priority over most other training requirements	Language is equal in priority to other training requirements	Most other training requirements take priority over language	All other training requirements take priority over language
In terms of priority, where do you place language learning and maintenance?	Overall ²	183	2.52	2% 	7% 	42% 	39% 	10% 
	Operators	114	2.39	1% 	5% 	38% 	44% 	12% 
	Leaders	66	2.76*	3% 	11% 	51% 	29% 	6% 
In terms of priority, where do you think your immediate command places language learning and maintenance?	Overall	183	2.36	2% 	6% 	35% 	39% 	18% 
	Operators	114	2.23	2% 	5% 	27% 	46% 	20% 
	Leaders	66	2.59	3% 	8% 	48% 	27% 	14% 

¹Items were rated using the following scale: 1 = All other training requirements take priority over language, 2 = Most other training requirements take priority over language, 3 = Language is equal in priority to other training requirements, 4 = Language takes priority over most other training requirements, 5 = Language takes priority over all other training requirements.

²Overall group includes all SOF operators, SOF operators assigned to other duty, SOF leaders, MI linguists assigned to SOF, CLPMs, and language office personnel within 5th SFG.

Notes. Higher means indicate more priority placed on language learning and maintenance in comparison to other training requirements.

Means with an asterisk (*) indicate that SOF operator and SOF leader responses significantly differed from one another on that item. Only SOF operator and SOF leader means were statistically compared.

Appendix D, Table 6. Priority of Language, 7th SFG Personnel

Item	Group	N	Mean ¹	Language takes priority over all other training requirements	Language takes priority over most other training requirements	Language is equal in priority to other training requirements	Most other training requirements take priority over language	All other training requirements take priority over language
In terms of priority, where do you place language learning and maintenance?	Overall ²	127	2.55	2%	4%	52%	30%	12%
	Operators	83	2.47	1%	4%	48%	35%	12%
	Leaders	32	2.56	3%	0%	59%	25%	13%
In terms of priority, where do you think your immediate command places language learning and maintenance?	Overall	126	2.25	1%	3%	33%	46%	17%
	Operators	83	2.25	1%	2%	37%	39%	20%
	Leaders	31	2.23	0%	3%	32%	48%	16%

¹Items were rated using the following scale: 1 = *All other training requirements take priority over language*, 2 = *Most other training requirements take priority over language*, 3 = *Language is equal in priority to other training requirements*, 4 = *Language takes priority over most other training requirements*, 5 = *Language takes priority over all other training requirements*.

Notes. Higher means indicate more priority placed on language learning and maintenance in comparison to other training requirements.

Overall group includes all SOF operators, SOF operators assigned to other duty, SOF leaders, MI linguists assigned to SOF, CLPMs, and language office personnel within 7th SFG. Operator responses to both items significantly differ from one another (i.e., Operators perceived the priority they placed on language to be significantly greater than that of their immediate command).

Appendix D, Table 7. Priority of Language, 10th SFG Personnel

Item	Group	N	Mean ¹	Language takes priority over all other training requirements	Language takes priority over most other training requirements	Language is equal in priority to other training requirements	Most other training requirements take priority over language	All other training requirements take priority over language
In terms of priority, where do you place language learning and maintenance?	Overall ²	90	2.24	0% 	4% 	31% 	52% 	13% 
	Operators	46	2.30	0% 	4% 	39% 	39% 	18% 
	Leaders	39	2.15	0% 	0% 	23% 	69% 	8% 
In terms of priority, where do you think your immediate command places language learning and maintenance?	Overall	89	2.02	0% 	2% 	21% 	53% 	24% 
	Operators	45	1.89	0% 	4% 	16% 	44% 	36% 
	Leaders	39	2.23	0% 	0% 	31% 	61% 	8% 

¹Items were rated using the following scale: 1 = All other training requirements take priority over language, 2 = Most other training requirements take priority over language, 3 = Language is equal in priority to other training requirements, 4 = Language takes priority over most other training requirements, 5 = Language takes priority over all other training requirements.

²Overall group includes all SOF operators, SOF operators assigned to other duty, SOF leaders, MI linguists assigned to SOF, CLPMs, and language office personnel within 10th SFG.

Notes. Higher means indicate more priority placed on language learning and maintenance in comparison to other training requirements.

Operator responses to both items significantly differ from one another (i.e., Operators perceived the priority they placed on language to be significantly greater than that of their immediate command).

Appendix D, Table 8. Priority of Language, 19th SFG Personnel

Item	Group	N	Mean ¹	Language takes priority over all other training requirements	Language takes priority over most other training requirements	Language is equal in priority to other training requirements	Most other training requirements take priority over language	All other training requirements take priority over language
In terms of priority, where do you place language learning and maintenance?	Overall ²	20	2.15	0% 	0% 	30% 	55% 	15% 
	Operators	12	2.16	0% 	0% 	33% 	50% 	17% 
	Leaders	7	2.14	0% 	0% 	29% 	57% 	14% 
In terms of priority, where do you think your immediate command places language learning and maintenance?	Overall	20	1.80	0% 	0% 	20% 	40% 	40% 
	Operators	12	1.67	0% 	0% 	17% 	33% 	50% 
	Leaders	7	2.00	0% 	0% 	29% 	43% 	29% 

¹Items were rated using the following scale: 1 = *All other training requirements take priority over language*, 2 = *Most other training requirements take priority over language*, 3 = *Language is equal in priority to other training requirements*, 4 = *Language takes priority over most other training requirements*, 5 = *Language takes priority over all other training requirements*.

Notes. Higher means indicate more priority placed on language learning and maintenance in comparison to other training requirements.

Overall group includes all SOF operators, SOF operators assigned to other duty, SOF leaders, MI linguists assigned to SOF, CLPMs, and language office personnel within 19th SFG.

Appendix D, Table 9. Priority of Language, 20th SFG

Item	Group	N	Mean ¹	Language takes priority over all other training requirements	Language takes priority over most other training requirements	Language is equal in priority to other training requirements	Most other training requirements take priority over language	All other training requirements take priority over language
In terms of priority, where do you place language learning and maintenance?	Overall ²	44	2.68	0% 	11% 	50% 	34% 	5% 
	Operators	29	2.69	0% 	14% 	45% 	38% 	3% 
	Leaders	8	2.75	0% 	13% 	50% 	38% 	0% 
In terms of priority, where do you think your immediate command places language learning and maintenance?	Overall	44	2.30	0% 	0% 	41% 	48% 	11% 
	Operators	29	2.31	0% 	0% 	41% 	48% 	10% 
	Leaders	8	2.38	0% 	0% 	38% 	63% 	0% 

¹Items were rated using the following scale: 1 = *All other training requirements take priority over language*, 2 = *Most other training requirements take priority over language*, 3 = *Language is equal in priority to other training requirements*, 4 = *Language takes priority over most other training requirements*, 5 = *Language takes priority over all other training requirements*.

²Overall group includes all SOF operators, SOF operators assigned to other duty, SOF leaders, MI linguists assigned to SOF, CLPMs, and language office personnel within 20th SFG.

Note. Higher means indicate more priority placed on language learning and maintenance in comparison to other training requirements.

APPENDIX E: PRIORITY OF LANGUAGE, NON-SOF PERSONNEL ASSOCIATED WITH SOF

Appendix E, Table 1. Priority of Language, Non-SOF Personnel Associated with SOF

Item	Group	N	Mean ¹	Language takes priority over all other training requirements	Language takes priority over most other training requirements	Language is equal in priority to other training requirements	Most other training requirements take priority over language	All other training requirements take priority over language
In terms of priority, where do you place language learning and maintenance?	<i>Overall USSOCOM</i> ²	1799	2.54	1%	9%	44%	35%	11%
	MI Linguists	56	2.86	6%	14%	48%	25%	7%
	CLPMs	16	2.88	0%	0%	88%	12%	0%
	Language office	7	2.71	0%	29%	43%	0%	28%
In terms of priority, where do you think your immediate command places language learning and maintenance?	<i>Overall USSOCOM</i>	1785	2.13	1%	3%	26%	47%	23%
	MI Linguists	56	2.04	4%	2%	14%	55%	25%
	CLPMs	15	2.27	0%	0%	40%	47%	13%
	Language office	7	1.71	0%	0%	0%	71%	29%

¹Items were rated using the following scale: 1 = All other training requirements take priority over language, 2 = Most other training requirements take priority over language, 3 = Language is equal in priority to other training requirements, 4 = Language takes priority over most other training requirements, 5 = Language takes priority over all other training requirements.

²Overall group includes all SOF operators, SOF operators assigned to other duty, SOF leaders, MI linguists assigned to SOF, CLPMs, and language office personnel within USSOCOM.

Notes. Higher means indicate more priority placed on language learning and maintenance in comparison to other training requirements.

There were no significant differences between MI linguist, CLPM, and language office personnel responses.

APPENDIX F: GRADING IMMEDIATE COMMAND, WITHIN SOF ORGANIZATIONS

Appendix F, Table 1. Grading Immediate Command, USSOCOM HQ

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Places command emphasis on taking annual proficiency tests.	Overall ²	208	3.13	17%	19%	37%	14%	13%
	Operators	110	3.21	19%	18%	40%	10%	13%
	Leaders	88	3.03	14%	21%	34%	16%	15%
Provides me/my unit with language learning materials.	Overall	208	3.05	13%	19%	42%	12%	14%
	Operators	109	3.09	15%	17%	45%	8%	15%
	Leaders	88	2.94	10%	19%	40%	16%	15%
Ensures quality language instruction is available to me/my unit.	Overall	208	3.01	12%	19%	43%	12%	14%
	Operators	110	2.98	11%	19%	43%	12%	15%
	Leaders	88	3.02	7%	19%	41%	18%	15%
Places command emphasis on the importance of language proficiency.	Overall	209	2.93	11%	18%	39%	16%	16%
	Operators	110	2.99	14%	18%	39%	12%	17%
	Leaders	88	2.85	7%	19%	41%	18%	15%
Ensures pre-deployment training is available to me/my unit.	Overall	209	2.90	11%	16%	42%	15%	16%
	Operators	110	2.83	10%	15%	41%	16%	18%
	Leaders	88	2.98	10%	17%	47%	12%	14%

¹Items were rated using the following scale: 1 = *F (Fail)*, 2 = *D (Below average)*, 3 = *C (Average)*, 4 = *B (Above average)*, 5 = *A (Excellent)*

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within USSOCOM HQ.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Appendix F, Table 1 (continued). Grading Immediate Command, USSOCOM HQ

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Encourages the use of language during non-language training.	Overall ²	209	2.78	10%	14%	38%	19%	19%
	Operators	110	2.84	11%	16%	38%	16%	19%
	Leaders	89	2.70	9%	11%	39%	22%	19%
Provides support to help me/my unit acquire and maintain enough proficiency to qualify for FLPB.	Overall	208	2.75	8%	16%	38%	17%	21%
	Operators	110	2.74	7%	16%	42%	12%	23%
	Leaders	88	2.71	8%	16%	36%	20%	20%
Allocates duty time to language training or language practice.	Overall	210	2.73	10%	14%	38%	17%	21%
	Operators	110	2.73	10%	13%	38%	18%	21%
	Leaders	89	2.69	8%	15%	39%	15%	23%
Ensures that personnel in language training are not pulled for non-critical tasks/duties.	Overall	206	2.66	7%	15%	39%	14%	25%
	Operators	109	2.70	8%	16%	39%	11%	26%
	Leaders	87	2.56	5%	14%	39%	18%	24%
Provides me/my unit with recognition and awards related to language proficiency.	Overall	208	2.58	5%	12%	41%	18%	24%
	Operators	110	2.61	5%	12%	45%	13%	25%
	Leaders	88	2.49	3%	13%	37%	23%	24%

¹Items were rated using the following scale: 1 = F (Fail), 2 = D (Below average), 3 = C (Average), 4 = B (Above average), 5 = A (Excellent)

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within USSOCOM HQ.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Appendix F, Table 2. Grading Immediate Command, AFSOC

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Ensures pre-deployment training is available to me/my unit.	Overall ²	28	2.93	11%	29%	21%	21%	18%
	Operators	18	3.06	11%	39%	17%	11%	22%
	Leaders	8	2.75	12%	13%	25%	38%	12%
Provides me/my unit with language learning materials.	Overall	28	2.86	14%	21%	29%	7%	29%
	Operators	18	2.94	17%	28%	22%	0%	33%
	Leaders	8	2.50	12%	0%	38%	25%	25%
Places command emphasis on taking annual proficiency tests.	Overall	28	2.68	11%	18%	25%	21%	25%
	Operators	18	3.00	17%	28%	22%	5%	28%
	Leaders	8	2.13	0%	0%	38%	37%	25%
Ensures quality language instruction is available to me/my unit.	Overall	28	2.64	14%	11%	29%	18%	28%
	Operators	18	2.89	17%	17%	33%	5%	28%
	Leaders	8	2.25	12%	0%	25%	25%	38%
Ensures that personnel in language training are not pulled for non-critical tasks/duties.	Overall	28	2.57	11%	14%	29%	14%	32%
	Operators	18	2.83	17%	17%	28%	10%	28%
	Leaders	8	2.00	0%	13%	25%	12%	50%

¹Items were rated using the following scale: 1 = F (Fail), 2 = D (Below average), 3 = C (Average), 4 = B (Above average), 5 = A (Excellent)

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within AFSOC.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Appendix F, Table 2 (continued). Grading Immediate Command, AFSOC

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Allocates duty time to language training or language practice.	Overall ²	28	2.50	7% 	4% 	46% 	18% 	25% 
	Operators	18	2.61	11% 	6% 	39% 	22% 	22% 
	Leaders	8	2.13	0% 	0% 	50% 	12% 	38% 
Places command emphasis on the importance of language proficiency.	Overall	28	2.50	4% 	18% 	32% 	18% 	28% 
	Operators	18	2.67	6% 	28% 	28% 	6% 	32% 
	Leaders	8	2.13	0% 	0% 	38% 	37% 	25% 
Provides support to help me/my unit acquire and maintain enough proficiency to qualify for FLPB.	Overall	28	2.46	7% 	14% 	25% 	25% 	29% 
	Operators	18	2.72	11% 	22% 	22% 	17% 	28% 
	Leaders	8	2.00	0% 	0% 	38% 	25% 	37% 
Encourages the use of language during non-language training.	Overall	28	2.36	3% 	14% 	25% 	29% 	29% 
	Operators	18	2.50	6% 	16% 	28% 	22% 	28% 
	Leaders	8	2.13	0% 	12% 	25% 	25% 	38% 
Provides me/my unit with recognition and awards related to language proficiency.	Overall	28	2.18	4% 	14% 	18% 	25% 	39% 
	Operators	18	2.22	6% 	17% 	17% 	17% 	43% 
	Leaders	8	2.00	0% 	12% 	12% 	38% 	38% 

¹Items were rated using the following scale: 1 = F (Fail), 2 = D (Below average), 3 = C (Average), 4 = B (Above average), 5 = A (Excellent)

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within AFSOC.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Appendix F, Table 3. Grading Immediate Command, MARSOC

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Ensures pre-deployment training is available to me/my unit.	Overall ²	34	3.06	9% 	20% 	45% 	20% 	6% 
	Operators	12	2.42	0% 	0% 	50% 	42% 	8% 
	Leaders	20	3.35	10% 	35% 	40% 	10% 	5% 
Provides me/my unit with language learning materials.	Overall	34	2.85	9% 	23% 	23% 	33% 	12% 
	Operators	12	2.17	0% 	8% 	25% 	42% 	25% 
	Leaders	20	3.20	10% 	35% 	25% 	25% 	5% 
Places command emphasis on taking annual proficiency tests.	Overall	33	2.85	3% 	15% 	52% 	24% 	6% 
	Operators	11	2.55	9% 	0% 	36% 	46% 	9% 
	Leaders	20	2.95	0% 	20% 	60% 	15% 	5% 
Places command emphasis on the importance of language proficiency.	Overall	34	2.82	6% 	30% 	23% 	23% 	18% 
	Operators	12	2.00	0% 	8% 	17% 	42% 	33% 
	Leaders	20	3.25*	10% 	40% 	25% 	15% 	10% 
Ensures quality language instruction is available to me/my unit.	Overall	34	2.82	6% 	21% 	41% 	15% 	17% 
	Operators	12	2.33	0% 	8% 	42% 	25% 	25% 
	Leaders	20	3.00	5% 	30% 	40% 	10% 	15% 

¹Items were rated using the following scale: 1 = *F (Fail)*, 2 = *D (Below average)*, 3 = *C (Average)*, 4 = *B (Above average)*, 5 = *A (Excellent)*

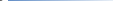
²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within MARSOC.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Means with an asterisk (*) indicate that SOF operator and SOF leader responses significantly differed from one another on that item. Only SOF operator and SOF leader means were statistically compared.

Appendix F, Table 3 (continued). Grading Immediate Command, MARSOC

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Provides support to help me/my unit acquire and maintain enough proficiency to qualify for FLPB.	Overall ²	34	2.82	9% 	18% 	29% 	35% 	9% 
	Operators	12	2.42	8% 	8% 	17% 	50% 	17% 
	Leaders	20	3.05	10% 	25% 	30% 	30% 	5% 
Ensures that personnel in language training are not pulled for non-critical tasks/duties.	Overall	34	2.65	6% 	18% 	32% 	23% 	21% 
	Operators	12	2.00	8% 	0% 	17% 	33% 	42% 
	Leaders	20	3.00	5% 	30% 	35% 	20% 	10% 
Allocates duty time to language training or language practice.	Overall	34	2.53	3% 	12% 	35% 	35% 	15% 
	Operators	12	2.00	0% 	8% 	17% 	42% 	33% 
	Leaders	20	2.80	5% 	15% 	40% 	35% 	5% 
Encourages the use of language during non-language training.	Overall	34	2.38	0% 	12% 	35% 	32% 	21% 
	Operators	12	1.92	0% 	8% 	8% 	51% 	33% 
	Leaders	20	2.65	0% 	15% 	50% 	20% 	15% 
Provides me/my unit with recognition and awards related to language proficiency.	Overall	34	2.15	0% 	9% 	26% 	36% 	29% 
	Operators	12	2.08	0% 	9% 	25% 	33% 	33% 
	Leaders	20	2.15	0% 	10% 	25% 	35% 	30% 

¹Items were rated using the following scale: 1 = F (Fail), 2 = D (Below average), 3 = C (Average), 4 = B (Above average), 5 = A (Excellent)

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within MARSOC.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Appendix F, Table 4. Grading Immediate Command, NAVSPECWARCOM

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Provides me/my unit with language learning materials.	Overall ²	25	3.40	20%	20%	40%	20%	0%
	Operators	7	3.29	13%	29%	29%	29%	0%
	Leaders	11	3.64	27%	18%	46%	9%	0%
Ensures quality language instruction is available to me/my unit.	Overall	25	3.24	24%	16%	24%	32%	4%
	Operators	7	3.00	29%	14%	0%	43%	14%
	Leaders	11	3.55	27%	18%	37%	18%	0%
Ensures pre-deployment training is available to me/my unit.	Overall	25	3.24	28%	8%	32%	24%	8%
	Operators	7	3.14	29%	14%	14%	29%	14%
	Leaders	11	3.64	36%	0%	55%	9%	0%
Places command emphasis on taking annual proficiency tests.	Overall	25	3.04	20%	4%	40%	32%	4%
	Operators	7	3.00	29%	0%	29%	29%	13%
	Leaders	11	3.18	28%	0%	36%	36%	0%
Ensures that personnel in language training are not pulled for non-critical tasks/duties.	Overall	25	2.96	20%	12%	24%	32%	12%
	Operators	7	3.14	29%	14%	14%	29%	14%
	Leaders	11	3.36	27%	9%	37%	27%	0%

¹Items were rated using the following scale: 1 = *F (Fail)*, 2 = *D (Below average)*, 3 = *C (Average)*, 4 = *B (Above average)*, 5 = *A (Excellent)*

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within NAVSPECWARCOM.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Appendix F, Table 4 (continued). Grading Immediate Command, NAVSPECWARCOM

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Places command emphasis on the importance of language proficiency.	Overall ²	25	2.92	16%	16%	24%	32%	12%
	Operators	7	3.29	42%	0%	29%	0%	29%
	Leaders	11	3.09	9%	27%	27%	37%	0%
Provides support to help me/my unit acquire and maintain enough proficiency to qualify for FLPB.	Overall	25	2.92	16%	12%	32%	28%	12%
	Operators	7	2.57	14%	14%	14%	29%	29%
	Leaders	11	3.36	27%	9%	37%	27%	0%
Allocates duty time to language training or language practice.	Overall	25	2.76	12%	16%	24%	32%	16%
	Operators	7	2.86	14%	29%	14%	14%	29%
	Leaders	11	3.27	18%	18%	37%	27%	0%
Encourages the use of language during non-language training.	Overall	25	2.48	8%	8%	32%	28%	24%
	Operators	7	2.86	14%	14%	29%	29%	14%
	Leaders	11	2.64	9%	9%	46%	9%	27%
Provides me/my unit with recognition and awards related to language proficiency.	Overall	25	2.48	12%	4%	28%	32%	24%
	Operators	7	2.43	0%	14%	43%	14%	29%
	Leaders	11	3.00	27%	9%	37%	27%	0%

¹Items were rated using the following scale: 1 = *F (Fail)*, 2 = *D (Below average)*, 3 = *C (Average)*, 4 = *B (Above average)*, 5 = *A (Excellent)*

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within NAVSPECWARCOM.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Appendix F, Table 5. Grading Immediate Command, USASOC

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Places command emphasis on taking annual proficiency tests.	Overall ²	1,219	3.44	24%	22%	36%	11%	7%
	Operators	709	3.38	22%	20%	40%	10%	8%
	Leaders	459	3.54	27%	26%	28%	12%	7%
Provides me/my unit with language learning materials.	Overall	1,221	3.23	14%	23%	42%	13%	8%
	Operators	709	3.15	12%	22%	44%	13%	9%
	Leaders	462	3.33	17%	25%	38%	14%	6%
Ensures quality language instruction is available to me/my unit.	Overall	1,217	3.19	14%	22%	41%	14%	9%
	Operators	705	3.10	12%	20%	45%	13%	10%
	Leaders	460	3.30*	17%	26%	35%	15%	7%
Ensures pre-deployment training is available to me/my unit.	Overall	1,220	3.14	14%	22%	40%	14%	10%
	Operators	707	3.03	12%	18%	44%	14%	12%
	Leaders	461	3.32*	16%	29%	34%	13%	8%
Places command emphasis on the importance of language proficiency.	Overall	1,227	3.09	14%	20%	39%	16%	11%
	Operators	711	3.00	11%	17%	45%	15%	12%
	Leaders	464	3.26*	17%	24%	34%	18%	7%

¹Items were rated using the following scale: 1 = *F (Fail)*, 2 = *D (Below average)*, 3 = *C (Average)*, 4 = *B (Above average)*, 5 = *A (Excellent)*

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within USASOC.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Means with an asterisk (*) indicate that SOF operator and SOF leader responses significantly differed from one another on that item. Only SOF operator and SOF leader means were statistically compared.

Appendix F, Table 5 (continued). Grading Immediate Command, USASOC

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Provides support to help me/my unit acquire and maintain enough proficiency to qualify for FLPB.	Overall ²	1,222	2.83	8% 	14% 	45% 	19% 	14% 
	Operators	709	2.80	8% 	12% 	46% 	18% 	16% 
	Leaders	461	2.88	7% 	18% 	42% 	21% 	12% 
Encourages the use of language during non-language training.	Overall	1,227	2.82	10% 	16% 	37% 	22% 	15% 
	Operators	711	2.80	9% 	16% 	38% 	20% 	17% 
	Leaders	465	2.85	10% 	17% 	35% 	25% 	13% 
Allocates duty time to language training or language practice.	Overall	1,226	2.81	9% 	15% 	42% 	17% 	17% 
	Operators	710	2.76	9% 	13% 	43% 	16% 	19% 
	Leaders	465	2.89	8% 	19% 	40% 	19% 	14% 
Ensures that personnel in language training are not pulled for non-critical tasks/duties.	Overall	1,219	2.70	8% 	13% 	41% 	16% 	22% 
	Operators	709	2.70	8% 	13% 	42% 	14% 	23% 
	Leaders	459	2.69	8% 	14% 	38% 	20% 	20% 
Provides me/my unit with recognition and awards related to language proficiency.	Overall	1,217	2.50	6% 	11% 	35% 	25% 	23% 
	Operators	707	2.57	6% 	10% 	40% 	23% 	21% 
	Leaders	460	2.40	4% 	11% 	31% 	28% 	26% 

¹Items were rated using the following scale: 1 = *F (Fail)*, 2 = *D (Below average)*, 3 = *C (Average)*, 4 = *B (Above average)*, 5 = *A (Excellent)*

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within USASOC.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Means with an asterisk (*) indicate that SOF operator and SOF leader responses significantly differed from one another on that item. Only SOF operator and SOF leader means were statistically compared.

APPENDIX G: GRADING IMMEDIATE COMMAND, USASOC UNIT COMPARISON

Appendix G, Table 1. Grading Immediate Command, USASOC unit comparison

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Places command emphasis on taking annual proficiency tests.	USASOC Overall ²	1,219	3.44	24%	22%	36%	11%	7%
	USASOC HQ	21	3.19 ^{abc}	18%	29%	29%	0%	24%
	SWCS- Staff	57	2.97 ^{ac}	12%	11%	45%	25%	7%
	CA/PSYOP HQ	4	2.25 ^{abc}	0%	0%	50%	25%	25%
	4th POG	198	3.22 ^{abc}	15%	23%	39%	15%	8%
	95th CAB	196	3.38 ^{abc}	21%	24%	35%	12%	8%
	75th Rangers	2	3.00 ^{abc}	0%	0%	100%	0%	0%
	160th SOAR	3	1.33 ^{abc}	0%	0%	0%	33%	67%
	SF Command HQ	8	3.13 ^{ab}	0%	38%	38%	24%	0%
	1st SFG	112	3.66 ^b	36%	13%	39%	7%	5%
	3rd SFG	127	3.70 ^{bc}	32%	19%	39%	6%	4%
	5th SFG	184	3.69 ^{ab}	32%	26%	27%	8%	7%
	7th SFG	129	3.67 ^{abc}	29%	26%	32%	9%	4%
	10th SFG	91	3.23 ^{ac}	18%	24%	33%	14%	11%
	19th SFG	19	2.58 ^{abc}	0%	21%	42%	11%	26%
	20th SFG	44	3.48 ^{abc}	16%	27%	48%	7%	2%

¹Items were rated using the following scale: 1 = *F (Fail)*, 2 = *D (Below average)*, 3 = *C (Average)*, 4 = *B (Above average)*, 5 = *A (Excellent)*

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within USASOC.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Means do not differ for SOF organizations who share a letter.

Appendix G, Table 1 (continued). Grading Immediate Command, USASOC unit comparison

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Provides me/my unit with language learning materials.	USASOC Overall ²	1,221	3.23	14%	23%	42%	13%	8%
	USASOC HQ	21	3.14 ^{abc}	19%	19%	38%	5%	19%
	SWCS- Staff	58	3.22 ^{abc}	22%	7%	48%	16%	7%
	CA/PSYOP HQ	4	2.00 ^{bc}	0%	0%	25%	50%	25%
	4th POG	200	3.08 ^{bc}	7%	26%	44%	14%	9%
	95th CAB	197	2.95 ^{abc}	7%	21%	44%	16%	12%
	75th Rangers	2	3.00 ^{bc}	0%	0%	100%	0%	0%
	160th SOAR	3	1.33 ^{abc}	0%	0%	0%	33%	67%
	SF Command HQ	8	3.25 ^{abc}	12%	25%	38%	25%	0%
	1st SFG	111	3.47 ^{abc}	23%	23%	37%	12%	5%
	3rd SFG	127	3.39 ^{ac}	15%	25%	47%	10%	3%
	5th SFG	184	3.56 ^{ac}	28%	28%	26%	9%	9%
	7th SFG	128	3.29 ^{bc}	15%	23%	43%	14%	5%
	10th SFG	91	2.98 ^{bc}	8%	16%	51%	16%	9%
	19th SFG	19	2.53 ^{abc}	0%	16%	42%	21%	21%
	20th SFG	44	3.50 ^{abc}	11%	44%	32%	11%	2%

¹Items were rated using the following scale: 1 = F (Fail), 2 = D (Below average), 3 = C (Average), 4 = B (Above average), 5 = A (Excellent)

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within USASOC.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Means do not differ for SOF organizations who share a letter.

Appendix G, Table 1 (continued). Grading Immediate Command, USASOC unit comparison

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Ensures quality language instruction is available to me/my unit.	USASOC Overall ²	1,217	3.19	14%	22%	41%	14%	9%
	USASOC HQ	21	3.19 ^{abc}	14%	24%	43%	5%	14%
	SWCS- Staff	59	2.93 ^{abc}	17%	8%	39%	22%	14%
	CA/PSYOP HQ	4	2.50 ^{abc}	0%	25%	25%	25%	25%
	4th POG	197	3.13 ^{ac}	12%	21%	44%	14%	9%
	95th CAB	196	2.89 ^{abc}	7%	24%	36%	18%	15%
	75th Rangers	2	3.00 ^{abc}	0%	0%	100%	0%	0%
	160th SOAR	3	1.33 ^{abc}	0%	0%	0%	33%	67%
	SF Command HQ	8	3.38 ^b	13%	37%	25%	25%	0%
	1st SFG	112	3.38 ^b	21%	21%	39%	11%	8%
	3rd SFG	127	3.32 ^b	15%	20%	50%	12%	3%
	5th SFG	184	3.46 ^b	22%	28%	31%	11%	8%
	7th SFG	127	3.45 ^{abc}	18%	25%	43%	12%	2%
	10th SFG	91	3.00 ^{ac}	11%	14%	50%	14%	11%
	19th SFG	19	2.26 ^{abc}	0%	10%	32%	32%	26%
	20th SFG	44	3.50 ^{abc}	9%	34%	43%	7%	7%

¹Items were rated using the following scale: 1 = F (Fail), 2 = D (Below average), 3 = C (Average), 4 = B (Above average), 5 = A (Excellent)

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within USASOC.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Means do not differ for SOF organizations who share a letter.

Appendix G, Table 1 (continued). Grading Immediate Command, USASOC unit comparison

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Ensures pre-deployment training is available to me/my unit.	USASOC Overall ²	1,220	3.14	14%	22%	40%	14%	10%
	USASOC HQ	21	2.91 ^a	14%	14%	43%	5%	24%
	SWCS- Staff	58	2.81 ^a	9%	10%	48%	19%	14%
	CA/PSYOP HQ	4	2.00 ^a	0%	0%	25%	50%	25%
	4th POG	200	3.21 ^a	15%	24%	40%	9%	12%
	95th CAB	195	3.11 ^a	10%	24%	41%	17%	8%
	75th Rangers	2	3.00 ^a	0%	0%	100%	0%	0%
	160th SOAR	3	2.00 ^a	0%	33%	0%	0%	67%
	SF Command HQ	8	3.50 ^a	38%	0%	38%	24%	0%
	1st SFG	112	3.28 ^a	20%	16%	44%	12%	8%
	3rd SFG	126	3.25 ^a	13%	23%	46%	13%	5%
	5th SFG	185	3.12 ^a	17%	23%	29%	15%	16%
	7th SFG	129	3.26 ^a	12%	26%	44%	12%	6%
	10th SFG	91	2.86 ^a	11%	15%	39%	19%	16%
	19th SFG	19	2.74 ^a	5%	21%	37%	16%	21%
	20th SFG	44	3.43 ^a	14%	32%	41%	11%	2%

¹Items were rated using the following scale: 1 = F (Fail), 2 = D (Below average), 3 = C (Average), 4 = B (Above average), 5 = A (Excellent)

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within USASOC.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Means do not differ for SOF organizations who share a letter.

Appendix G, Table 1 (continued). Grading Immediate Command, USASOC unit comparison

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Places command emphasis on the importance of language proficiency.	USASOC Overall ²	1,227	3.09	14%	20%	39%	16%	11%
	USASOC HQ	21	3.00 ^{abc}	14%	24%	33%	5%	24%
	SWCS- Staff	59	2.97 ^{abc}	10%	15%	45%	22%	8%
	CA/PSYOP HQ	4	2.50 ^{abc}	0%	25%	25%	25%	25%
	4th POG	200	3.02 ^a	13%	19%	37%	19%	12%
	95th CAB	197	2.92 ^{abc}	9%	17%	43%	21%	10%
	75th Rangers	2	3.50 ^{abc}	0%	50%	50%	0%	0%
	160th SOAR	3	1.33 ^{abc}	0%	0%	0%	33%	67%
	SF Command HQ	8	2.75 ^{abc}	13%	0%	49%	25%	13%
	1st SFG	113	2.93 ^{abc}	12%	12%	48%	15%	13%
	3rd SFG	127	3.33 ^{abc}	19%	21%	41%	13%	6%
	5th SFG	185	3.28 ^{bc}	21%	21%	35%	12%	11%
	7th SFG	129	3.40 ^a	15%	30%	41%	9%	5%
	10th SFG	91	2.77 ^{abc}	9%	14%	38%	24%	15%
	19th SFG	20	2.50 ^{abc}	0%	10%	50%	20%	20%
	20th SFG	44	3.46 ^{abc}	11%	36%	42%	9%	2%

¹Items were rated using the following scale: 1 = F (Fail), 2 = D (Below average), 3 = C (Average), 4 = B (Above average), 5 = A (Excellent)

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within USASOC.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Means do not differ for SOF organizations who share a letter.

Appendix G, Table 1 (continued). Grading Immediate Command, USASOC unit comparison

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Provides support to help me/my unit acquire and maintain enough proficiency to qualify for FLPB.	USASOC Overall ²	1,222	2.83	8%	14%	45%	19%	14%
	USASOC HQ	21	2.76 ^{ab}	10%	14%	42%	10%	24%
	SWCS- Staff	59	2.75 ^{ab}	8%	8%	46%	24%	14%
	CA/PSYOP HQ	4	2.00 ^{ab}	0%	0%	25%	50%	25%
	4th POG	200	2.95 ^b	10%	17%	43%	18%	12%
	95th CAB	195	2.67 ^{ab}	6%	13%	40%	23%	18%
	75th Rangers	2	3.00 ^{ab}	0%	0%	100%	0%	0%
	160th SOAR	3	1.67 ^{ab}	0%	0%	33%	0%	67%
	SF Command HQ	8	2.50 ^{ab}	0%	13%	37%	37%	13%
	1st SFG	112	2.86 ^{ab}	8%	13%	48%	18%	13%
	3rd SFG	127	3.02 ^{ab}	11%	13%	50%	17%	9%
	5th SFG	184	2.72 ^{ab}	7%	16%	40%	17%	20%
	7th SFG	128	3.06 ^b	9%	15%	56%	13%	7%
	10th SFG	91	2.56 ^{ab}	3%	14%	39%	23%	21%
	19th SFG	20	2.45 ^a	0%	10%	45%	25%	20%
	20th SFG	44	3.34 ^{ab}	16%	18%	53%	11%	2%

¹Items were rated using the following scale: 1 = F (Fail), 2 = D (Below average), 3 = C (Average), 4 = B (Above average), 5 = A (Excellent)

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within USASOC.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Means do not differ for SOF organizations who share a letter.

Appendix G, Table 1 (continued). Grading Immediate Command, USASOC unit comparison

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Encourages the use of language during non-language training.	USASOC Overall ²	1,227	2.82	10%	16%	37%	22%	15%
	USASOC HQ	22	2.82 ^{abc}	9%	18%	41%	9%	23%
	SWCS- Staff	58	2.66 ^{abc}	9%	9%	39%	26%	17%
	CA/PSYOP HQ	4	1.75 ^{abc}	0%	0%	0%	75%	25%
	4th POG	200	2.69 ^{ab}	7%	15%	34%	25%	19%
	95th CAB	197	2.67 ^{abc}	8%	13%	36%	23%	20%
	75th Rangers	2	3.00 ^{abc}	0%	0%	100%	0%	0%
	160th SOAR	3	1.00 ^{abc}	0%	0%	0%	0%	100%
	SF Command HQ	8	3.00 ^{abc}	0%	25%	50%	25%	0%
	1st SFG	113	2.61 ^c	7%	7%	41%	30%	15%
	3rd SFG	127	3.13 ^{bc}	16%	17%	40%	18%	9%
	5th SFG	185	3.02 ^{bc}	15%	21%	32%	16%	16%
	7th SFG	129	3.09 ^{ab}	9%	24%	41%	20%	6%
	10th SFG	91	2.46 ^{abc}	3%	12%	38%	22%	25%
	19th SFG	20	2.30 ^{bc}	0%	10%	35%	30%	25%
	20th SFG	44	3.32 ^{abc}	14%	27%	36%	23%	0%

¹Items were rated using the following scale: 1 = *F (Fail)*, 2 = *D (Below average)*, 3 = *C (Average)*, 4 = *B (Above average)*, 5 = *A (Excellent)*

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within USASOC.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Means do not differ for SOF organizations who share a letter.

Appendix G, Table 1 (continued). Grading Immediate Command, USASOC unit comparison

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Allocates duty time to language training or language practice.	USASOC Overall ²	1,226	2.81	9%	15%	42%	17%	17%
	USASOC HQ	22	3.00 ^{abc}	9%	18%	50%	9%	14%
	SWCS- Staff	58	2.53 ^{ab}	5%	7%	47%	19%	22%
	CA/PSYOP HQ	4	2.25 ^{ac}	0%	25%	0%	50%	25%
	4th POG	200	3.16 ^{ab}	14%	22%	40%	13%	11%
	95th CAB	197	2.75 ^{abc}	8%	15%	38%	22%	17%
	75th Rangers	2	3.00 ^{abc}	0%	0%	100%	0%	0%
	160th SOAR	3	1.33 ^{abc}	0%	0%	0%	33%	67%
	SF Command HQ	8	2.75 ^{abc}	0%	25%	38%	25%	12%
	1st SFG	113	2.73 ^{abc}	9%	8%	47%	18%	18%
	3rd SFG	127	2.93 ^b	10%	16%	44%	17%	13%
	5th SFG	185	2.54 ^{abc}	5%	15%	36%	16%	28%
	7th SFG	129	2.88 ^{ab}	7%	16%	48%	16%	13%
	10th SFG	90	2.63 ^b	7%	12%	40%	20%	21%
	19th SFG	20	2.15 ^{ac}	0%	5%	35%	30%	30%
	20th SFG	44	3.23 ^{abc}	11%	18%	57%	9%	5%

¹Items were rated using the following scale: 1 = *F (Fail)*, 2 = *D (Below average)*, 3 = *C (Average)*, 4 = *B (Above average)*, 5 = *A (Excellent)*

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within USASOC.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Means do not differ for SOF organizations who share a letter.

Appendix G, Table 1 (continued). Grading Immediate Command, USASOC unit comparison

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Ensures that personnel in language training are not pulled for other non-critical tasks/duties.	USASOC Overall ²	1,219	2.70	8%	13%	41%	16%	22%
	USASOC HQ	21	2.52 ^{ab}	5%	10%	46%	10%	29%
	SWCS- Staff	57	2.54 ^b	7%	7%	46%	14%	26%
	CA/PSYOP HQ	4	1.75 ^b	0%	0%	25%	25%	50%
	4th POG	200	2.78 ^b	9%	16%	38%	18%	19%
	95th CAB	195	2.54 ^{ab}	6%	12%	39%	18%	25%
	75th Rangers	2	3.00 ^{ab}	0%	0%	100%	0%	0%
	160th SOAR	3	1.33 ^{ab}	0%	0%	0%	33%	67%
	SF Command HQ	8	2.25 ^{ab}	0%	0%	50%	25%	25%
	1st SFG	112	2.85 ^{ab}	9%	14%	47%	12%	18%
	3rd SFG	126	2.87 ^b	13%	10%	43%	20%	14%
	5th SFG	185	2.45 ^{ab}	6%	14%	30%	19%	31%
	7th SFG	129	2.81 ^b	9%	14%	43%	15%	19%
	10th SFG	91	2.58 ^{ab}	7%	13%	39%	15%	26%
	19th SFG	19	2.53 ^a	5%	16%	36%	11%	32%
	20th SFG	44	3.48 ^{ab}	14%	27%	52%	7%	0%

¹Items were rated using the following scale: 1 = F (Fail), 2 = D (Below average), 3 = C (Average), 4 = B (Above average), 5 = A (Excellent)

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within USASOC.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Means do not differ for SOF organizations who share a letter.

Appendix G, Table 1 (continued). Grading Immediate Command, USASOC unit comparison

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Provides me/my unit with recognition and awards related to language proficiency.	USASOC Overall ²	1,217	2.50	6%	11%	35%	25%	23%
	USASOC HQ	21	2.43 ^{abc}	14%	0%	33%	20%	33%
	SWCS- Staff	57	2.44 ^{abc}	4%	9%	38%	26%	23%
	CA/PSYOP HQ	4	1.75 ^{bc}	0%	0%	0%	75%	25%
	4th POG	200	2.42 ^b	5%	9%	32%	29%	25%
	95th CAB	196	2.34 ^{abc}	3%	10%	33%	27%	27%
	75th Rangers	2	3.00 ^{abc}	0%	0%	100%	0%	0%
	160th SOAR	3	1.33 ^{abc}	0%	0%	0%	33%	67%
	SF Command HQ	7	3.29 ^{abc}	0%	43%	43%	14%	0%
	1st SFG	110	2.55 ^{ac}	7%	9%	37%	25%	22%
	3rd SFG	127	2.81 ^{abc}	10%	11%	44%	19%	16%
	5th SFG	185	2.60 ^{abc}	6%	15%	36%	19%	24%
	7th SFG	128	2.57 ^b	5%	9%	40%	31%	15%
	10th SFG	90	2.18 ^b	3%	7%	31%	22%	37%
	19th SFG	19	1.84 ^{ac}	0%	5%	16%	37%	42%
	20th SFG	44	3.07 ^{abc}	9%	23%	43%	16%	9%

¹Items were rated using the following scale: 1 = F (Fail), 2 = D (Below average), 3 = C (Average), 4 = B (Above average), 5 = A (Excellent)

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within USASOC.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Means do not differ for SOF organizations who share a letter.

APPENDIX H: GRADING IMMEDIATE COMMAND, WITHIN USASOC UNIT COMPARISONS

Appendix H, Table 1. Grading Immediate Command, 4th POG Personnel

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Places command emphasis on taking annual proficiency tests.	Overall ²	198	3.22	15%	23%	39%	15%	8%
	Operators	107	3.16	13%	21%	42%	15%	8%
	Leaders	89	3.29	17%	26%	35%	15%	8%
Ensures pre-deployment training is available to me/my unit.	Overall	200	3.21	15%	24%	40%	9%	12%
	Operators	108	3.03	11%	19%	46%	10%	14%
	Leaders	90	3.43	19%	31%	33%	8%	9%
Allocates duty time to language training or language practice.	Overall	200	3.16	14%	22%	40%	13%	11%
	Operators	108	3.13	14%	20%	42%	13%	11%
	Leaders	90	3.20	14%	23%	41%	12%	10%
Ensures quality language instruction is available to me/my unit.	Overall	197	3.13	12%	21%	44%	14%	9%
	Operators	106	3.03	11%	20%	42%	15%	12%
	Leaders	89	3.24	12%	22%	48%	12%	6%
Provides me/my unit with language learning materials.	Overall	200	3.08	7%	26%	44%	14%	9%
	Operators	108	3.05	8%	24%	44%	12%	12%
	Leaders	90	3.12	6%	28%	44%	16%	6%

¹Items were rated using the following scale: 1 = *F (Fail)*, 2 = *D (Below average)*, 3 = *C (Average)*, 4 = *B (Above average)*, 5 = *A (Excellent)*

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within 4th POG.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Appendix H, Table 1 (continued). Grading Immediate Command, 4th POG Personnel

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Places command emphasis on the importance of language proficiency.	Overall ²	200	3.02	13%	19%	37%	19%	12%
	Operators	108	2.83	9%	15%	41%	19%	16%
	Leaders	90	3.24	18%	23%	32%	19%	8%
Provides support to help me/my unit acquire and maintain enough proficiency to qualify for FLPB.	Overall	200	2.95	10%	17%	43%	18%	12%
	Operators	108	2.87	10%	12%	45%	21%	12%
	Leaders	90	3.03	9%	22%	44%	14%	11%
Ensures that personnel in language training are not pulled for other non-critical tasks/duties.	Overall	200	2.78	9%	16%	38%	18%	19%
	Operators	108	2.79	9%	18%	38%	13%	22%
	Leaders	90	2.74	9%	12%	39%	24%	16%
Encourages the use of language during non-language training.	Overall	200	2.69	7%	15%	34%	25%	19%
	Operators	108	2.61	8%	14%	31%	25%	22%
	Leaders	90	2.78	8%	16%	38%	24%	14%
Provides me/my unit with recognition and awards related to language proficiency.	Overall	200	2.42	5%	9%	32%	29%	25%
	Operators	108	2.51	6%	12%	31%	28%	23%
	Leaders	90	2.28	3%	7%	32%	30%	28%

¹Items were rated using the following scale: 1 = F (Fail), 2 = D (Below average), 3 = C (Average), 4 = B (Above average), 5 = A (Excellent)

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within 4th POG.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Appendix H, Table 2. Grading Immediate Command, 95th CAB Personnel

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Places command emphasis on taking annual proficiency tests.	Overall ²	196	3.38	21%	24%	35%	12%	8%
	Operators	136	3.36	21%	21%	39%	10%	9%
	Leaders	59	3.42	20%	32%	24%	17%	7%
Ensures pre-deployment training is available to me/my unit.	Overall	195	3.11	10%	24%	41%	17%	8%
	Operators	134	3.08	13%	17%	43%	19%	8%
	Leaders	60	3.17	3%	37%	40%	13%	7%
Provides me/my unit with language learning materials.	Overall	197	2.95	7%	21%	44%	16%	12%
	Operators	136	2.93	7%	18%	47%	15%	13%
	Leaders	60	2.98	5%	27%	40%	18%	10%
Places command emphasis on the importance of language proficiency.	Overall	197	2.92	9%	17%	43%	21%	10%
	Operators	136	2.93	11%	13%	44%	21%	11%
	Leaders	60	2.93	3%	25%	42%	22%	8%
Ensures quality language instruction is available to me/my unit.	Overall	196	2.89	7%	24%	36%	18%	15%
	Operators	135	2.84	8%	19%	39%	18%	16%
	Leaders	60	2.98	3%	35%	30%	20%	12%

¹Items were rated using the following scale: 1 = *F (Fail)*, 2 = *D (Below average)*, 3 = *C (Average)*, 4 = *B (Above average)*, 5 = *A (Excellent)*

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within 95th CAB.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Appendix H, Table 2 (continued). Grading Immediate Command, 95th CAB Personnel

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Allocates duty time to language training or language practice.	Overall ²	197	2.75	8%	15%	38%	22%	17%
	Operators	136	2.77	10%	13%	38%	21%	18%
	Leaders	60	2.75	5%	20%	35%	25%	15%
Encourages the use of language during non-language training.	Overall	197	2.67	8%	13%	36%	23%	20%
	Operators	136	2.68	10%	11%	37%	23%	20%
	Leaders	60	2.67	5%	18%	33%	25%	18%
Provides support to help me/my unit acquire and maintain enough proficiency to qualify for FLPB.	Overall	195	2.67	6%	13%	40%	23%	18%
	Operators	134	2.67	7%	12%	41%	21%	19%
	Leaders	60	2.68	3%	17%	39%	28%	13%
Ensures that personnel in language training are not pulled for other non-critical tasks/duties.	Overall	195	2.54	6%	12%	39%	18%	25%
	Operators	135	2.54	7%	10%	42%	13%	28%
	Leaders	59	2.56	3%	15%	34%	29%	19%
Provides me/my unit with recognition and awards related to language proficiency.	Overall	196	2.34	3%	10%	33%	27%	27%
	Operators	135	2.39	4%	8%	37%	26%	25%
	Leaders	60	2.25	0%	15%	25%	30%	30%

¹Items were rated using the following scale: 1 = *F (Fail)*, 2 = *D (Below average)*, 3 = *C (Average)*, 4 = *B (Above average)*, 5 = *A (Excellent)*

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within 95th CAB.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Appendix H, Table 3. Grading Immediate Command, 1st SFG Personnel

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Places command emphasis on taking annual proficiency tests.	Overall ²	112	3.66	36% 	13% 	39% 	7% 	5% 
	Operators	64	3.44	31% 	6% 	46% 	9% 	8% 
	Leaders	38	4.13*	51% 	18% 	26% 	5% 	0% 
Provides me/my unit with language learning materials.	Overall	111	3.47	23% 	23% 	37% 	12% 	5% 
	Operators	63	3.37	21% 	24% 	34% 	13% 	8% 
	Leaders	38	3.55	24% 	21% 	44% 	8% 	3% 
Ensures quality language instruction is available to me/my unit.	Overall	112	3.38	21% 	21% 	37% 	11% 	8% 
	Operators	64	3.14	16% 	19% 	43% 	8% 	14% 
	Leaders	38	3.66	26% 	29% 	29% 	16% 	0% 
Ensures pre-deployment training is available to me/my unit.	Overall	112	3.28	20% 	16% 	44% 	12% 	8% 
	Operators	64	3.09	14% 	11% 	55% 	11% 	9% 
	Leaders	38	3.61	29% 	26% 	26% 	13% 	6% 
Places command emphasis on the importance of language proficiency.	Overall	113	2.93	12% 	12% 	48% 	15% 	13% 
	Operators	64	2.92	13% 	11% 	48% 	13% 	16% 
	Leaders	39	3.10	10% 	15% 	54% 	15% 	5% 

¹Items were rated using the following scale: 1 = F (Fail), 2 = D (Below average), 3 = C (Average), 4 = B (Above average), 5 = A (Excellent)

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within 1st SFG.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Appendix H, Table 3 (continued). Grading Immediate Command, 1st SFG Personnel

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Provides support to help me/my unit acquire and maintain enough proficiency to qualify for FLPB.	Overall ²	112	2.86	8%	13%	48%	18%	13%
	Operators	64	2.78	9%	8%	50%	17%	16%
	Leaders	38	3.03	5%	24%	45%	21%	5%
Ensures that personnel in language training are not pulled for other non-critical tasks/duties.	Overall	112	2.85	9%	14%	47%	12%	18%
	Operators	64	2.84	9%	13%	48%	13%	17%
	Leaders	38	2.37	8%	21%	47%	8%	16%
Allocates duty time to language training or language practice.	Overall	113	2.73	9%	8%	47%	18%	18%
	Operators	64	2.66	9%	8%	44%	22%	17%
	Leaders	39	2.90	8%	13%	53%	13%	13%
Encourages the use of language during non-language training.	Overall	113	2.61	7%	7%	41%	30%	15%
	Operators	64	2.70	9%	8%	44%	22%	17%
	Leaders	39	2.44	0%	8%	38%	44%	10%
Provides me/my unit with recognition and awards related to language proficiency.	Overall	110	2.55	7%	9%	37%	25%	22%
	Operators	63	2.70	10%	8%	44%	19%	19%
	Leaders	38	2.37	3%	13%	26%	34%	24%

¹Items were rated using the following scale: 1 = F (Fail), 2 = D (Below average), 3 = C (Average), 4 = B (Above average), 5 = A (Excellent)

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within 1st SFG.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Appendix H, Table 4. Grading Immediate Command, 3rd SFG Personnel

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Places command emphasis on taking annual proficiency tests.	Overall ²	127	3.70	32% 	19% 	39% 	6% 	4% 
	Operators	78	3.50	26% 	14% 	50% 	5% 	5% 
	Leaders	45	4.11	47% 	24% 	22% 	7% 	0% 
Provides me/my unit with language learning materials.	Overall	127	3.39	15% 	25% 	47% 	10% 	3% 
	Operators	78	3.27	9% 	24% 	55% 	8% 	4% 
	Leaders	45	3.60	24% 	29% 	32% 	13% 	2% 
Places command emphasis on the importance of language proficiency.	Overall	127	3.33	19% 	21% 	41% 	13% 	6% 
	Operators	78	3.18	14% 	15% 	53% 	10% 	8% 
	Leaders	45	3.62	27% 	31% 	22% 	18% 	2% 
Ensures quality language instruction is available to me/my unit.	Overall	127	3.32	15% 	20% 	50% 	12% 	3% 
	Operators	78	3.23	13% 	15% 	58% 	10% 	4% 
	Leaders	45	3.49	18% 	29% 	37% 	16% 	0% 
Ensures pre-deployment training is available to me/my unit.	Overall	126	3.25	13% 	23% 	46% 	13% 	5% 
	Operators	77	3.10	10% 	14% 	57% 	14% 	5% 
	Leaders	45	3.56	16% 	40% 	31% 	11% 	2% 

¹Items were rated using the following scale: 1 = *F (Fail)*, 2 = *D (Below average)*, 3 = *C (Average)*, 4 = *B (Above average)*, 5 = *A (Excellent)*

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within 3rd SFG.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Appendix H, Table 4 (continued). Grading Immediate Command, 3rd SFG Personnel

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Encourages the use of language during non-language training.	Overall ²	127	3.13	16%	17%	40%	18%	9%
	Operators	78	3.12	13%	17%	47%	15%	8%
	Leaders	45	3.20*	20%	18%	31%	24%	7%
Provides support to help me/my unit acquire and maintain enough proficiency to qualify for FLPB.	Overall	127	3.02	11%	13%	50%	17%	9%
	Operators	78	3.04	10%	13%	55%	14%	8%
	Leaders	45	2.98	11%	16%	42%	22%	9%
Allocates duty time to language training or language practice.	Overall	127	2.93	10%	16%	44%	17%	13%
	Operators	78	2.95	10%	13%	51%	13%	13%
	Leaders	45	2.93	9%	22%	34%	24%	11%
Ensures that personnel in language training are not pulled for other non-critical tasks/duties.	Overall	126	2.87	13%	10%	43%	20%	14%
	Operators	77	2.94	12%	9%	51%	18%	10%
	Leaders	45	2.80	13%	13%	34%	20%	20%
Provides me/my unit with recognition and awards related to language proficiency.	Overall	127	2.81	10%	11%	44%	19%	16%
	Operators	78	3.03	12%	13%	52%	13%	10%
	Leaders	45	2.44	7%	9%	31%	29%	24%

¹Items were rated using the following scale: 1 = F (Fail), 2 = D (Below average), 3 = C (Average), 4 = B (Above average), 5 = A (Excellent)

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within 3rd SFG.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Appendix H, Table 5. Grading Immediate Command, 5th SFG Personnel

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Places command emphasis on taking annual proficiency tests.	Overall ²	184	3.69	32%	26%	27%	8%	7%
	Operators	115	3.57	25%	29%	30%	7%	9%
	Leaders	66	3.86	40%	23%	23%	9%	5%
Provides me/my unit with language learning materials.	Overall	184	3.56	28%	28%	26%	9%	9%
	Operators	115	3.38	21%	28%	31%	9%	11%
	Leaders	66	3.83	38%	29%	18%	9%	6%
Ensures quality language instruction is available to me/my unit.	Overall	184	3.46	22%	28%	31%	11%	8%
	Operators	115	3.29	16%	29%	33%	12%	10%
	Leaders	66	3.71	31%	27%	26%	11%	5%
Places command emphasis on the importance of language proficiency.	Overall	185	3.28	21%	21%	35%	12%	11%
	Operators	116	3.07	15%	20%	38%	11%	16%
	Leaders	66	3.62*	32%	21%	29%	13%	5%
Ensures pre-deployment training is available to me/my unit.	Overall	185	3.12	17%	23%	29%	15%	16%
	Operators	116	2.90	14%	20%	29%	15%	22%
	Leaders	66	3.47*	23%	29%	27%	15%	6%

¹Items were rated using the following scale: 1 = *F (Fail)*, 2 = *D (Below average)*, 3 = *C (Average)*, 4 = *B (Above average)*, 5 = *A (Excellent)*

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within 5th SFG.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Appendix H, Table 5 (continued). Grading Immediate Command, 5th SFG Personnel

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Encourages the use of language during non-language training.	Overall ²	185	3.02	15%	21%	32%	16%	16%
	Operators	116	2.79	9%	19%	34%	17%	21%
	Leaders	66	3.36*	21%	24%	32%	15%	8%
Provides support to help me/my unit acquire and maintain enough proficiency to qualify for FLPB.	Overall	184	2.72	7%	16%	40%	17%	20%
	Operators	116	2.61	6%	15%	38%	16%	25%
	Leaders	65	2.88	6%	18%	43%	22%	11%
Provides me/my unit with recognition and awards related to language proficiency.	Overall	185	2.60	6%	15%	36%	19%	24%
	Operators	116	2.46	4%	13%	34%	19%	28%
	Leaders	66	2.80	9%	18%	35%	20%	18%
Allocates duty time to language training or language practice.	Overall	185	2.54	5%	15%	36%	16%	28%
	Operators	116	2.42	5%	12%	36%	13%	34%
	Leaders	66	2.68	5%	18%	36%	23%	18%
Ensures that personnel in language training are not pulled for other non-critical tasks/duties.	Overall	185	2.45	6%	14%	30%	19%	31%
	Operators	116	2.36	4%	12%	34%	16%	34%
	Leaders	66	2.55	8%	18%	23%	24%	27%

¹Items were rated using the following scale: 1 = F (Fail), 2 = D (Below average), 3 = C (Average), 4 = B (Above average), 5 = A (Excellent)

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within 5th SFG.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Appendix H, Table 6. Grading Immediate Command, 7th SFG Personnel

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Places command emphasis on taking annual proficiency tests.	Overall ²	129	3.67	29% 	26% 	32% 	9% 	4% 
	Operators	85	3.65	29% 	25% 	32% 	9% 	5% 
	Leaders	31	3.87	35% 	29% 	26% 	6% 	3% 
Ensures quality language instruction is available to me/my unit.	Overall	127	3.45	18% 	25% 	43% 	12% 	2% 
	Operators	83	3.45	17% 	24% 	48% 	8% 	2% 
	Leaders	31	3.65	29% 	26% 	26% 	19% 	0% 
Places command emphasis on the importance of language proficiency.	Overall	129	3.40	15% 	30% 	41% 	9% 	5% 
	Operators	85	3.34	12% 	31% 	44% 	8% 	6% 
	Leaders	31	3.68	29% 	32% 	23% 	10% 	6% 
Provides me/my unit with language learning materials.	Overall	128	3.29	15% 	23% 	43% 	14% 	5% 
	Operators	85	3.26	14% 	20% 	47% 	15% 	4% 
	Leaders	31	3.61	23% 	32% 	32% 	10% 	3% 
Ensures pre-deployment training is available to me/my unit.	Overall	129	3.26	12% 	26% 	44% 	12% 	6% 
	Operators	85	3.26	11% 	28% 	44% 	12% 	6% 
	Leaders	31	3.55	23% 	29% 	32% 	13% 	3% 

¹Items were rated using the following scale: 1 = *F (Fail)*, 2 = *D (Below average)*, 3 = *C (Average)*, 4 = *B (Above average)*, 5 = *A (Excellent)*

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within 7th SFG.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Appendix H, Table 6 (continued). Grading Immediate Command, 7th SFG Personnel

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Encourages the use of language during non-language training.	Overall ²	129	3.09	9% 	24% 	41% 	20% 	6% 
	Operators	85	3.09	8% 	26% 	41% 	16% 	8% 
	Leaders	31	3.23	13% 	23% 	39% 	26% 	0% 
Provides support to help me/my unit acquire and maintain enough proficiency to qualify for FLPB.	Overall	128	3.06	9% 	15% 	56% 	13% 	7% 
	Operators	85	3.06	9% 	13% 	59% 	12% 	7% 
	Leaders	30	3.17	13% 	20% 	43% 	17% 	7% 
Allocates duty time to language training or language practice.	Overall	129	2.88	7% 	16% 	48% 	16% 	13% 
	Operators	85	2.78	6% 	13% 	51% 	14% 	16% 
	Leaders	31	3.13	13% 	19% 	42% 	19% 	6% 
Ensures that personnel in language training are not pulled for other non-critical tasks/duties.	Overall	129	2.81	9% 	14% 	43% 	15% 	19% 
	Operators	85	2.95	11% 	15% 	48% 	11% 	15% 
	Leaders	31	2.58	10% 	10% 	35% 	19% 	26% 
Provides me/my unit with recognition and awards related to language proficiency.	Overall	128	2.57	5% 	9% 	40% 	31% 	15% 
	Operators	84	2.67	5% 	8% 	45% 	32% 	10% 
	Leaders	31	2.36	6% 	10% 	26% 	29% 	29% 

¹Items were rated using the following scale: 1 = F (Fail), 2 = D (Below average), 3 = C (Average), 4 = B (Above average), 5 = A (Excellent)

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within 7th SFG.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Appendix H, Table 7. Grading Immediate Command, 10th SFG Personnel

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Places command emphasis on taking annual proficiency tests.	Overall ²	91	3.23	18%	24%	33%	14%	11%
	Operators	47	3.11	15%	17%	42%	15%	11%
	Leaders	39	3.46	21%	36%	23%	10%	10%
Ensures quality language instruction is available to me/my unit.	Overall	91	3.00	11%	14%	50%	14%	11%
	Operators	47	2.98	9%	11%	58%	13%	9%
	Leaders	39	3.03	13%	21%	35%	18%	13%
Provides me/my unit with language learning materials.	Overall	91	2.98	8%	16%	51%	16%	9%
	Operators	47	2.89	6%	13%	56%	15%	10%
	Leaders	39	3.03	5%	23%	46%	21%	5%
Ensures pre-deployment training is available to me/my unit.	Overall	91	2.86	11%	15%	29%	19%	16%
	Operators	47	2.77	11%	11%	42%	17%	19%
	Leaders	39	3.03	13%	23%	30%	21%	13%
Places command emphasis on the importance of language proficiency.	Overall	91	2.77	9%	14%	38%	24%	15%
	Operators	47	2.60	9%	9%	35%	28%	19%
	Leaders	39	3.03	10%	23%	36%	21%	10%

¹Items were rated using the following scale: 1 = F (Fail), 2 = D (Below average), 3 = C (Average), 4 = B (Above average), 5 = A (Excellent)

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within 10th SFG.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Appendix H, Table 7 (continued). Grading Immediate Command, 10th SFG Personnel

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Allocates duty time to language training or language practice.	Overall ²	90	2.63	7% 	12% 	40% 	20% 	21% 
	Operators	46	2.50	9% 	4% 	41% 	20% 	26% 
	Leaders	39	2.82	5% 	23% 	36% 	21% 	15% 
Ensures that personnel in language training are not pulled for other non-critical tasks/duties.	Overall	91	2.58	7% 	13% 	39% 	15% 	26% 
	Operators	47	2.45	9% 	9% 	33% 	17% 	32% 
	Leaders	39	2.74	5% 	18% 	43% 	13% 	21% 
Provides support to help me/my unit acquire and maintain enough proficiency to qualify for FLPB.	Overall	91	2.56	3% 	14% 	39% 	23% 	21% 
	Operators	47	2.49	6% 	11% 	34% 	23% 	26% 
	Leaders	39	2.67	0% 	21% 	41% 	23% 	15% 
Encourages the use of language during non-language training.	Overall	91	2.46	3% 	12% 	38% 	22% 	25% 
	Operators	47	2.45	6% 	11% 	34% 	19% 	30% 
	Leaders	39	2.51	0% 	15% 	41% 	23% 	21% 
Provides me/my unit with recognition and awards related to language proficiency.	Overall	90	2.18	3% 	7% 	31% 	22% 	37% 
	Operators	46	2.22	7% 	4% 	33% 	17% 	39% 
	Leaders	39	2.18	0% 	10% 	31% 	26% 	33% 

¹Items were rated using the following scale: 1 = *F (Fail)*, 2 = *D (Below average)*, 3 = *C (Average)*, 4 = *B (Above average)*, 5 = *A (Excellent)*

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within 10th SFG.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Appendix H, Table 8. Grading Immediate Command, 19th SFG Personnel

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Ensures pre-deployment training is available to me/my unit.	Overall ²	19	2.74	5% 	21% 	37% 	16% 	21% 
	Operators	12	2.58	0% 	17% 	42% 	25% 	17% 
	Leaders	6	3.00	17% 	33% 	17% 	0% 	33% 
Places command emphasis on taking annual proficiency tests.	Overall	19	2.58	0% 	21% 	42% 	11% 	26% 
	Operators	12	2.58	0% 	25% 	33% 	17% 	25% 
	Leaders	6	2.50	0% 	17% 	50% 	0% 	33% 
Ensures that personnel in language training are not pulled for other non-critical tasks/duties.	Overall	19	2.53	5% 	16% 	36% 	11% 	32% 
	Operators	12	2.50	0% 	25% 	33% 	8% 	33% 
	Leaders	6	2.67	17% 	0% 	50% 	0% 	33% 
Provides me/my unit with language learning materials.	Overall	19	2.53	0% 	16% 	42% 	21% 	21% 
	Operators	12	2.33	0% 	8% 	42% 	25% 	25% 
	Leaders	6	2.83	0% 	33% 	33% 	17% 	17% 
Places command emphasis on the importance of language proficiency.	Overall	20	2.50	0% 	10% 	50% 	20% 	20% 
	Operators	12	2.42	0% 	8% 	50% 	17% 	25% 
	Leaders	7	2.57	0% 	14% 	43% 	29% 	14% 

¹Items were rated using the following scale: 1 = *F (Fail)*, 2 = *D (Below average)*, 3 = *C (Average)*, 4 = *B (Above average)*, 5 = *A (Excellent)*

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within 19th SFG.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Appendix H, Table 8 (continued). Grading Immediate Command, 19th SFG Personnel

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Provides support to help me/my unit acquire and maintain enough proficiency to qualify for FLPB.	Overall ²	20	2.45	0% 	10% 	45% 	25% 	20% 
	Operators	12	2.67	0% 	17% 	50% 	17% 	17% 
	Leaders	7	2.00	0% 	0% 	29% 	43% 	29% 
Encourages the use of language during non-language training.	Overall	20	2.30	0% 	10% 	35% 	30% 	25% 
	Operators	12	2.42	0% 	17% 	25% 	42% 	17% 
	Leaders	7	2.29	0% 	0% 	57% 	14% 	29% 
Ensures quality language instruction is available to me/my unit.	Overall	19	2.26	0% 	10% 	32% 	32% 	26% 
	Operators	12	2.17	0% 	8% 	25% 	42% 	25% 
	Leaders	6	2.33	0% 	17% 	33% 	17% 	33% 
Allocates duty time to language training or language practice.	Overall	20	2.15	0% 	5% 	35% 	30% 	30% 
	Operators	12	1.92	0% 	8% 	17% 	33% 	42% 
	Leaders	7	2.43	0% 	0% 	57% 	29% 	14% 
Provides me/my unit with recognition and awards related to language proficiency.	Overall	19	1.84	0% 	5% 	16% 	37% 	42% 
	Operators	12	1.92	0% 	8% 	17% 	33% 	42% 
	Leaders	6	1.83	0% 	0% 	17% 	50% 	33% 

¹Items were rated using the following scale: 1 = *F (Fail)*, 2 = *D (Below average)*, 3 = *C (Average)*, 4 = *B (Above average)*, 5 = *A (Excellent)*

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within 19th SFG.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Appendix H, Table 9. Grading Immediate Command, 20th SFG Personnel

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Provides me/my unit with language learning materials.	Overall ²	44	3.50	11%	44%	32%	11%	2%
	Operators	29	3.55	14%	41%	34%	7%	3%
	Leaders	8	3.50	0%	63%	25%	13%	0%
Ensures quality language instruction is available to me/my unit.	Overall	44	3.50	9%	34%	43%	7%	7%
	Operators	29	3.38	10%	28%	55%	3%	3%
	Leaders	8	3.25	0%	63%	13%	13%	13%
Places command emphasis on taking annual proficiency tests.	Overall	44	3.48	16%	27%	48%	7%	2%
	Operators	29	3.59	21%	21%	55%	3%	0%
	Leaders	8	3.13	0%	38%	50%	0%	13%
Ensures that personnel in language training are not pulled for other non-critical tasks/duties.	Overall	44	3.48	14%	27%	52%	7%	0%
	Operators	29	3.55	14%	28%	59%	0%	0%
	Leaders	8	3.25	13%	25%	38%	25%	0%
Places command emphasis on the importance of language proficiency.	Overall	44	3.46	11%	36%	42%	9%	2%
	Operators	29	3.59	14%	34%	48%	3%	0%
	Leaders	8	3.25	0%	50%	25%	25%	0%

¹Items were rated using the following scale: 1 = *F (Fail)*, 2 = *D (Below average)*, 3 = *C (Average)*, 4 = *B (Above average)*, 5 = *A (Excellent)*

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within 20th SFG.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Appendix H, Table 9 (continued). Grading Immediate Command, 20th SFG Personnel

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Ensures pre-deployment training is available to me/my unit.	Overall ²	44	3.43	14%	32%	41%	11%	2%
	Operators	29	3.41	14%	28%	48%	7%	3%
	Leaders	8	3.25	0%	50%	25%	25%	0%
Provides support to help me/my unit acquire and maintain enough proficiency to qualify for FLPB.	Overall	44	3.34	16%	18%	53%	11%	2%
	Operators	29	3.35	17%	14%	59%	7%	3%
	Leaders	8	3.25	13%	25%	38%	25%	0%
Encourages the use of language during non-language training.	Overall	44	3.32	14%	27%	36%	23%	0%
	Operators	29	3.52	17%	28%	45%	10%	0%
	Leaders	8	2.88	0%	38%	13%	50%	0%
Allocates duty time to language training or language practice.	Overall	44	3.23	11%	18%	57%	9%	5%
	Operators	29	3.28	14%	21%	52%	7%	7%
	Leaders	8	3.13	0%	13%	88%	0%	0%
Provides me/my unit with recognition and awards related to language proficiency.	Overall	44	3.07	9%	23%	43%	16%	9%
	Operators	29	3.10	10%	17%	52%	14%	7%
	Leaders	8	3.00	0%	50%	13%	25%	13%

¹Items were rated using the following scale: 1 = F (Fail), 2 = D (Below average), 3 = C (Average), 4 = B (Above average), 5 = A (Excellent)

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within 20th SFG.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

APPENDIX I: GRADING IMMEDIATE COMMAND, NON-SOF PERSONNEL ASSOCIATED WITH SOF*Appendix I, Table 1. Grading Immediate Command, Non-SOF Personnel Associated with SOF*

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Places command emphasis on taking annual proficiency tests.	<i>Overall USSOCOM</i> ²	1,792	3.31	21%	21%	36%	13%	9%
	MI Linguists	56	3.05	16%	16%	36%	21%	11%
	CLPMs	16	3.44	13%	31%	44%	12%	0%
	Language office	6	3.32	0%	33%	50%	17%	0%
Provides my unit with language learning materials.	<i>Overall USSOCOM</i>	1,797	3.15	13%	22%	41%	14%	10%
	MI Linguists	56	3.18	21%	13%	38%	19%	9%
	CLPMs	16	3.63	25%	25%	38%	12%	0%
	Language office	6	3.83	33%	33%	17%	17%	0%
Ensures quality language instruction is available to my unit.	<i>Overall USSOCOM</i>	1,791	3.11	14%	21%	39%	15%	11%
	MI Linguists	56	3.05	20%	11%	38%	19%	12%
	CLPMs	16	3.56	25%	25%	31%	19%	0%
	Language office	7	3.86	29%	29%	42%	0%	0%
Ensures pre-deployment training is available to my unit.	<i>Overall USSOCOM</i>	1,797	3.05	12%	20%	40%	16%	12%
	MI Linguists	57	2.84	18%	2%	46%	17%	17%
	CLPMs	16	3.31	12%	38%	25%	19%	6%
	Language office	7	4.00	29%	43%	28%	0%	0%

¹Items were rated using the following scale: 1 = *F (Fail)*, 2 = *D (Below average)*, 3 = *C (Average)*, 4 = *B (Above average)*, 5 = *A (Excellent)*

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within USSOCOM.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

There were no significant differences between MI linguist, CLPM, and language office personnel responses.

Appendix I, Table 1 (continued). Grading Immediate Command, Non-SOF Personnel Associated with SOF

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Places command emphasis on the importance of language proficiency.	<i>Overall USSOCOM</i> ²	1,804	3.02	12%	19%	39%	18%	12%
	MI Linguists	57	2.84	12%	14%	37%	19%	18%
	CLPMs	16	2.27	6%	13%	25%	31%	25%
	Language office	7	2.43	0%	14%	43%	14%	29%
Provides support to help my unit acquire and maintain enough proficiency to qualify for FLPB.	<i>Overall USSOCOM</i>	1,796	2.79	8%	14%	42%	20%	16%
	MI Linguists	56	2.82	13%	5%	50%	16%	16%
	CLPMs	16	2.88	6%	19%	44%	19%	12%
	Language office	7	2.71	0%	14%	58%	14%	14%
Encourages the use of language during non-language training.	<i>Overall USSOCOM</i>	1,804	2.76	9%	15%	37%	22%	17%
	MI Linguists	56	2.66	12%	5%	36%	29%	18%
	CLPMs	16	2.25	6%	12%	12%	38%	32%
	Language office	6	2.67	0%	17%	33%	50%	0%
Allocates duty time to language training or language practice.	<i>Overall USSOCOM</i>	1,803	2.76	8%	15%	40%	18%	19%
	MI Linguists	56	2.83	12%	11%	40%	21%	16%
	CLPMs	16	2.44	6%	13%	25%	31%	25%
	Language office	6	2.67	0%	17%	50%	17%	16%

¹Items were rated using the following scale: 1 = *F (Fail)*, 2 = *D (Below average)*, 3 = *C (Average)*, 4 = *B (Above average)*, 5 = *A (Excellent)*

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within USSOCOM.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Means do not differ for SOF organizations who share a letter.

Appendix I, Table 1 (continued). Grading Immediate Command, Non-SOF Personnel Associated with SOF

Item	Group	N	Mean ¹	A (Excellent)	B (Above average)	C (Average)	D (Below average)	F (Fail)
Ensures that personnel in language training are not pulled for other non-critical tasks/duties.	Overall USSOCOM ²	1,790	2.67	8%	13%	40%	17%	22%
	MI Linguists	56	2.71	12%	9%	38%	20%	21%
	CLPMs	16	2.44	0%	19%	19%	50%	12%
	Language office	6	2.50	0%	17%	50%	0%	33%
Provides my unit with recognition and awards related to language proficiency.	Overall USSOCOM	1,791	2.48	5%	10%	35%	25%	25%
	MI Linguists	56	2.52	12%	4%	34%	23%	27%
	CLPMs	15	2.20	6%	19%	44%	19%	12%
	Language office	6	2.83	0%	33%	17%	50%	0%

¹Items were rated using the following scale: 1 = F (Fail), 2 = D (Below average), 3 = C (Average), 4 = B (Above average), 5 = A (Excellent)

²Overall group includes all SOF operators, operators assigned to other duty, leaders, MI linguists assigned to SOF, CLPMs, language office personnel within USSOCOM.

Notes. Higher means indicate a better grade.

Items are presented in descending order based on the Overall group mean.

Means do not differ for SOF organizations who share a letter.