



THIS MONTH IN LANGUAGE & CULTURE

DECEMBER 2012

DLNSEO CULTURE PRODUCT WINS GAMES AWARD

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The Defense Language and National Security Education Office (DLNSEO) sponsored the development of a mobile application of the Cross-Cultural Competence Trainer (3CT) through the Joint Knowledge Development and Distribution Capability (JKDDC). This innovative mobile training tool won the Grand Prize in the 2012 International Serious Games Showcase & Challenge (SGS&C) Competition at the renowned Interservice/

Industry Training, Simulation and Education Conference (I/ITSEC) in Orlando on December 6. The 3CT mobile app is an immersive web-based trainer that uses interactive video, storytelling scenarios, and life-like avatars to provide US military and civilian personnel with the knowledge, skills and abilities to effectively navigate



Example of one of the scenario-based interactive training sessions

in complex cultural environments. The SGS&C Competition features PC-based and mobile games over a wide variety of genres, with 20 finalists in various categories competing for awards. The 2012 conference competition has expanded to include the broader international audience, while highlighting serious games as a training solution for the US military.

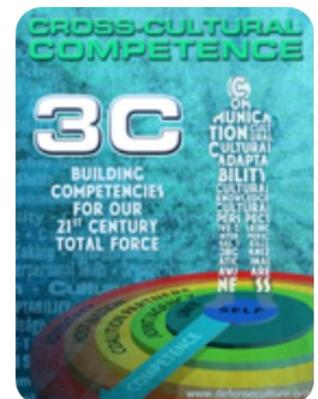


Sean Sheridan, Joint Staff J-7, receives the Award on behalf of DLNSEO

CROSS-CULTURAL COMPETENCE

Many have heard of the term “Cross-Cultural Competence” or “3C,” but not everyone is aware of what it entails. 3C is broadly defined as the ability to operate effectively in interactions with other cultures. In addition, it involves the skills and abilities that allow one to appropriately employ cultural knowledge, as well as exhibit the proper behaviors of the respective cultural context. What is the solution to achieve some level of

readiness for deploying to any one of the various diverse global cultures? **The answer is 3C.** Providing this critical exposure will serve to build and sustain a more culturally adaptable, globally deployable Total Force that is able to quickly and accurately comprehend, then appropriately and effectively act, to achieve the desired effect in any culturally complex environment. *More on 3C see page 5.*



CULTURAL AWARENESS AND LANGUAGE PROFICIENCY: CRITICAL FOR REGIONALLY ALIGNED FORCES

(Small Wars Journal)...Jason Kim
The concept of regionally aligning forces will be a reality come March of 2013 with 2nd Brigade, 1st Infantry Division from Fort Riley supporting AFRICOM. Regional alignment aims to provide dedicated forces to the geographic combatant command (GCC) strengthening regional familiarity, promoting cultural awareness, and providing continuity in partnership and security cooperation efforts with host nation forces. Aligned units can therefore tailor their training to the conditions and considerations unique to each command's footprint. During this training period, one of the key tasks is to attain some degree of language proficiency and cultural awareness, as these are fundamental skills required regardless of the mission of the aligned brigade. As important as these skills are, they cannot be properly developed and effectively employed unless a relevant training program is standardized by each GCC. Without dedicating proper resources to develop language and cultural skills, there is a risk of degradation in a critical capability delivered through regional alignment. An effective program must involve practical language training and cultural education that is realistically deliverable within the alignment timeframe.

Practical Language Training

Learning a language is a lengthy process and difficult for many. Even language coded MOS personnel such as linguists and foreign area officers who frequently use the language find it perishable. The military's formal language education program is conducted through the Defense Language Institute (DLI) in an in-residence status, for up to 18 months depending on language. Thus, it is impractical to expect an entire brigade to be proficient in a foreign language, let alone maintain that proficiency consistently. Given the intent that a small unit or detachment battalion size or below would deploy as opposed to the entire brigade itself, a short-term course of action could involve the use of DLI instructors for a 30-day intense language immersion period for deploying personnel. The instructors would conduct temporary duty at the brigade home station, and those deploying would devote the full duration to language training. The 30-day immersion periods could occur twice per year to cover personnel turnover. A similar model of foreign language instruction for Arabic was conducted at Fort Riley for military advisor training during OIF. However, the high demand for language training in general combined with

lengthy class times at DLI could easily put a strain on available instructors. Thus, the ability to sustain this type of instructional method for regionally aligned forces is uncertain. Given that different regions could also have multiple dialects, pinpointing the language(s) to be utilized and requesting the appropriate DLI instructors based on availability could pose a reoccurring problem.

A long-term solution could involve a partnership with a local college or university foreign language department. A college language department could provide instruction on-site or off-site at their campus to personnel designated to deploy within the brigade. Often times, these classes also include students that are preparing to work in the region that the language is used, as well as opportunities for language conversation with international students. Such opportunities are not found in a military-centric setting and are effective avenues to improve language skills. Local partnership with an educational institute would also provide greater flexibility in enrollment for Soldiers through strength in numbers, and is a feasible option for year-round language training.

AIR FORCE OFFERS CULTURAL GUIDES FOR OVERSEAS-DEPLOYED TROOPS

(American Forces Press Service)
On November 30, the Air Force Culture and Language Center released its Philippines Expeditionary Culture Field Guide. What you need to know about a place and its people -- that's what the AFCLC-produced cultural guidebooks provide for deploying military members. The Philippines guidebook is the first to focus on a country in the Asia-

Pacific region. The pocket-sized, laminated and spiral-bound booklet contains the essential elements needed to work effectively with host-nation counterparts in the Philippines. Topics include the history of the Philippines, religious traditions, and basic language familiarization. AFCLC's social science and cultural experts developed the booklet in collaboration with active-duty

and retired military members. The center initially developed guides for Iraq and Afghanistan, said Mary Newbern, AFCLC's Region Branch chief. The success of those guides led to a request from U.S. Africa Command for field guides on other countries. The center then published guides for 14 African countries. Ten more are being developed and will be published in 2013, according to AFCLC officials.

VIRTUAL CULTURAL AWARENESS TRAINERS (VCAT)

DLNSEO's Virtual Cultural Awareness Trainer (VCAT) is a web-based individual training application. The VCAT provides operational culture training to joint service members and civilians using a game-based platform delivery method. Operational culture and language training are the focus of VCAT. Mission based learning teaches the operator the culture specific knowledge and skills as well as the appropriate vocabulary necessary for mission success. The VCAT is a partnership effort with the Combatant Commands (COCOMs) and Joint Knowledge Online (JKO). The VCAT is accessible through the JKO website and provides users with interactive courseware, live action and simulated mission scenarios, and videos featuring area Subject Matter Experts and recently re-deployed service members.

VCAT users are able to choose a learning path based on specific regional missions. Each VCAT contains nearly 12 hours of course material. Users tailor their course of instruction (COI) to include the core culture training, country introductions, and mission sets (which include the mission specific language training). Once the users complete the required COI they can choose to explore countries, lessons, and language outside of their mission requirements. All users begin their training with an introduction to culture. The culture lessons are based on policy and service specific guidance. The users will be able to demonstrate knowledge of specific cultures to include religious beliefs, family structures, history, and political systems. The users will be able to leverage their cultural knowledge in order to make culturally appropriate decisions within the various mission sets.

The mission specific language training is adapted from, and consistent with, the Language Survival Kits developed by the Defense Language Institute Foreign Language Center (DLIFLC). The language training is integrated throughout the mission set and provides the necessary phrases and gestures necessary for successful mission completion. The users practice their language learning throughout the mission sets with quizzes. The VCAT is equipped with a recording function to allow users with microphones, to record and playback words and phrases as they continually practice learning the languages.

The user is guided through a regional/area training session and then is placed into a number of



Example of one of the scenario-based interactive training sessions



Overview of South American Climate

interactive scenarios. These scenarios are based on actual operational mission sets determined by the COCOMs. Missions featured in the trainers include Civil Affairs, Security Cooperation, Peace Keeping, and Humanitarian Relief. The mission sets range from resolving issues regarding local/tribal grievances to corruption and counter insurgency. Current VCAT courses on JKO include the Horn of Africa and North Africa, which are being revised to include a language component. The VCAT+L(language) Afghanistan includes direct language links and support mechanisms from DLIFLC for Dari and Pashto familiarization. The VCAT South America includes the introduction and cultural overview of 10 countries and Spanish and Portuguese mission language learning. VCAT Central America features Mexican and Colombian Spanish and several Native American Languages. Other trainers currently in development are VCATs Hispaniola with Haitian and Dominican Spanish. VCATs Southeast Asia will include both maritime and mainland missions and a variety of regional languages including Vietnamese, Thai, Malay and Indonesian. VCAT East Asia will feature Mandarin Chinese.

REGIONAL EXPERTISE AND CULTURAL PROFICIENCY

The Regional Expertise and Cultural Proficiency tool is the result of a study directed by the Defense Language and National Security Education Office (DLNSEO) conducted simultaneously with the Joint Staff sponsored capabilities based assessments (CBAs). The tool provides Geographic Combatant Command (GCC) planners with an operationally relevant and descriptive method to identify Regional Expertise and Culture (REC) capability requirements during the planning process. The tool is embedded in the new Chairman of the Joint Chiefs of Staff Instruction (CJCSI) 3126.01, Language and Regional Expertise Planning, and is applicable to the Regional Proficiency Guidelines found in Department of Defense Instruction (DoDI) 5160.70, Management of DoD Language and Regional Proficiency Capabilities.

There was a significant need to create a tool that would improve the regional guidance, which many users described as complex, unclear, and geared toward cultural professionals as opposed to covering the full spectrum of personnel.

The process to develop a regional expertise and cultural proficiency tool started by identifying the competencies required for REC success. A competency is a measurable pattern of knowledge, skills, abilities, and attributes that are needed to perform a role or function. The competencies for the model were defined so that each competency is observable, measurable and verifiable. The baseline for the competencies was derived from the list of 40 general cross-cultural competencies recommended at the Defense Regional and 2008 Cultural Capabilities

Assessment Working Group (RACCA WG). After a validation of the list determined by the RACCA WG, the group of 40 competencies was reshaped, combined, and edited to 12 overall competencies.

The validation and determination of the 12 competencies, was based on analysis of an intense Subject Matter Expert (SME) interview process. The data was collected from a group of SMEs of which 90% had recent deployment experience and were familiar with the existing regional expertise guidelines. The sample group included GCC planners and members of an active duty Civil Affairs unit. The model was then used in conjunction with the Joint Staff Capabilities Based Reviews at the GCCs. An analysis of the information acquired at the GCCs was almost identical to information obtained from the earlier interviews. The other validation method for the tool was conducted by way of an online survey distributed to the officer and enlisted members of each service. The 788 responses provided additional data to add to the validation process. The analyzed data from the online surveys was also in line with the data collected from the interviews and the GCCs. The 12 competencies used in the model were arranged under three domain titles: Core, Regional/Technical, and Leader Functions. The domains were created to reflect differences in the nature of the competencies. The competencies in the Core domain are culture-general, or 3C related and serve as a useful foundation for regional proficiency. The Regional/Technical domain contains competencies that are specific to either a given geographic region or to certain technical fields. The Leader Functions (referred to as Leader/Influence Functions in the draft CJCSI 3126.01), contains competencies that are important for military personnel as they move into leader positions, and generally continue to increase in importance as one's rank or position increases.

The model was developed into an

Proficiency Level	Definition
Level 1 Basic	<ul style="list-style-type: none"> •Demonstrates a basic awareness of concepts and processes. •Applies the competency in the simplest situations. •Individuals operating at this level of proficiency require close and extensive guidance to perform tasks associated with this competency.
Level 2 Fully Proficient	<ul style="list-style-type: none"> •Demonstrates thorough understanding of core concepts and processes. •Applies the competency in routine and non-routine situations. •Individuals operating at this level of proficiency work independently with minimal guidance and direction to perform tasks associated with this competency.
Level 3 Master	<ul style="list-style-type: none"> •Demonstrates extensive depth and breadth of expertise in advanced concepts and processes. •Applies the competency in highly complex and ambiguous situations within and across disciplines. •Individuals operating at this level of proficiency serve as an acknowledged authority, advisor, and key resource across the agency in relation to this competency.

Regional Expertise and Cultural Proficiency levels

interactive tool to determine the level of REC required for LREC related tasks in the Universal Joint Task List. GCC planners are required to identify REC requirements for missions to enable the services to train and resource the COCOMs appropriately. The Regional Proficiency and Culture Expertise Tool was developed not only for testing, but for permanent use at the COCOMs. The tool allows planners to identify capabilities as well as the level of the capability required for each task. The planners provide rates for the three competency domains rather than the entire set of 12 competencies. Planners were provided with a definition for each of the domains to use as a reference tool during the exercise. In addition to the description of the domains, planners were provided with a general description of three levels of proficiency: Basic, Fully Proficient, and Master.

This allowed planners to determine what level of proficiency (Basic, Fully Proficient, or Master) was required for each of the three competency domains (Core, Regional/Technical, Leadership) for each task identified in the plan.

To use the tool, the planners would be given a mission and they would have to identify LREC tasks relevant to the mission. Planners would then indicate what type of unit would execute the task and rate the language and REC proficiency required.

This tool is expected to ensure that the GCCs receive the appropriate regional expertise and cultural capabilities needed for mission success.

Competency Dimensions	
Core	1.1 Understanding Culture 1.2 Applying Organizational Awareness 1.3 Cultural Perspective-Taking 1.4 Cultural Adaptability
Technical/Regional	2.1 Applying Regional Information 2.2 Operating in a Regional Environment 2.3 Utilizing Interpreters
Leader Functions	3.1 Building Strategic Networks 3.2 Strategic Agility 3.3. Systems Thinking 3.4. Cross-Cultural Influence 3.5. Organizational Cultural Competence

Competency Model

CROSS-CULTURAL COMPETENCE (3C) PORTAL

Just over a year ago, DLNSEO launched a Cross-Cultural Competence (3C) knowledge portal, available at www.defenseculture.org. The portal was developed for the Total Force to acquire, build, and sustain cross-cultural competence in an effort to increase awareness of one's own culture, manage responses to cultural differences, instill knowledge of different cultural practices and world-views, and hone cross-cultural skills in operational contexts. The site provides a centralized and collaborative repository for education and training materials, self and unit assessments, lessons learned, case studies, cultural anecdotes from American and other NATO partner warfighters, and other relevant resources related to cross-cultural competence are available. Its content directly supports the August 10, 2011 Secretary of Defense memo that states, "As a minimum, both military and civilian personnel should have cross-cultural training to successfully work in DoD's richly di-



Cross-Cultural Competence Portal Website

verse organization and to better understand the global environment in which we operate." The intended audience and customers of the 3C Portal include military service members and civilians within the Department of Defense (DoD). However, information is available for other government personnel, non-

DoD educators and trainers, and social scientists as well. Several media formats, to include video-based vignettes, simulations, on-line learning, pod-casts, documents, literature, and other web resources are present on this website. Thus far, the website has attracted over 30,000 new users and approximately 5,000 return users.

WE ARE ON THE WEB!

http://prhome.defense.gov/RFM/READINESS/DLNSEO/media_updates.aspx

CALENDAR

Federal Holidays	Dec 25
	Jan 1
Defense Language Action Panel	Jan 8
Defense Language Steering Committee	Mar 28



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