  

**An Overview of the**

**Development of a Cross-Cultural Competence**

**Scenario-Based Assessment**

A collaborative research effort between the

Defense Language and National Security Education Office and the

Defense Equal Opportunity Management Institute

**Prepared by:**

Patrice Reid, Ph.D

**Contributors:**

Patrice Reid, Ph.D.

Marne Pomerance

Leah Ellison

M. Margaret Sudduth

Jay C. Steinke

# Executive Summary:

# Cross-Cultural Competence

# Scenario-Based Assessment (3C SBA)

The Cross-Cultural Competence Scenario-Based Assessment (3C SBA) is a professional development tool that can help individuals identify their cross-cultural aptitude. The 3C SBA uses subjects’ reasoning skills to identify 3C strengths and developmental needs requiring improvement prior to international assignments or overseas deployment. The overall purpose of this assessment is to provide opportunities to enhance deficient 3C reasoning skills, and/or leverage existing reasoning skills to thrive in culturally-diverse contexts.

The assessment is based on a 3C developmental model of cross-cultural competence in the General Purpose Forces. Critical incidents were collected from a cross-section of active duty military personnel and retired foreign area officers who previously served on varied international assignments as operators in the field, fleet, and wing. These incidents were subsequently catalogued by technical experts according to the developmental model.

The 3C SBA is intended to offer a statistically reliable and valid measure of cultural reasoning, cultural perspective-taking, intercultural interaction, cultural learning, self-regulation, and self-awareness—all of which represent critical performance domains in culturally-complex environments.

The current draft 3C SBA contains 86 items that assess these constructs; however, it is highly recommended that future iterations be parceled into multiple parallel assessments that provide more concise— yet representative— measures. There are no correct or incorrect responses. Instead, the 3C SBA presents the user with cultural dilemmas and outcomes that military personnel have experienced while deployed. In each scenario, the user is required to choose the most favorable course of action from the available response options. These response options will be used to assess the degree of “reasoning proficiency” regarding the targeted core competencies. Once the user has completed the assessment, performance feedback will be provided regarding the reasoning skills used among the situational alternatives in culturally-complex circumstances.

Finally, it is our recommendation that the overall assessment feedback be customized, such that identified development areas are linked to the respective e-learning courses and training modules available on the 3C portal ([www.defenseculture.org](http://www.defenseculture.org)). This provides a holistic approach to advancing the individual’s understanding of the intra- and inter-personal competencies that comprise the identified core competencies, and their useful application in diverse contexts.

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**Phase 1: Defining the 3C Domain**

Technical experts sought to create a scenario-based assessment based on a cross-cultural competence (3C) codified developmental sequence that provides DoD personnel with a set of culture-general knowledge, skills, abilities, and attributes (KSAAs) that deepen and further augment across a learning continuum. Scenario-based assessments provide realistic scenarios that assess an individual's ability to identify the most appropriate response for the specific context. Thus, this assessment will provide DoD personnel with an opportunity to identify their cross-cultural strengths and development areas using scenarios that demonstrate high fidelity within the DoD.

In order to create a 3C assessment, it is important to first define and explicate the domain of interest. Cross-cultural competence is conceptually defined as a “set of culture-general KSAAs developed through education, training, and experience that provide the opportunity to operate effectively within a culturally-complex environment” (DoD Draft Policy). Correspondingly, this 3C assessment is fundamentally based on a developmental model (see Appendix A) which is comprised of cross-cultural competencies that have been explored within the realm of a behavioral framework. Reid, Kaloydis, Sudduth, & Greene-Sands (in press) identify and define these emergent competencies as:

*Cultural Reasoning*, which is demonstrated when an individual perceives and manages behaviors or events within other cultures that violate his or her own expectations. The individual’s response when managing these surprises (i.e., suspending judgment, analyzing their causes, and modifying one’s understanding of these behaviors) helps to successfully characterize the mastery of this competence.

*Intercultural Interaction*,which refers to an individual’s ability to employ information about people and their surroundings. As well, it denotes the individual’s ability to plan and adjust messages, means of communication, and self-presentation, in order to achieve intended outcomes.

*Cultural Perspective-Taking*, which refers to a cognitive process that allows individuals to think about the world from another person’s point of view, accounting for the cultural context in their interpretation of situational cues encountered.

*Cultural Learning*, which is defined by the individual’s capacity to acquire and retain culture-specific facts, norms, traditions, and other aspects of the culture of interest, to inform the application of culture-general concepts through various information sources.

*Self-Regulation*, which refers to the learning strategies that enable individuals to adjust behavior, and achieve desired goals by monitoring discrepancies and progress toward those goals within varied contexts.

*Self-Awareness*, which encompasses the discovery of one’s cultural values, attitudes, biases, and personality styles, which all help to provide a better understanding of one’s identity.

*Developing Structured Interview Questions*

Based on the aforementioned constructs, interview questions and probing prompts were developed to elicit anecdotes that corresponded to each of the six core competencies (see Appendix B). Each question was tied to a singular competency that was identified in the 3C developmental model. All questions were open-ended, concise, and written such that they were reflective of the 3C domain. Likewise, the interview questions were developed such that they would elicit a response, corresponding to that of the STAR method of interviewing:

* **S**ituation or **T**ask: describes the context or background for the event or the tasks involved
* **A**ction: describes exactly what was done or what would be done
* **R**esult: describes the consequence of the individual’s actions

*Sample Demographics*

In an effort to generate operationally-valid scenarios, we requested the assistance of twelve military operators who had been deployed outside the continental United States (OCONUS) during the past 10 years. These operators were enlisted members and commissioned officers from all four branches within the Armed Services, to include the Air Force, Army, Navy, and Marine Corps. As well, three of the total participants were Army Foreign Area Officers who had served in an active duty-status within the targeted time frame. These individuals were deemed as having experienced varied cross-cultural events across the globe. For that reason, we attempted to solicit their expertise in identifying cultural scenarios, which would ultimately aid in the development of a 3C scenario-based assessment for DoD personnel.

*Data Collection Procedure*

Participants were contacted using a convenience sampling methodology, in that, participants were chosen due to their convenient access and proximity. These individuals were asked to either participate in a one hour in-person interview or a telephone interview—contingent on their location or schedule availability. Participants were informed of the overall objective, which was to obtain examples of real-life cultural experiences that demonstrate successful or unsuccessful cross-cultural interactions during past deployments. They were also briefed on their informed consent, which essentially detailed the voluntary nature of the study, as well as their right to stop the interview at any time, or decline to answer any questions without negative repercussions. A copy of the survey questions were distributed prior to the scheduled interviews in conjunction with a demographics survey, the latter of which participants were asked to return upon completion (see Appendix C).

Interviews were conducted over the course of three weeks, with at least two interviewers present during each interview. A lead interviewer, who subsequently served in the role of test developer, asked probing questions used to solicit military operators’ expertise in generating critical incidents that would help to relay the competencies in an operational sense. On most occasions, there was an additional interviewer present, who asked follow-up questions, based on the nature of the responses being elicited. Also present during the interviews, was at least one scribe, whose responsibility was to transcribe all the discussions using short-hand documentation. All interviews were audio-recorded to ensure that all minutiae were accurately documented.

**Phase 2: Sorting the Critical Incidents**

Subsequent to generating critical incidents from the structured interviews, the data were combined and transcribed into one data file for each participant. The critical incidents were then reviewed for examples that demonstrated substantive content. Consequent to this review, the critical incidents were transformed into key summaries, ultimately generating a total of 100 key summaries that reflected the six core competencies. The key summaries essentially represented the critical information that was deemed integral to the scope of the dilemma, and were ascertained via a secondary technical review of participant responses.

*Content Validation*

A preliminary content validation was conducted to further refine and categorize the key summaries, as well as to ensure inter-rater agreement between technical experts. A content analysis was employed, consistent with any approach seeking to generate generalizable conclusions (Neuendorf, 2002). Furthermore, a content analysis ensures that inferences are systematically and objectively identified from specified characteristics (Stone, Dunphy, Smith, Ogilvie, 1966). Hence, two of the technical experts independently reviewed each key summary and assigned a core competency that best represented one of the six core competencies in the 3C developmental model. Following their independent analyses, the technical experts compared the classification of each key summary, and found that there was initially 52% inter-rater agreement. For the remaining 48%, the technical experts reviewed the actual summaries together, and arrived at a consensus for the competency that best reflected each of the remaining critical incidents in dispute. Moreover, this consensus helped to identify the ideal cross-cultural construct thereby ensuring clarity for item generation purposes in the next phase.

**Phase 3: Item Generation**

Once the key summaries were appropriately categorized, items were then generated based on these scenarios (McDaniel & Whetzel, 2005). In line with Legree and Psotka (2006), items were structured as problems or dilemmas to be resolved by selecting the best response option. In order to ascertain a concise— yet representative— assessment, three steps were employed to ensure that the 3C content domain was thoroughly covered. Generally, implementing this plan required drafting the key summaries into item stems, assessing item stems for clarity, brevity, and construct relevance, as well as conducting a review by military operators for operational fidelity.

*Transforming key summaries into item stems*

Four technical experts, who were well-versed in 3C, were tasked to write assessment items reflective of the six competencies comprising the 3C developmental model, using the 100 key summaries. In order to ensure a shared mental model for scenario-based assessments, a brief training of the technical experts was also conducted to ensure adherence to uniformed item writing procedures. In particular, each item needed to include the key summaries that would be turned into a cultural dilemma or item stem, as well as a specific item prompt or lead-in (see Figure A). The purpose of the item prompt was to solicit the *best* solution from the respondent. Additional item writing guidelines stipulated consideration for the specificity of the item stem, as well as ensuring that terms and scenarios were broad enough to apply to multiple branches and ranks within the military, rather than specific positions (McDaniel & Whetzel, 2005). Each item was written at an 8th grade reading level to ensure maximized comprehensibility. Furthermore, items were written such that, all the necessary information that a cross-culturally competent individual would need to resolve the cultural dilemma, was provided in the actual scenario. Each cultural dilemma was linked to its respective consequence with a high degree of certainty. Finally, the technical experts had agreed that the core competency would be reflected within the item responses, which would be generated in a subsequent phase. Hence, the item stem itself functions as the cultural dilemma, prompting the respondent to resolve the issue by selecting an answer that reflects a high, moderate, or low level of reasoning aptitude. In order to enhance fidelity and ensure consistency, a list of military ranks along with a list of randomly selected surnames that reflected the U.S. ethnic diversity were used.

*Item assessment for clarity, brevity, and content relevance*

Draft item stems were rigorously peer-reviewed, by three of the four technical experts, at a minimum. Items were independently reviewed by each technical expert to ensure that the dilemmas were concise and easily interpretable by the respondent (McDaniel & Whetzel, 2005). Additional notes were taken on the relevance of the item stem to the initially categorized competence. Once each member of the team evaluated the items independently, discussions were held where each item was reviewed in detail. The expert team came to consensus regarding changes that were to be made to the items. During this process, there were instances where scenarios did not adequately provide a cultural dilemma; therefore, the total number of items was reduced from 100 to 95 assessment items. One item from intercultural interaction and four items from cultural learning were removed from further consideration, due to the lack of substantive context needed to create persuasive 3C dilemmas.

*SME review for operational fidelity.*

An additional review was completed by three military operators/subject matter experts (SMEs). These SMEs hailed from three military branches, and constituted a convenience sample. One SME was a recently retired Navy commander; another, an Army lieutenant colonel; and the third, a Marine Corps master sergeant—all of whom, had extensive and recent deployment experience abroad. These SMEs were asked to critically examine the newly developed assessment items, paying special attention to the extent to which the cultural dilemmas provided a realistic snapshot of how these cross-cultural events would unfold. The SMEs also examined the use of terminology to ensure that the military ranks and interaction between military personnel were articulated accurately in each item. Finally, recommended changes from SMEs were examined and incorporated, as deemed appropriate. Based on the SMEs’ feedback, an additional item from cultural-perspective taking was also removed from further consideration due to lack of contemporary relevance.

Overall, the selection of key summaries for inclusion as assessment items was consistent in meeting the following criteria as presented by MacCann (2006):

1. The key summary should be understood by all technical experts to represent the same construct;
2. The majority of technical experts should interpret the dilemma presented by the situation in the same way, and;
3. There should be adequate response variability to ensure that at least four response options[[1]](#footnote-1) could be generated in the subsequent phase.

The three steps within Phase 3 resulted in a total of 94 high-fidelity cultural dilemma items (see Table 1). The subsequent phases outline the steps that were undertaken to ascertain exemplars of low, moderate, and high response options for each assessment item.

*Table 1*. Number of Assessment Items per Competency

|  |  |
| --- | --- |
| Competency | **Number of Items** |
| Cultural reasoning | 13 |
| Intercultural interaction | 24 |
| Cultural perspective-taking | 13 |
| Cultural learning | 25 |
| Self-regulation | 15 |
| Self-awareness | 4 |

*Figure A***.** Example of transformed key summary

Competency: Self-Regulation

Item Stem:

While stationed in Venezuela, LtCol James is required to attend a presentation on the September 11 attack on the U.S. He believes that the manner in which it is presented is both unfavorable and inaccurate. In particular, the presentation claims that the attacks never occurred. Throughout the presentation there is heavy anti-American sentiment and LtCol James is shocked, offended, and cannot understand the perspective of this group. The material is particularly sensitive to LtCol James because he was present at the Pentagon on September 11.

Lead-In:

*How should Lt Col James* *approach this situation?*

**Phase 4: Response Option Generation**

*Developing survey instructions and IRB approval*

Survey instructions were developed, specifically to generate open-ended responses to the assessment items. Participants were informed that the scenarios were generated from real events experienced by operators in the field, fleet, and wing. Though at times uncharacteristic, these dilemmas reflected incidents in which military personnel had either experienced or witnessed the particular events firsthand. Participants were informed of their voluntary participation, as well as the overall objective of the study, which was to gain operationally-relevant responses that would be used to develop a comprehensive cross-cultural assessment for DoD civilian and military operators. Thus, participants were asked to provide their best response to the cross-cultural dilemmas posed.

In the interest of space, the 94 assessment items covering the six competencies were broken into eight batches of 15 items or less, with each batch covering one of the six identified cross-cultural competencies (see Table 2). Each batch was deployed in consecutive order using the DEOMI Organizational Climate Survey (DEOCS) research blocks. The DEOCS is an organizational climate assessment that is administered to hundreds of active-duty deployed and previously deployed military operators on a daily basis. The DEOCS research blocks were identified as the most optimal source for reaching the targeted population, given that these blocks provide the option of using an open-ended template that is also best suited for generating a variety of response options.

Upon completion of the DEOCS, participants were asked to voluntarily complete the survey if they had been deployed outside of the continental U.S. (OCONUS) during their military career. At this point, participants were also informed of the anonymity and confidentiality of the survey, whereby they were assured that the generated results would not be connected to their DEOCS responses, nor would they be reported to their commander. The technical experts followed the guidelines set forth in McDaniel and Whetzel (2005), providing adequate space for participants to respond using free-text blocks and utilizing appropriate prompts or lead-ins that would best assess each cultural incident (for e.g., “What is the most effective way for the Sgt Johnson to handle this feeling?”)

Once the instructional sets were completed, all eight batches, in addition to the instructions, were submitted to the Institutional Review Board (IRB) for approval, which was attained prior to the administration of the surveys.

*Reviewing responses for themes, content relevance, and clarity*

Once response options were collected for each of the eight batches of 94 items, the four technical experts proceeded to clean and screen the responses. Table 2 provides a breakdown of the sample sizes obtained from each batch of items, for a final sample of 2,479 respondents. To clean the samples, the technical experts examined the data and removed participants who did not respond to any of the items or only gave “filler” or acquiescent responses that were not relevant to the construct being assessed. Once the samples were cleaned, batches were reviewed individually, with data sets shared and reviewed among the four technical experts over a period of approximately four to six days.

*Phase 1 pre-existing response options*

There were many instances in which the operators in Phase 1 had shared successful solutions to the critical incidents or cultural dilemmas that were identified. These critical incidents were refined into the assessment items—as mentioned in Phase 3—by the four technical experts. In this phase, the technical experts used the operator-provided responses from Phase 1 to guide the selection of appropriate responses across demarcated proficiency levels. In other words, the selection of responses was primarily guided by the favorable solution that had materialized from the actual dilemma provided by the operators interviewed in Phase 1.

*Response option generation*

During this phase, each technical expert reviewed the responses and classified them according to the differentiated proficiencies of high, moderate, or low reasoning aptitude in terms of the intended cross-cultural competency. The decision to use a rubric of three categories of reasoning aptitude is rooted in the premise that these heuristic anchors provide sufficient distinction for identifying 3C strengths and developmental needs. Next, each expert identified relevant themes to group the demarcated responses they had identified for each assessment item. The use of themes helped to provide a shared mental model for the technical experts to rely on, when evaluating each of the proposed responses. Once this was completed, the experts met as a group and reviewed their proposed themes and responses. Themes were reviewed to ensure consistent mental models among experts. In addition, responses were evaluated with the objective of refining the generated response options, removing duplicates, and gaining consensus as to whether or not the assessment items reflected the appropriate cross-cultural competency. During this review process, some assessment items were identified as having a “better fit” with a different cross-cultural competency and, thus, were subsequently moved into a more appropriate competency. Subsequent to further review, additional items were removed from the overall set of 94 items, as it was determined that they did not appropriately assess any of the six competencies or lacked substantive information needed to present a compelling cross-cultural dilemma for use. This resulted in a final total of 89 assessment items, including four items that were moved to different competencies, as well as the five items that were removed altogether.

*Re-translation into core competencies*

As mentioned previously, the technical experts examined the response options in order to select the exemplar for the dilemma at each demarcated aptitude (i.e., low, moderate, high). In so doing, the ultimate goal was to ascertain at least two exemplars at each level for each item, totaling six response options per item (see Figure B). In addition, the response options were checked for consistency, where the high, moderate, and low responses for a particular item were modified to reflect the same grammatical tense as well as introduction (e.g., “Sgt. Johnson should…” or “she should…”). Lastly, there was a final review conducted, to ensure that the items and their respective response options were “mapped” to the appropriate competency. This ensured that the response options assessed the actual cross-cultural competency—at the varied reasoning aptitude levels—they were intended to assess. During this process, items were re-translated into different competencies that were most reflective of their intended construct. Overall, three critical incidents were removed from consideration, resulting in a total of 86 assessment items.

*Table 2.* Sample Sizes for DEOCS Batches

|  |  |  |
| --- | --- | --- |
| Competency | **Batch** | **Sample** |
| Self-Regulation | 1 | 512 |
| Intercultural Interaction | 2 | 465 |
| Cultural Learning | 3 | 195 |
| Cultural Perspective-Taking | 4 | 196 |
| Cultural Reasoning | 5 | 180 |
| Cultural Learning | 6 | 288 |
| Intercultural Interaction | 7 | 418 |
| Self-Awareness | 8 | 225 |
| Total *N* |  | **2479** |

*Figure B*. Example of Items with Respective Response Options

Competency: Self-Regulation

While stationed in Venezuela, LtCol James is required to attend a presentation on the September 11 attack on the U.S. He believes that the manner in which it is presented is both unfavorable and inaccurate. In particular, the presentation claims that the attacks never occurred. Throughout the presentation there is heavy anti-American sentiment and LtCol James is shocked, offended, and cannot understand the perspective of this group. The material is particularly sensitive to LtCol James because he was present at the Pentagon on September 11.

*How should Lt Col James* *approach this situation?*

1. He should calm down, take a deep breath, and realize that he needs to respect the beliefs of others. *(High Aptitude)*
2. He should stop the presentation and tactfully correct the issues being addressed. *(Low Aptitude)*
3. He should approach the presenter at the end and share with him his personal experience on what actually happened that day. *(Moderate Aptitude)*
4. He should consider his surroundings; the only thing that matters is that he knows the truth. *(High Aptitude)*
5. He should approach the presenter and stand up for what he feels is right. *(Low Aptitude)*

1. He should be cordial and professional, making no statement during the presentation that supports the content being presented. *(Moderate Aptitude)*

**RECOMMENDED Phase 5:**

**rating effectiveness of response options**

At the Phase 5 stage of development, the current report was produced. Hence, many of the following action steps had not yet been initiated, such as the administration of the survey to the SMEs for rating effectiveness. As well, the inter-rater analysis of the results using mean (or median) expert ratings and standard deviation analysis were yet to be produced. The following provides a synopsis of recommended steps needed to complete and validate the 3C scenario-based assessment.

*Developing a Scoring Key*

In an effort to refine the number of response options provided to respondents, as well as to develop a scoring key for the 3C scenario-based assessment, the technical experts should seek to deploy the 86 assessment items using carefully selected SMEs (see Appendix D for a complete list of the assessment items). Instructions for rating effectiveness of the items were constructed so that respondents rated the effectiveness of each response option using a four-point Likert scale, ranging from 1 (very ineffective) to 4 (very effective) in addressing each cultural dilemma.

In the event that the data collected are not skewed, an analysis of responses using mean effectiveness, standard deviation, and frequency of ratings should be assessed. On the contrary, if the data collected are found to be non-normal or skewed— resulting in an asymmetric distribution— an analysis of responses using median effectiveness is recommended. The evaluation of responses using central tendency would help determine a suitable rational scoring key based on a combination of the aforementioned factors. Hence, the technical experts would be responsible for collecting the effectiveness ratings from selected SMEs, thereby using the means or medians of each rating (contingent on the normality of distribution) to develop the scoring key. Consequently, the technical experts would reject any response options with a high standard deviation, as this would infer that there was very little agreement between SMEs for that particular response option. Additionally, for the purpose of rational keying, an argument can be made that “very effective” and “effective” responses are both desirable in the event that a dilemma warrants a favorable response. For that reason, the analysis of SME responses should entail a scoring process whereby discrete points— as presented below— are assigned to response options, assuming the response is advantageous:

* Very effective= 2
* Effective= 1
* Ineffective= 0
* Very ineffective= 0

*Recommended Sample*

It is highly recommended that the technical experts administer this draft assessment to a sample of expert respondents (i.e., high performing military operators who have had extensive interaction with members of different populations). It is critical that those who are selected as “experts” is done so meticulously, given that any interpretation of respondents’ performance is entirely predicated on the scoring key (Grand, Allen, & Pearlman, 2012). Accordingly, since the scoring key is determined by expert consensus— who themselves were required to reason among the most effective situational alternatives– the data that is essentially being captured, is the extent to which respondents are reasoning or processing in a manner similar to the identified SMEs (Grand, Allen, & Pearlman, 2012). By that nature, this form of scenario-based assessment captures the similarity between respondent reasoning and that implied by the aforementioned keyed responses (Grand, Allen, & Pearlman, 2012). Consequently, “better performance” does not reflect “more” of the underlying 3C construct, but rather, the extent to which the response selected and, thus, the reasoning process employed by respondents, match those selected by the designated SMEs (Grand, Allen, & Pearlman, 2012).

Altogether, the mean (or median) effectiveness of the ratings generated from the SMEs would be considered the ideal response. Particularly, with normal data, SME responses with smaller standard deviations and higher frequencies centered around the mean, would serve to further reinforce that there is strong SME agreement that a particular response is either very effective (i.e., reflective of high reasoning aptitude); effective (i.e., reflective of moderate reasoning aptitude); or ineffective/very ineffective (i.e., reflective of low reasoning aptitude) in resolving a cultural dilemma. The generated SME response options in this Phase will therefore be used to distinguish the final three assessment response options, indicative of high, moderate, and low levels of reasoning aptitude used to evaluate the quality of alternatives or consequences in a 3C context.

**RECOMMENDED Phase 6:**

**empirical validation of final items**

The technical experts should aim to construct response instructions that evaluate respondents’ ability to discern which of the three response options, for each assessment item, is highly effective or most desirable in resolving the respective cultural dilemma. In other words, the instructions should be constructed in a manner which is consistent with assessing the adequacy of respondents’ reasoning skills (Grand et al., 2012). For that reason, it is highly recommended that another round of data collection using a comparative sample of non-experts respondents (e.g., a university student sample) be conducted so as to further validate the refined response options obtained in the preceding Phase.

*Expert vs. Non-Expert Samples*

Differential analyses should be conducted using the non-expert and expert groups in order to further examine the validity of expert judgments. MacCann (2006) describes three key criteria pertinent to establishing the validity of expert judgments in this context. Firstly, the agreement among experts should be higher than that of non-experts. “Agreement indices can be calculated for the expert group and non-expert group to determine whether the expert group has a higher level of agreement, and hence, can validly be defined as experts” (MacCann, 2006, p.27) Secondly, the experts with low agreement indices should be excluded from scoring rubrics. Thirdly, experts should “score more highly” than non-experts. In other words, the expert mean results on the assessment should be significantly higher than the non-expert mean.

If the abovementioned criteria are met, the technical experts can confidently assert that the scores previously obtained from the expert respondents can be used to further validate the measure as described below.

*Establishing Validation Evidence*

Using the refined assessment items and response options from the SME ratings, it is recommended that the technical experts seek to identify culture-related criteria (using previously-validated measures) to assess validity evidence. The deployment of this assessment should include both the 3C based-scenario assessment items, as well as the culture-related criteria using previously-validated measures. As is customary when developing assessments, an examination of the link between the assessment items and previously-validated measures is critical, in order to establish construct- and criterion-related validity evidence.

Construct validity assesses the extent to which the assessment items reflect the 3C construct. This form of validity is established using convergent and divergent or discriminant validity evidence. Convergent validity can be assessed by checking the extent to which the assessment items are reasonably correlated with scores on existing measures of the same theoretical construct. For instance, assessment items measuring intercultural interaction should be appreciably related to established measures akin to intercultural communication. By the same token, discriminant validity can be assessed by checking the extent to which the assessment items are not positively correlated with scores on existing measures that assess different theoretical constructs. For example, assessment items measuring cultural perspective-taking should be inversely related to an established scale measuring ethnocentrism.

Alternatively, criterion-related validity can be assessed by checking the extent to which results from the 3C scenario-based assessment predict behaviors that are known or theorized to be associated with 3C. For example, cultural agility, cross-cultural adaptability, intercultural communication, intercultural readiness, etc. Criterion-oriented types of validity include concurrent validity and predictive validity. Concurrent validity is evaluated by obtaining correlations between scores on the 3C scenario-based assessment with current behaviors. On the contrary, predictive validity is established by assessing whether scores on the assessment predict future behaviors in culturally-diverse contexts.

**RECOMMENDED Phase 7:**

**assessment to solutions feedback**

The final step in developing the 3C scenario-based assessment is the development of a performance summary that would provide detailed performance feedback to participants. This summary should present a balanced approach, in that constructive feedback pertaining to identified developmental areas and individual strengths is reinforced through specific examples.

Furthermore, this 3C scenario-based assessment can be used as a part of an “assessment to solutions” initiative. Specifically, results obtained from the assessment can be used to provide specific instructive methods for personnel training and education in order to enhance reasoning skills among situational alternatives in culturally-complex circumstances. Using the available tools and resources on the 3C portal, individuals can therefore build these critical reasoning skills by means of enhancing their knowledge of 3C. In other words, if reasoning skills in the area of cultural perspective-taking are identified as a developmental area, the end-user should be directed to the respective tools (i.e., e-lessons, simulation training, video vignettes, etc.), located on the culture portal, that can be used to enhance his/her cultural perspective-taking knowledge and skills.

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**APPENDIX A**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CORE  COMPETENCIES | **SECONDARY**  **COMPETENCIES** | **BEHAVIORAL INDICATORS ASSOCIATED WITH SECONDARY COMPETENCIES** | | |
| **Baseline (101)** | **Intermediate (201)** | **Advanced (301)** |
| Cultural  Reasoning  Inclusiveness; Tolerance for cultural uncertainty; Self-efficacy | *Suspending Judgment* |  |  | Suspends judgment |
| *Cognitive Complexity* |  |  | Evaluates cultural scripts based on cross-cultural mental models |
| *Sensemaking* |  |  | Evaluates cultural explanations of behaviors |
| Intercultural Interaction  Patience; Inquisitiveness; Willingness to engage; Openness to experience; Self-efficacy | *Self-Monitoring* |  | Develops self-monitoring skills | Applies self-monitoring skills |
| *Cognitive Complexity* |  | Refines cultural scripts based on cross-cultural mental models | Applies cultural scripts based on cross-cultural mental models |
| *Verbal & Non-Verbal Communication* |  | Evaluates nonverbal & verbal cues in cross-cultural contexts | Manages the use of nonverbal & verbal cues in cross-cultural contexts |
| *Language Proficiency* |  | Develops survival language skills | Develops language proficiency |
| *Communication Planning* |  | Understands the elements required for communication planning | Engages in communication planning |
| *Trust Building* |  | Develops trust building tactics | Demonstrates trust building tactics |
| *Negotiation Skills* |  | Understands the elements required for negotiations | Demonstrates negotiation skills |
| Cultural Perspective-Taking  Tolerance for cultural uncertainty;  Self-efficacy | *Suspending Judgment* | Suspends judgment | Suspends judgment | Suspends judgment |
| *Cognitive Flexibility* | Perceives the differences in cultural viewpoints | Evaluates the motives behind cultural viewpoints | Adjusts frame of reference based on cultural contexts |
| *Cognitive Complexity* | Develops cultural scripts based on cross-cultural mental models | Refines cultural scripts based on cross-cultural mental models | Applies cultural scripts based on cross-cultural mental models |
| *Sensemaking* | Recognizes existence of other worldviews | Develops cultural explanations of behaviors | Applies cultural explanations of behaviors |
| Cultural Learning  Inquisitiveness; Openness to experience; Self-efficacy | *Self-directed Learning* | Perceives the various cultural elements | Develops the understanding of other cultures | Advances the understanding of other cultures |
| *Cultural Knowledge* | Acquires cultural knowledge | Refines cultural knowledge | Applies cultural knowledge |
| *Learns through Observation* | Identifies sources and gathers information from situational cues | Interprets observed information based on situational cues | Advances and updates own learning through situational cues |
| *Language Proficiency* | Learns rules about survival language and expressing nonverbal behaviors | Refines one’s knowledge of survival language | Advances the understanding of sociolinguistics |
| *Cognitive Complexity* | Develops cultural scripts based on cross-cultural mental models | Refines cultural scripts based on cross-cultural mental models | Applies cultural scripts based on cross-cultural mental models |
| Self-Regulation  Resilience; Emotional stability; Self-efficacy | *Self-monitoring* | Recognizes the importance of self-monitoring | Develops self-monitoring skills | Applies self-monitoring skills |
| *Reflection & Feedback* | Engages in reflection & feedback | Engages in reflection & feedback | Engages in reflection & feedback |
| *Emotion Regulation* | Perceives and understands emotions | Develops emotion regulation strategies | Applies emotion regulation strategies |
| *Managing Attitudes* | Recognizes the diversity in cultural attitudes | Understands attitudes toward cultures | Manages attitudes toward cultures |
| Self-Awareness  Leveraging personality attributes; Self-efficacy | *Self-discovery* | Understands the factors that shape one’s worldview | Refines understanding of the factors that shape one’s worldview | Advances the understanding of the factors that shape one’s worldview |
| *Self-directed Learning* | Understands self in cultural and cross- cultural contexts | Refines concept of self in cultural and cross-cultural contexts | Advances the understanding of one’s own culture |

**APPENDIX B**

**INTERVIEW SCRIPT**

Salutation\_\_\_\_\_\_\_\_\_\_\_

Thank you for taking the time to share with us your experience as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Before we start, I must ask if we can we have your permission to audio record the interview? You can decline this request with no negative repercussions whatsoever, or you may choose to have the recording stopped at any time during the interview. The audio recordings, transcripts and raw interview notes (including your name) will not be shared outside the interview team. Personal examples will only be reported in aggregate form.

In the room I have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The overall objective of this research endeavor is to solicit your expertise as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in identifying cultural scenarios. These scenarios would ultimately aid in the development of a cross-cultural competence situational judgment test for DoD personnel.

As mentioned previously, we have identified a set of culture-general knowledge, skills, abilities, and attitudes that have been deemed necessary for the General Purpose Force to operate, and would therefore like to solicit your expertise in generating critical incidents that would help to relay these competencies in an operational sense.

Your participation is entirely voluntary and you can stop the interview at any time and/or decline to answer specific questions with no negative repercussions.

Please note that this project and information shared during these interviews are at an unclassified level, so please do not reveal any sensitive or classified information.

We anticipate that this interview will take approximately one hour.

Do you have questions before we get started?



We would like to request your assistance with a cross-cultural competence (3C) [[2]](#footnote-2) research initiative for the Department of Defense. This effort is currently being conducted by the Defense Language and National Security Education Office (DLNSEO) in collaboration with researchers here at DEOMI, with the overall objective to obtain examples of successful and unsuccessful cross-cultural interactions.

DLNSEO researchers have generated a set of culture-general knowledge, skills, abilities, and attributes (KSAAs) that have been deemed necessary for the General Purpose Force to operate effectively in a cross-cultural context. Such KSAAs may include self-regulation, cultural learning, and cultural perspective-taking, to name a few. Hence, given the vast deployment history within DEOMI, we would like to solicit your expertise in identifying cultural scenarios. For example, military personnel can display cultural learning by applying their knowledge about a region’s culture-specific concept of time, to similar cultural settings in order to effectively operate there. We therefore seek to use these experiences to generate scenarios that will ultimately aid in the development of a 3C situational judgment test (SJT) for DoD personnel.

SJTs provide realistic scenarios that assess an individual's ability to identify the most appropriate response for the specific context. Thus, this assessment will provide DoD personnel with an opportunity to identify their cross-cultural strengths and possible areas of improvement using scenarios that demonstrate high fidelity within the DoD. We are therefore requesting your participation to share your real-life cultural experiences while serving in a deployed environment.

For more information, please email to Dr. Patrice Reid at [Patrice.Reid@patrick.af.mil](mailto:Patrice.Reid@patrick.af.mil). Thank you in advance for your assistance.

Please consider all the questions listed below; be prepared to discuss those that you consider most relevant. During the interview, you will be asked to discuss a specific *situation*, including the *task* at hand, the *action* taken, and the outcome or *result* of a personal account or an observation where you or someone else had:

1. *A successful/favorable experience*
2. *An unsuccessful/unfavorable experience*

…while serving in a cross-cultural context.

1. Can you provide a specific example of a time when you noticed someone from a different background interpreted your action(s) differently than how you had intended? How did you respond?
2. Tell us about a time when you sought to better understand your own cultural assumptions, values, and/or biases as a means to understand how others may view you.
3. Give us an example of a time when you tried to regulate or control your own emotions and/or emotional expression to support a task/mission.
4. Can you share an occasion when you made an assumption that may have been incorrect, and you therefore sought someone else’s input or feedback to better understand signals or cues that were not noticed at the time?
5. Describe a recent situation where you had to rely on cues, as a means to increase your understanding about a culture or particular group of people, in order to determine how to act or respond appropriately.
6. What steps have you taken, if any, to improve your understanding of a culture or region where you have been assigned?
7. Can you discuss a time when you may have rushed to judgment about a person or group? How did this affect your subsequent interaction with members of that group?
8. Tell us about a time when you were not able to build a successful relationship with a difficult person.
9. Can you share an occasion when you were able to strengthen a relationship by communicating effectively? What made your communication effective?
10. Have you experienced a situation where you felt you had not communicated well? How did you correct the situation?
11. Describe the most challenging negotiation in which you were involved. What did you do? What were the results for you? What were the results for the other party?
12. Can you share an example in which you were able to effectively "read" another person and guide your actions by your understanding of their individual needs or cultural values?

**APPENDIX C**

**Demographic Information for DoD Deployed Personnel**

**INSTRUCTIONS: Please complete the following fields by providing the most accurate responses in the spaces provided:**

**PERSONAL INFORMATION**

|  |  |
| --- | --- |
| **Name:** | **Gender:** Choose an item. |
| **Rank:** | **Service:** Choose an item. |

1. **What foreign languages do you speak? Please provide your level of proficiency for each:**

**(If none, leave blank)**

|  |  |
| --- | --- |
| **Language** | **Defense Language Proficiency Level (Listening/Reading)** |
| **1.** |  |
| **2.** |  |
| **3.** |  |
| **4.** |  |

**DEPLOYMENT HISTORY**

**2a. How many times have you been deployed outside the United States?**

|  |
| --- |
| Choose an item. |

**2b. How many years in total have you spent deployed abroad?**

|  |
| --- |
|  |

**\**

**3. What countries have you previously been deployed in the past 10 years?**

|  |  |
| --- | --- |
| **Country** | **# of months** |
| **1.** |  |
| **2.** |  |
| **3.** |  |
| **4.** |  |

**4. How much interaction did you have with *partnered forces* during your last deployment?**

|  |
| --- |
| Choose an item. |

**5. How much interaction did you have with *locals of the host country* during your last deployment?**

|  |
| --- |
| Choose an item. |

**APPENDIX D**

**Instructions**

The following questions present real-life cultural dilemmas and responses provided by military operators in the field, fleet, and wing, based on their personal operational experiences over the years. We are now seeking to validate these responses in order to develop a comprehensive cross-cultural assessment for civilian and military operators in the DoD.

Please carefully read each of the following cultural dilemmas. Rate the effectiveness of each response using a four-point scale, ranging from **1 (very ineffective)** to **4 (very effective)** in addressing the cultural dilemma.

**NO. 12, ID 111-1**

In Venezuela, Sgt Rogers and his wife, Alana, are greeted for the first time by a Venezuelan officer. The officer kisses Alana on the cheek. Sgt Rogers and Alana are both taken aback by his action, as this type of greeting is not customary where they come from. Alana thinks to herself, “I don’t kiss strangers. What is going on?” Sgt Rogers is ready to hit the officer.

*What is the best way for Sgt Rogers to address the officer’s actions?*

1. Sgt Rogers should tell the Venezuelan officer that such behavior is considered rude in his culture, and it makes his wife very uncomfortable. (Low Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. Sgt Rogers should take a deep breath and think about the customs of the locals, as he does not want to offend them. (High Self-Regulation )

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. Sgt Rogers should politely ask the officer to refrain from kissing his wife on the cheek in the future. (Moderate Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. Sgt Rogers should explain to the Venezuelan officer that in his culture, kissing someone on the cheek is not a normal expression of friendliness. (Low Self-Regulation )

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. Sgt Rogers should not act impulsively; he should take a step back from the situation and realize that he is in a different country, and the customs in that country may be different than he is used to. (High Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. Sgt Rogers should tell him that this is not customary where he is from, and that he was taken off-guard. (Moderate Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 31, ID 123-3**CDR Kirk is working in South Korea with Republic of Korea (ROK) marines. Despite language barriers, he must collaborate and communicate with a small group of ROK marines in order to complete the mission. Due to the time crunch, CDR Kirk is forced to creatively use hand motions to communicate messages. CDR Kirk is frustrated at the situation but does not want the ROK marines to think that his frustration is with them.

*How should CDR Kirk* *best handle this situation?*

1. CDR Kirk should keep communicating in the manner in which he was before, and simply tell them that this is how it is supposed to be. (Low Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. CDR Kirk should take a deep breath, keep his voice calm, and smile as he works to get his points across. (High Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. CDR Kirk should stay cool, calm, and collected, remembering to exercise patience. (Moderate Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. CDR Kirk should slow it down and do the best he can to control his frustration, given that he does not have much time to explain his frustration in addition to completing the mission. (Moderate Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. CDR Kirk should continue to do the best with hand motions and, if necessary, take breaks away from the group to compose himself. (High Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 18, ID 111-4**

While stationed in Venezuela, LtCol James is required to attend a presentation on the September 11 attack on the U.S. He believes that the manner in which it is presented is both unfavorable and inaccurate. In particular, the presentation claims that the attacks never occurred. Throughout the presentation there is heavy anti-American sentiment and LtCol James is shocked, offended, and cannot understand the perspective of this group. The material is particularly sensitive to LtCol James because he was present at the Pentagon on September 11.

*How should Lt Col James* *approach this situation?*

1. He should calm down, take a deep breath, and realize that he needs to respect the beliefs of others. (High Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should stop the presentation and tactfully correct the issues being addressed. (Low Self-Regulation )

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should approach the presenter at the end and share with him his personal experience on what actually happened that day. (Moderate Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should consider his surroundings; the only thing that matters is that he knows the truth. (High Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should approach the presenter and stand up for what he feels is right. (Low Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should be cordial and professional, making no statement during the presentation that supports the content being presented. (Moderate Self-Regulation )

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 90, ID 125-5**

MSgt Creelman is an African American male on liberty with his fellow marines in northern Australia. As they are walking around the city, they encounter some locals who proceed to make derogatory comments about his race. MSgt Creelman becomes enraged.

*What is the most appropriate response for MSgt Creelman?*

1. He should explain to them that their comments are rude and disrespectful. (Low Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should leave the area to “cool off,” and try to avoid the people who are making him angry. (Moderate Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should remember that he is in a different country so he must ignore the comments and keep his anger in check. (High Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should take a deep breath and keep walking, recognizing that such feelings are not shared by everyone. (Moderate Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 16, ID 111-3**

During conversations, LCDR Rogers tries to be brief, quick, and to the point. She does not appreciate what she considers to be time wasted on small talk or long lunches before discussing the main goal of any interaction. LCDR Rogers is stationed in Latin America, and has learned that lengthier greetings are customary before discussing business. A Honduran general tells her that she is a little rude and explains how curt she appears.

*How should LCDR Rogers* *navigate future interactions?*

1. She should perceive and understand cultural differences, remembering that she is a guest in that country, and must adapt to their customs and courtesies. (High Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should explain that she is very busy and must be brief with all interactions. (Low Self-Regulation )

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should stay calm and work through the situation the best way she knows how. (Moderate Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should apologize for the misunderstanding, and explain her views on wanting to get the tasks at hand completed. (Moderate Self-Regulation )

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should take his advice as constructive feedback and adjust her approach according to the local customs. (High Self-Regulation )

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should ignore the Honduran general’s feedback and proceed as usual. (Low Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 2, ID 121-3**

In Panama, MSG Gammon’s unit receives instructions to retrieve some rifles and other weapons from the Nicaraguan Ambassador's residence. Once he removes all the weapons, he receives a radio call instructing him to allow the Ambassador to keep his personal weapons. The original orders were based on bad legal advice; the Ambassador had diplomatic immunity, ensuring his rights to keep his weapons. The Ambassador and his entourage sit on the front porch laughing while MSG Gammon and his comrades return all of the seized weaponry.

*What would be the most appropriate response for MSG Gammon?*

1. He should state that he was initially given misleading instructions and was only doing what he was told. (Low Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should do his job professionally, remain calm, and not respond to the ambassador or his staff. (High Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should let the ambassador know that laughing is inappropriate and unappreciated. (Low Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should return the guns and vent about how rude the ambassador was, when safely away from the Ambassador. (Moderate Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 42, ID 131-3**

As a part of the Foreign Military Sales program, MAJ Jordan is providing intermediary oversight for the transfer of weapons to the Kenyan Navy. However, the weapons are being held at the Kenyan customs for an unreasonably long time, due to bribery and attempts to solicit additional money. MAJ Jordan is frustrated and disgusted at the pervasive level of corruption.

*What is an appropriate response for MAJ Jordan* *in this situation?*

1. MAJ Jordan should go through the appropriate channels to get the situation handled, as it would be better if he had someone else handle it. (Moderate Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. MAJ Jordan should confront the customs officers and seize the weapons by force. (Low Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. MAJ Jordan should remain calm and try to hide his frustration because it may only further the delay; keep a positive attitude and remain professional. (High Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. MAJ Jordan should be furious with the customs officers and should seek permission to have them properly disciplined. (Low Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 62, ID 128-3**

During the Afghan Peace Council, LT Garza is questioned about an action by the Afghan military. Moments later, LT Garza’s commanding officer enters the room and is asked the same question. The redundant questioning is considered routine, and is done to obtain consistency from both LT Garza and his commander. However, LT Garza is not aware of this underlying purpose, and feels undermined and frustrated by the interaction.

*How should LT Garza* *manage his sense of frustration?*

1. He should stay calm, be polite, and cooperative; anger and frustration will not help the situation. (High Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should let them finish discussions and, when the questioning is complete, ask them why his input alone was not considered. (Low Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should take a few deep breaths and observe what is going on. (Moderate Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should take a deep breath, continue to be professional during the exchange, and seek clarification from his commander on how to handle these situations in the future. (High Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should remind the Afghan military that he already answered the same questions, and ask if they need some clarification with the answers he provided. (Low Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should contain his emotions and maintain a professional attitude, keeping his frustration to himself. (Moderate Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 68, ID 124-3**

While in combat and pushing the enemy north, LtCol James is part of a unit that detonates Improvised Explosive Devices. During the process, a little girl was wounded, and the American medics provided first aid. Later, LtCol James finds out that this little girl was victim of a “mercy killing,” because she had been touched on her upper leg by the medic, who is considered an “infidel.” LtCol James has always felt that his training prepared him for battle, but he was not prepared for the anger he felt in this situation.

*What is the most effective way for LtCol James* *to handle this feeling?*

1. He should not blame himself and keep his personal emotions in check. (Moderate Self-Regulation)

|  |  |  |  |
| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should organize a group within the unit for people to share similar experiences. (High Self-Regulation)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should confront the persons who participated in the mercy killing and have them disciplined appropriately. (Low Self-Regulation)

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| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should remove himself from the situation, talk to friends, and gather his thoughts. (High Self-Regulation)

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| --- | --- | --- | --- |
| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should realize that the country he is in has different customs, and there is nothing he could have done to prevent the incident. (Moderate Self-Regulation)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 51, ID 126-3**

TSgt Nowag meets with a Chief Judge in a Middle Eastern province. The judge expresses mistrust of TSgt Nowag’s judgment, with the reasoning that Americans elected a “slave” as president. Although TSgt Nowag tries to look past the comment, there continues to be discourse regarding American history and their differences in opinions. Tensions erupt, preventing TSgt Nowag from completing the mission.

*What is the most favorable way for TSgt to move forward?*

1. He should remove himself from the immediate situation, asking to reschedule the meeting. (Moderate Self-Regulation)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should consider that the Chief Judge is entitled to his opinion; therefore, it would be best to maintain a professional attitude. (High Self-Regulation)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should continue to discuss the matter with the Chief Judge until it is clear that the judge understands and accepts his position. (Low Self-Regulation)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should keep calm and recognize that he is in a different country with varied opinions; therefore, he should ignore the remarks. (High Self-Regulation)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 54, ID 126-5**

MSgt Smith is sent to repair relations with a Muslim family whose daughter was wounded due to American crossfire with insurgents. The father arrives at the meeting and reaches out to shake hands with MSgt Smith. As MSgt Smith is about to shake hands, he notices that the father has feces on his right hand, presumably to insult MSgt Smith. This is particularly meaningful, because Muslims keep their right hand clean for eating. Additionally, MSgt Smith knows that this transaction is being broadcast on regional television, and that there could be serious consequences for not showing respect.

*What would be the best response for MSgt Smith in this circumstance?*

1. He should remain calm and humble, even in the face of insult, while understanding that it was the pain of a family member that prompted the insult. (High Self-Regulation)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should not shake hands, as doing so shows people around the world that American Armed Forces are weak. (Low Self-Regulation)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should avoid the handshake and put his hands on the father's upper arms to warmly greet him. (Moderate Self-Regulation)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should not shake the father’s hand, and bring to the attention of the camera crew that the man is being disrespectful. (Low Self-Regulation)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should proceed as if he did not notice the insult, and maintain his professionalism during the encounter so as not to give an opening for further blame. (High Self-Regulation)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 57, ID 126-8**

A judge invites Department of State officials to have lamb at his house, a rare, expensive treat. There is risk and danger associated with going to the judge’s house, and so the officials are unsure if they should attend. However, they also know that if they don’t go to the judge’s house, they will damage their relationship with him.

*What is the most appropriate strategic response for the State Department officials in this situation?*

1. He should go to the judge and tell him that he prefers to only maintain a professional relationship. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should respectfully decline and tell the judge that the risk is too high to attend the dinner. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should go to the dinner, but make the judge aware of the danger and implement a plan of action to reduce the risk; taking the risk will help to build a solid relationship and establish trust. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should politely explain why he is uncomfortable with the situation, and arrange another dinner in a safer location. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 58, ID 126-9**

In Iraq, SSG Jackson is working with the local Iraqis. He knows it is important to grow the relationship and create a sense of trust between them. However, SSG Jackson is concerned because he does not know much about Iraq, whereas it appears that the Iraqis know a lot about the U.S.

*What is the most appropriate thing that SSG Jackson can do in this situation to build the relationship?*

1. SSG Jackson should conduct research using books and the internet to learn local customs and courtesies. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. SSG Jackson should avoid discussions about Iraqi culture so that his lack of knowledge is not apparent to the locals. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. SSG Jackson should ask the Iraqis to teach him about the Iraqi culture. Showing the Iraqis that he wants to learn about them is a good way to build rapport. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. SSG Jackson should talk to other officers who have been there a while, and have them enlighten him about Iraqi culture and customs. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 59, ID 126-11**

CAPT Wilson needs to request an important favor from a local judge, but her relationship with him is very unstable –she recently insulted him by declining to have dinner at his house.

*What is the best way CAPT Wilson can interact with the judge to ensure a positive outcome?*

1. CAPT Wilson should address her absence from the dinner and request what is needed, despite the previous situation. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. CAPT Wilson should send a battle buddy in her place to ask the judge for the favor. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. CAPT Wilson should open the conversation with an apology for her absence, and invite the judge to lunch to mend their relationship before requesting the favor. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. CAPT Wilson should ask for the favor through the judge’s staff. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 65, ID 128-12**

In Bosnia, SFC Rodriguez is working with an interpreter to communicate with the local citizens. He is constantly interacting with his interpreter and locals who do not speak English. SFC Rodriguez notices that the locals get upset if he maintains eye contact only with his interpreter during conversations, but it appears that they also become upset when he focuses solely on them instead.

*Based on the locals’ and interpreter’s behavioral cues, how should SFC Rodriguez address the observations?*

1. He should request a break and ask the interpreter about any gestures he is using that may be perceived as insulting. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should shift his focus between the interpreter and locals, depending on who he is addressing. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should remain professional and rely solely on his interpreter to facilitate the conversation. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should maintain awareness of the locals’ body language and adjust his eye contact accordingly. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 67, ID 124-2**

LtCol Schroeder is in Afghanistan, serving as the commanding officer and working on a provincial reconstruction team. As time passes, he is getting to know the key leaders better, and finds that the Afghans are very comfortable keeping close personal space with one another. Now that he is considered a member of the inner circle, they become very comfortable with LtCol Schroeder as well. On one occasion, an Afghan official holds LtCol Schroeder’s hand, and on another occasion the man kisses LtCol Schroeder on the lips, saying, “It’s okay, you are my brother now.” This all occurs in front of the LtCol’s troops.

*What is the most appropriate response for LtCol Schroeder in this situation?*

1. He should politely accept the gesture and explain to his troops that these types of greetings show mutual trust and understanding. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should have a discussion with the Afghan officials concerning American customs and courtesies, and explain that he does not subscribe to their custom of such close personal space. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should let the Afghan official know that these types of gestures are unwelcome in front of his troops. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should not react negatively to the gestures; however, in the future, he should maintain a larger personal space while remaining friendly with the Afghan officials. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 74, ID 124-12**

MAJ Duran works in counterinsurgency operations with a team of international doctors, lawyers, and colonels, all of whom come from very male-dominated cultures. She notices that every time she speaks, one of the colonels smirks or engages in disruptive side conversations, and sometimes even speaks over her.

*What is the most appropriate response for MAJ Duran in this situation?*

1. She should approach the colonel with another trusted counterpart and explain to him that they must interact professionally for the betterment of the team. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should invite the colonel to an informal lunch to build rapport outside of the work setting. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should seek third party mediation with the colonel to improve their work relationship. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should tell the colonel that his actions are offensive, and she will be forced to leave the team if his behavior continues. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

2nd LT Walters is stationed in the Northern Baltic region. He and his fellow team members have brought a lot of their “American” behaviors along with them, using informal greetings like “how’s it going,” and mindlessly spitting on the ground. 2nd LT Walters notices that some of the locals display negative reactions when his team engages in these behaviors.

*What can 2nd LT Walters do to improve interactions between his team and the locals?*

1. He should apologize to the locals and explain that his team may not be aware of the differences in cultural norms. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should speak with some of the locals to gain an understanding of the behaviors they find offensive and address his team to have them modify their behaviors accordingly. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should explain to the locals that his team’s behaviors are simply an American habit. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should tell his team to play closer attention to the body language and reactions of the locals so as to not offend them. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 77, ID 130-5**

In Afghanistan, SFC Barrett relies solely on his interpreter for communication and, as a result, often receives incorrect messages. In one instance, SFC Barrett’s interaction with an Afghan official suddenly becomes heated due to some miscommunication. He makes this assumption based on the unexpected nonverbal reactions to what was being discussed.

*What can SFC Barrett do to ensure that communication is successful?*

1. SFC Barrett should inform his interpreter that, if he does not translate accurately, SFC Barrett will be forced to find another interpreter. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. SFC Barrett should practice the questions with the interpreter prior to interacting with the Afghan officials, to ensure that his message is accurately conveyed. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. SFC Barrett should work with his interpreter to enhance his understanding of the local language, as well as improve his communication skills with the Afghan official. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. SFC Barrett should apologize through the interpreter and, moving forward, use simpler language to ensure clearer communication. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 86, ID 122-8**

While stationed in Djibouti, LT Daniels meets a local who demands relief supplies for his town. LT Daniels tries in vain to get details about why the local needs the supplies, but finds that nothing he does encourages the man to provide an explanation. The local has clearly received orders not to discuss his intentions or to give any information to U.S. military personnel.

*How should Lt Daniels best preserve the relationship while addressing the local’s demand for supplies?*

1. LT Daniels should inform the local that, without further information, relief cannot be provided; however, he will maintain close contact with the town leader to address the town’s needs. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. LT Daniels should request a brief from his intelligence personnel on recent events in the area, so that he can provide some relief and ultimately build trust within the community. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. LT Daniels should refuse to issue supplies since the local is being uncooperative. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 87, ID 122-9**

SFCWynne speaks and understands German with such expertise that she is able to understand most of the accents and dialects from different German regions. While in Germany, several of the officers speak German freely around SFC Wynne. In one instance, they begin to share jokes in German, and do not anticipate that SFC Wynne is able to joke back. This takes them off-guard, but results in an unexpected friendship.

*What made this interaction between SFC Wynne and the German officers so successful?*

1. SFC Wynne had put time into learning about the German culture, which resulted in their appreciation of her efforts. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. SFC Wynne’s ability to simply speak German resulted in her success. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. SFC Wynne appreciated and understood German humor, which enabled her to more effectively form friendships and build rapport. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. SFC Wynne was able to communicate with the German officers and earn their respect because she was fluent in their language, which helped her engage in more informal interactions. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 99, ID 129-5** Sgt Chiang is scheduled to be deployed to Venezuela. He is a very formal person who always greets people with handshakes. When others get too close or try to hug him, it makes him feel very uncomfortable. Sgt Chiang has heard that it is very common for the locals to hug and even kiss newcomers upon greeting. This makes him feel uneasy, since he has not personally experienced it.

*How should Sgt Chiang best approach future interactions with the Venezuelans?*

1. Sgt Chiang should rehearse the personal greetings with his battle buddies to help break down some of his own discomforts. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. Sgt Chiang should research the local customs so that he can appropriately receive the Venezuelans’ greetings. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. Sgt Chiang should explain to the Venezuelans that his own culture has different customs, and he therefore chooses not to participate in the Venezuelan greeting. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. Sgt Chiang should put his discomfort aside and be welcoming of their customs to ensure successful interaction. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 101, ID 129-10**

TSgtMunz perceives herself as having a communication barrier that sometimes results in misunderstandings. She is a fast talker, as efficiency is an important value in her culture. In one instance, she hands Ms. Adriana Hernandez, who is from Nicaragua, a folder and says, “when you get a chance, look at this.” Unlike TSgt Munz, Ms. Hernandez’s culture values small talk before conducting business, and Ms. Hernandez interprets her request as demanding. When the folder is returned, it becomes obvious to TSgt Munz that Ms. Hernandez perceives her to be unfriendly.

*How should TSgt Munz best proceed in this situation?*

1. TSgt Munz should apologize and explain to her that she was in a hurry; she did not mean to appear rude and inconsiderate. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. TSgt Munz should go back to Ms. Hernandez and talk with her in person about their last encounter, taking the time to explain what she wants Ms. Hernandez to do. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. TSgt Munz should take the time to get to know Ms. Hernandez through small talk, as it will help to build the foundation for a better working and personal relationship. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. TSgt Munz should apologize for the misunderstanding and be mindful of cultural differences when communicating with Ms. Hernandez in the future. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. TSgt Munz should explain to Ms. Hernandez that efficiency is an important value in TSgt Munz’s culture and, thus, work needs to be completed efficiently. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**Items 3-7: Cultural Learning**

**No. 5, ID 121-6**

LtCol Allan is sent to Jordan for the first time to assist in negotiations between two military units representing different countries. Specifically, he is tasked to help the two units determine what type of programs should be incorporated between the two countries.

*How can LtCol* *Allan best prepare himself for this situation?*

1. LtCol Allan should study the history, customs, and courtesies of both countries involved in the negotiations. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. LtCol Allen should use experts, such as interpreters, who can act as liaisons between the two countries. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. LtCol Allan should find research that is available about each country regarding their historical relationship and general differences and similarities. He should also meet with a representative from each group to understand their long term objectives. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. LtCol Allan should learn about the personalities from each group prior to engaging them, in addition to using a native speaker, and a competent military linguist to assist in the negotiations. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. LtCol Allan should rely on the culture and country brief given to him from his intelligence directorate. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 14, ID 111-2**

LTTomlin has spent some time in Germany, where she learned that guests are expected to arrive at the exact time that an event begins. While in Guatemala, LT Tomlin receives an invitation from a Guatemalan local to attend a dinner that begins at 5pm. She is unsure of the local customs concerning the appropriate time to arrive at the event, and she does not want to appear rude to the host.

*What is the best course of action for LT Tomlin to take in this situation?*

1. She should ask a friend who has been stationed in Guatemala, or a Guatemalan military liaison officer about appropriate social etiquette. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should follow military standards and show up 10 to 15 minutes early. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should kindly decline the invitation, as she is unsure of what would be the best time to arrive. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
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1. She should research the cultural trends and social norms of Guatemala, using the local library or the internet. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 15, ID 111-2**

While In Venezuela, MSgt Minton and his wife, Denise, send invitations to some of their Venezuelan friends for a large Thanksgiving feast at their home that is scheduled to start at 7pm. MSgt Minton and Denise wait an hour, and none of their guests show up. They put away all of the food, thinking that their friends have decided not to come. However, an hour after the food has been put away, the guests start to arrive for the feast.

*What is the best course of action for MSgt Minton to take for the next time he hosts an event?*

1. He should be prepared to serve dinner a couple hours later, and be more attentive to the local customs. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should politely ask the friends if they are going to be running late in the future, to give him a call. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should make sure the time is specified and give a specific deadline of when it would be too late to arrive. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should ask a local about the social customs and norms, and base his expectations and timeline on that information. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should research the social customs and courtesies of the country using the internet. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
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**No. 19, ID 111-5**While in Nicaragua, a U.S. Navy admiral has a meeting scheduled with the president of Nicaragua. On the day of the scheduled meeting, the Nicaraguan president keeps the admiral waiting for almost three hours, which is critical time lost that could have been used more productively.

*What would be the best course of action for the admiral the next time he schedules a meeting with the Nicaraguan president?*

1. The admiral should make sure that everyone is aware that the time for the meeting is important. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. The admiral should consider that Central American countries do not always follow a strict timeline and, thus, plan to have other items he could work on while waiting for the president if he is late again. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
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1. The admiral should speak with the Nicaraguan president’s staff to inquire about the local customs concerning dignitaries and punctuality. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. The admiral should research the customs and social norms of Nicaragua using the local library or the internet to determine the customary arrival times for important meetings. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. The admiral should inform the Nicaraguan president, in advance of the meeting, about American customs in regard to being punctual. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 20, ID 111-6**

While MAJ Caldwell is attending a Venezuelan function, the host extends an open invitation to all of the present dignitaries to attend a separate event commemorating Venezuela’s independence. When MAJ Caldwell arrives to the function, he is told that the celebration is only for select countries, and that the Americans were not invited. MAJ Caldwell had assumed it was an open invitation to everyone present, but then recalls the historical differences between the two countries.

*How could MAJ Caldwell learn from this interaction?*

1. He should research Venezuela’s history by reading articles or viewing local news media to familiarize himself with the host nation's attitude towards the U.S. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should politely ask if he can attend the event in order to observe their social customs and culture firsthand. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should not to assume anything, but instead seek a friendly means of inquiring with someone who could inform him of the norms concerning social events. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
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1. He should rely on the past experiences of other American military and diplomatic personnel who have been stationed in that country. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 21, ID 111-7**

LT Rooks comes from a family of Texan ranchers. He is now stationed in Nicaragua, and he expects the locals to be different from himself, given their geographic differences. While working with the head of the military, LT Rooks notices that the man is wearing a big cowboy belt buckle. After inquiring about the belt buckle, he finds out that the leader likes to ride horses.

*What is the most practical assumption that LT Rooks could make based on this observation?*

1. He can assume that, despite cultural and geographical differences, some customs and hobbies are shared between different nationalities. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He can assume that the military head is a rancher and has visited Texas before. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He can assume that the head of the military’s interests simply include riding horses and wearing big cowboy belt buckles. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He can assume that these common experiences and interests can be used to form a solid basis for trust, and ultimately foster a mutually beneficial working relationship. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He can assume that the military head is interested in the “American cowboy” culture. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 22, ID 111-8**

While in Guatemala, CPL Fitzpatrick attends a local church. He takes a seat in the back of the church, and members of the congregation begin to stare at him with obvious unease. CPL Fitzpatrick thinks that it may have to do with him being an American, and figures they will get used to seeing him there. He returns the next week and sits in the same place, but again notices the discomfort displayed by those around him. CPL Fitzpatrick looks around, and now notices that everyone was sitting together in different ethnic groups. The indigenous people were sitting together in the back; therefore, he was out of place.

*How did he most likely reach this conclusion?*

1. CPL Fitzpatrick may have asked a member of the congregation about the norms concerning religious ethnic groups in Guatemala. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. CPL Fitzpatrick may have noticed a polarization within the ethnic groups in attendance by observing his surroundings and thinking about it. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. CPL Fitzpatrick may have assumed that the locals were uncomfortable and did not want him to sit near them. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. CPL Fitzpatrick may have reached this conclusion by observing how others were reacting to him and realizing that certain formalities were being followed. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 23 ID 111-9**

Sgt Willard is being deployed to Venezuela and has limited knowledge of the language and local customs. In high school, she took one class that focused on elementary level Spanish but only touched on Mexican customs.

*What is the best way that Sgt Willard can prepare herself before deploying to Venezuela?*

1. She should rely on the Venezuelan country and culture brief given by the intelligence directorate. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should go to the library to research Venezuelan history or take some online classes on Venezuela through distance learning courses. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should talk to someone who is of Venezuelan heritage, in order to practice her Spanish; they will likely appreciate her effort to speak their language. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should read and study Venezuelan culture before deploying. She should also ask someone who has previously deployed there, to provide firsthand experience on what to expect.(High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should use the internet to view local news articles prior to travelling to Venezuela, so that she can obtain information on the local customs. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 29 ID 123-1**MSgtLeonard is in Japan to provide humanitarian assistance and disaster relief to the Japanese who have recently experienced a natural disaster. On one particular occasion, MSgt Leonard is heading to deliver supplies to another disaster relief unit when an unexpected detour is encountered. He sees a young Japanese woman in the vicinity and stops to ask her for directions. The woman nods in agreement when he asks if she knows the way to the other unit, but she is very timid and will not look him in the eye. Her lack of eye contact makes MSgt Leonard uneasy, but he follows her directions, since he must get the supplies to the unit as soon as possible. Once he arrives, he realizes that her directions were accurate.

*What can MSgt Leonard conclude from this interaction?*

1. He can conclude that Japanese culture may dictate different norms than he may be accustomed to, concerning direct eye contact. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He can conclude that some Japanese women are more timid than others. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He can conclude that the woman was telling the truth, but she does not feel comfortable conversing with males. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He can conclude that the customs of the local people may be very different from U.S. military interactions and, thus, he should be more aware of these customs. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He can conclude that her lack of eye contact was not a sign of dishonesty, since she gave him accurate directions. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 33, ID 123-6**

LTPeters is being deployed to the Philippines for his fourth tour in three years. His comrades mention to him that his knowledge about Filipinos and their culture has improved tremendously since his first deployment. LT Peters responds that he has been actively engaged in the Filipino culture while deployed.

*What are some feasible strategies that LT Peters may have used to enhance his Filipino knowledge while there?*

1. He may have researched the local way of life by reading books and observing the local customs. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He may have relied on his interpreter to assist in all his interactions with the locals. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He may have immersed himself in the culture by attempting to speak the local dialect, engaging with host country nationals, and showing a genuine interest in the Filipinos. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He may have attended local events, visited places of cultural importance, or interacted with the local population to enhance his knowledge of Filipino customs. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 36, ID 123-9**

GySgt Vernon is deployed as part of a Marine Expeditionary Unit in Central Africa. He knows very little about the regional culture. During his deployment, he notices that the locals appear to be somewhat reserved whenever he tries to interact with them.

*How can GySgt Vernon improve his knowledge about culture while he is already there?*

1. He should study the history, culture, and language of the region using resources such as history books and language guides. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should speak to others in his unit who have been there longer, to help him understand the cultural norms. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should rely on his interpreter to facilitate all his interactions with the locals. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should visit places of cultural importance and mingle with the local population, while practicing the language. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 44, ID 131-5**

While in Kenya, SFC Hawthorne notices that some Kenyanofficers always stand behind him while other officers systematically position themselves in front of him. This observation puzzles him a bit, and he wants to clarify if there is any cultural significance to their different positions.

*What is the best way for SFC Hawthorne to determine the significance of the unusual postures?*

1. He should ask a Kenyan officer about the differences in positioning among these officers, as it could show he has an interest in learning more about their culture. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should assume the positions they take simply reflect their respective ranks, based on his own experience with the American military. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should ask a battle buddy who has been in Kenya longer, to find out the reason for this behavior. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should look for consistent patterns concerning rank, age, and different units within the Kenyan military to reach a logical conclusion. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should research the Kenyan officer’s regulations, and study the region to better understand their customs. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 48, ID 131-10**

TSgt Charles, who is stationed in England, is tasked to write a response to the British Royal Navy, and he writes the response using short-hand abbreviations. The Royal LCDR makes revisions to TSgt Charles’ response by removing the abbreviations and adding two pages of “fluff,” a very unnecessary addition in TSgt Charles’ opinion.

*What is the most effective way for TSgt Charles to draft his letters to the British Royal Navy in the future?*

1. He should keep the response brief, but also avoid abbreviations. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should take notes from how the Royal LCDR corrected it and submit responses according to his feedback. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should write the response to the standard of the Royal LCDR out of consideration for the customs of the British Royal Navy. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should research British Royal Navy military correspondence manuals to determine the proper way to write his response. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should ask for the Royal LCDR’s guidance in order to learn the writing protocol in accordance with local customs. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 45, ID 131-6**

PFCAlberts is stationed in Guatemala and is interested in establishing relationships with some of the locals. He has already studied the formal CIA fact sheet concerning the culture, its geography, and the basic information about the region.

*What further steps can PFC Alberts take to enhance his learning before interacting with the locals?*

1. He should study some language guides to better enhance his interactions with the locals. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should learn some polite phrases and rely on the Guatemalans’ knowledge of English to facilitate interactions. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should speak to other soldiers who have been deployed there before, to find out their experiences with the local customs. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should visit libraries to read some books on Guatemala and the experiences that Guatemalans have shared throughout history. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
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**No. 3, ID 121-4**

COL Adams is working with LtCol Flores, a NATO representative. COL Adams assumes that he and LtCol Flores share some of the same Western values, since they both have previously worked together on a NATO mission. COL Adams is surprised when he finds out that LtCol Flores favors a more dictatorial form of government. He finds it hard to believe that LtCol Flores’ values differ from his own, but also recalls that LtCol Flores comes from a country with a less stable government.

*What might COL Adams consider to better understand why LtCol Flores favors this form of government?*

1. COL Adams should conduct his own research about LtCol Flores' home country to gain a better understanding about what influences LtCol Flores’ viewpoint. (Moderate Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. COL Adams should consider that LtCol Flores has limited experience, and therefore, LtCol Flores’ views are not well-developed. (Low Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. COL Adams should be mindful that he holds an American viewpoint and, therefore, consider that other NATO members have experienced different circumstances in their home countries. (High Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. COL Adams should consider that LtCol Flores may have received aid from his government, which ties his loyalty to the dictatorship. (High Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. COL Adams should consider that LtCol Flores is entitled to hold a different opinion on the matter. (Moderate Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 4, ID 121-5**

CAPT Hall is participating in a U.S.-sponsored event at the U.S. Defense Attaché office in Russia. This year, the U.S. is scheduled to host the event on Christmas Day. During the event, CAPT Hall explains how Christmas is very important to many Americans, and how it is also a popular religious holiday. After his presentation, a Russian military attaché approaches CAPT Hall and thanks him for the speech, but mentions that he is an atheist and does not really want to hear a “sermon” about any U.S. religious holidays.

*How can CAPT Hall respectfully address the Russian military attaché’s concern?*

1. CAPT Hall should tell the Russian attaché that Christmas is a widely-celebrated holiday, and is much more than just a religious perspective. (Low Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. CAPT Hall should explain to him that it is important for different nations to learn each other’s customs to help build stronger partnerships. (Low Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. CAPT Hall should express appreciation for the attaché's viewpoint and, in the future, he should consider focusing solely on the cultural elements of Christmas. (High Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. CAPT Hall should have a more detailed discussion with the Russian attaché in order to better understand his stance on the matter. (Moderate Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. CAPT Hall should thank the attaché for his feedback and remember to be mindful of cultural sensitivities the next time he addresses a group in a different country. (High Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 6, ID 121-6**

GySgt Clark is stationed in Indonesia, which has a very large Muslim population. While the Indonesian Muslim community is moderate in their views, GySgt Clark has heard that if he tells them he is an atheist, he could damage some of the valuable relationships he has started to establish. He is unsure how to build, maintain, and share in his relationships without losing the respect of the community.

*What is the best approach for GySgt Clark to use in building relationships given his concerns?*

1. GySgt should do more research about the Islamic religion in order to better understand the Indonesian Muslim culture. (Moderate Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. GySgt Clark should offer insight into his life and make the Indonesians aware that there are different types of people who hold varied cultural and religious beliefs. (Low Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. GySgt Clark should consider the community’s religious beliefs and remain respectful of their Islamic traditions. (High Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. GySgt Clark should exclude topics of atheism and be willing to listen, and seek to understand the community’s religious beliefs to strengthen their relationship. (High Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. GySgt Clark should tolerate their culture and religious beliefs until he leaves. (Low Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 8, ID 121-11**

LT Morris is currently in the Ukraine, developing scenarios for NATO activities. She is having trouble getting Russians to show up and participate in the activities, because the Russian government suspects U.S. involvement in the Ukraine. CAPT Ivanov, a Russian service member, explains the political dilemma. LT Morris is very disappointed upon hearing this predicament, but does not want to damage her relationship with CAPT Ivanov.

*How can LT Morris come to terms with Russians’ perspective and still move forward with the activities?*

1. LT Morris should provide incentives for people to attend, while conveying her understanding that different countries will have varied viewpoints. (Moderate Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. LT Morris should consider that the current issue stems from the historical differences between the two countries, and is not a direct reflection of the Russians’ unwillingness to participate in the activities. (High Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. LT Morris should disagree on issues concerning this predicament, and continue to develop the NATO scenarios, regardless of the Russians’ participation. (Low Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. LT Morris should respect the Russians’ perspective and encourage participation in the activities that are politically neutral. (Moderate Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 11, ID 111-1**

LtCol Rivera is an Army attachéin Venezuela who frequently attends social functions with a number of attachés from different countries. In one instance, LtCol Rivera is introduced to a Japanese attaché and his wife, Aiko. When LtCol Rivera attempts to shake Aiko’s hand, she instead bows and ignores his gesture. LtCol Rivera is taken aback and considers this an insult.

*How should LtCol Rivera best respond in this situation?*

1. LT Col Rivera should bow in return, understanding that in other cultures people use different greetings. (High Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. LT Col Rivera should ask for clarification on how to return such a greeting. (Moderate Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. LT Col Rivera should consider the Japanese culture and realize that she was showing respect, and not insulting him. (High Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. LT Col Rivera should bow in return and insist on shaking Aiko’s hand, once again. (Low Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. LtCol Rivera should explain to Aiko that, where he is from, a bow is not considered to be an appropriate greeting. (Low Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. LtCol Rivera should return the greeting and, afterwards, research traditional Japanese greetings to better understand the interaction. (Moderate Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 13, ID 111-1**

1st LT Miller is stationed in Venezuela with his wife, Julie. Every time 1st LT Miller enters a store, with or without Julie, he finds that the female clerks are quite friendly, constantly addressing him as “mi amor,” which translates to “my love” in English.

*How can 1st LT Miller best explain this cultural norm to someone who is not used to these types of interactions?*

1. 1st LT Miller should explain that, in his culture, those charming types of greetings are viewed as personally intrusive. (Low Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. 1st LT Miller should consider that the cultural norm in Venezuela is more affectionate than the norm of his home country. (High Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. 1st LT Miller should ask for clarification regarding the meaning of the greeting. (Moderate Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. 1st LT Miller should consider that in different cultures greetings vary, but are meant to be used in a similar manner as those in the U.S., and are not meant to be offensive. (High Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. 1st LT Miller should consider that the best way to respond would be to embrace the Venezuelan cultural norm. (Moderate Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 53, ID 126-4**

CAPT Richards is a JAG stationed in Venezuela to work with their justice system. He has heard that the U.S. troops stationed there have been having a lot of trouble working with the Venezuelan legal system. In one instance, the U.S. had evidence incriminating a suspect, and so the judge issued a warrant for the man’s arrest. However, this evidence was deemed classified, and could not be turned over to the judge. The judge, embarrassed for arresting the man “without cause,” immediately lets him go. CAPT Richards is not sure what to make of the judge’s behavior.

*How might Richards consider the judge’s perspective?*

1. CAPT Richards should consider that the judge would not be able to proceed without having personally reviewed or accessed the prosecuting evidence. (High Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. CAPT Richards should assume that the judge is not trustworthy, based on his decision to release the alleged perpetrator. (Low Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. CAPT Richards should let the judge know that he made a mistake, and he needs to adapt to how the U.S. legal system works. (Low Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. CAPT Richards should consider that he may not have followed the appropriate protocol within the Venezuelan legal system. (Moderate Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. CAPT Richards needs to consider the fact that he is in a different country with different rules, so he needs to adapt to how their legal system works. (High Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. CAPT Richards should consider that the judge has his own laws he must adhere to, and should suggest a meeting with the judge in order to better understand the judge’s actions. (Moderate Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 56, ID 126-7**

SSGT Levy is working with an Iraqi judge who continuously makes racially-based comments about Americans. She is extremely put-off by this judge, and ready to abandon any attempts to work with him. SSGT Levy is also working closely with a State Department interpreter who she lets know that, while she can tell that the judge is very intelligent and helpful, he holds too many prejudices about race.

*What is the most appropriate strategy that SSGT Levy can take to better understand the judge?*

1. She should explain to the judge that his comments are inappropriate and insulting, and will only hinder the partnership. (Low Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should remain professional and understand that there are individuals in every culture who may be closed-minded. (Moderate Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should avoid the judge by having her interpreter filter all future communications with him. (Low Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should consider that not everyone has the same beliefs about what comments may be perceived as offensive. (High Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should research Iraqi race relations to better understand the origin of the judge’s racially-based comments. (Moderate Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 79, ID 130-6**

MAJ Rowland is stationed in Germany. At some point, he enters the command headquarters with a German two-star lead, where he notices that there are sexually provocative pictures placed everywhere throughout the building. The two-star lead has no issues with these photos, and does not appear to be upset by them. MAJ Rowland, however, feels very uncomfortable, especially when he hears from his comrades that other German military personnel often talk about provocative topics unrelated to their work or mission.

*What might MAJ Rowland consider to make sense of this difference in cultural norms?*

1. He should research topics pertaining to the German military culture in order to better understand their openness to such subject matter. (Moderate Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should consider that the German culture has a more open attitude concerning provocative images than he may be used to in his home culture. (High Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should inform them about his beliefs and customs, and let them know that this issue bothers him. (Low Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should get to know the two-star lead in order to gain insight into the German military culture. (Moderate Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 96, ID 127-2**

CPT Clements just landed overseas in Ghana, where the locals, while greeting his team, approach them very closely. As CPT Clements exits the plane, he notices how intimately the Ghanaians greet some of his team members. The members react in a very negative manner; some later avoid the Ghanaians altogether to avoid the close, uncomfortable greeting. As a result, the locals are insulted, and reluctant to speak with CPT Clements’ team altogether, ultimately disrupting the mission of the team.

*What can CPT Clements consider to best handle this situation in the future?*

1. He should have his team politely tell the Ghanaians that they are not comfortable with close, “intrusive” greetings. (Low Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should inform his team that not everyone will have the same cultural norms or greetings. (Moderate Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should explain to his team that this is a Ghanaian cultural norm, and his team should make efforts to adhere to the local cultural traditions. (High Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should realize that some intimate personal greetings are culturally-appropriate in some countries, and thus, work to accommodate the local normative behavior. (High Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should have his team arrive after the initial greetings have taken place. (Low Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 97, ID 127-5**

During SGT Boyle’s six month deployment in Saudi Arabia, he notices that women always sit in the back of the buses. He also made this observation while previously stationed in Trinidad, and these women appeared to be Muslim as well. As in Trinidad, he restrains himself from inquiring about this practice, because he is unsure if Muslim women are forced to sit in the back, or the practice is just an accepted norm in these cultures. However, it appears to him that the Muslim women do not seem to be disturbed by this practice.

*How can SGT Boyle best consider this difference from his own culture?*

1. He should better understand the cultural differences in Saudi Arabia by using his experience in Trinidad to broaden his knowledge. (High Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should consider that this cultural practice is demeaning to Muslim women. (Low Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should ask someone about the behavior, so that he can better understand common practices. (Moderate Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should consider that there are countries out there that have different beliefs and practices and, therefore, he should withhold judgment. (High Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should educate himself on the local customs to avoid accidentally insulting one of the locals. (Moderate Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 40, ID 131-2**

SFC Flemming is stationed in Kenya, and has the impression that U.S. military tactics are more effective than those of other countries. While working with Kenyan military, her initial urge is to immediately take over; however, SFC Flemming begins to observe that the Kenyan military is very capable of completing the tasks, especially given their extensive knowledge of the area of operation. She also learns that her initial behavior could have been interpreted as dismissive.

*How should SFC Flemming* *approach situations like this in the future?*

1. She should research Kenyan military practices prior to taking any action, in order to obtain a full understanding of their capabilities. (Moderate Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should observe how they work and attempt to give them some advice on how to improve their tactics to better align with those of the U.S. (Low Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should approach each situation with an open mind, and ask the Kenyan military questions pertaining to the missions, in order to enhance her understanding of the situation. (High Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should ask the Kenyans how they would prefer to approach specific tasks, and integrate that with her way of doing things so that she can be more effective. (High Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should provide recommendations to the Kenyans about U.S. tactics they may want to consider, as well as make recommendations to her superiors about useful Kenyan tactics. (Moderate Cultural Perspective-Taking)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 7, ID 121-7**

COL Holmes has been previously deployed to the Ukraine and, after six years, he has just received orders for his second deployment to that region. On his first deployment, he noticed how many of the Ukrainian soldiers would drink a lot of vodka during social gatherings; someone had even died from alcohol poisoning after entering a binge drinking competition. Given his upcoming deployment, COL Holmes finds it necessary to warn his team about this cultural practice. However, when they arrive for duty, he realizes that a lot has changed in the region; the Ukrainian Forces appear more health-conscious and consume far less hard liquor. He works to make sense of these changes.

*What should COL Holmes take away from this current experience?*

1. COL Holmes should consider that the Ukrainians have learned from their past experiences, and that the culture has become more health conscious. (Moderate Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. COL Holmes should keep in mind that his past experience will always be relevant to current events. (Low Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. COL Homes should understand that organizational climate and cultural changes happen all the time. He should be sure to brief his personnel on the history of the Ukrainian culture, and tell them to keep an open mind. (High Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. COL Holmes should consider that the Ukrainian Army is becoming more professional in their conduct. (Low Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. COL Holmes should consider that the specific group of Ukrainians he interacted with in the past may be different from those he is currently interacting with currently; thus, he should not stereotype based on earlier experiences. (High Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. COL Holmes should consider that it is important to stay up-to-date on new developments within a culture. (Moderate Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 30, ID 123-2**

TSgt Hill is an African American airman on his first tour to the Philippines. While there, he immediately notices that there is wide diversity in the skin tones, similar to the racial diversity in the U.S. TSgt Hill becomes intrigued by the diversity of skin color, and its link to social status. While he did not initially perceive any racial differences in the Philippines, over time he comes to recognize noticeable racial diversity.

*What about TSgt Hill’s personal experiences helped him to understand Filipino culture?*

1. TSgt Hill’s exposure to racial diversity in the U.S. helped him to notice the racial differences in another country. (Moderate Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. TSgt Hill’s personal experiences with racial differences in the U.S. enabled him to perceive the nuances of a more subtle social structure at work in the Philippines. (High Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. TSgt Hill’s observations of American influence in the Philippines led him to assume that the social structures are the same. (Low Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. TSgt Hill’s comparison of the Filipino culture to his own background influenced his ability to recognize similar patterns of ethnic diversity. (High Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. TSgt Hill’s personal experiences with racial bias led him to believe that some Filipinos have encountered similar experiences. (Moderate Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 70, ID 124-7**

MSG Sanchez, who is of Mexican descent, is stationed in Stuttgart, Germany for nine months. He and his wife, who is Caucasian American, reside in the center of town, and often travel into the nearby city to sightsee. He notices that, during their travels to the city, some of the Germans stare at them and, on occasion, even mutter comments about them. After a few such instances, MSG Sanchez assumes that Germans are very unwelcoming and rude to Americans. A few weeks into his assignment, MSG Sanchez’s landlord invites him and his wife to join them for dinner. During dinner, the landlord explains the cultural prejudices that Germans have towards the darker-skinned Turks, and that some of the locals may have mistaken MSG Sanchez to be a Turk.

*What can MSG Sanchez infer from this new information?*

1. He should consider the cultural prejudices that some Germans may hold regarding the perception of a Turkish man with a German woman. (High Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should simply consider that some Germans thought he was Turkish. (Low Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should consider that some cultures are very dynamic, and he should therefore take the time to learn about the German culture and heritage. (Moderate Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should consider that their behaviors towards him were primarily based on the cultural history and negative stereotypes that some Germans may hold about Turks. (High Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should consider that some Germans are unfriendly toward all outsiders. (Low Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 85, ID 122-7**

When LtCol Thomas receives his deployment orders to Albania for six months, he is not pleased. LtCol Thomas is under the impression that many Albanians are not very receptive to meeting people from other cultures. He also believes that he has a legitimate basis for this assumption, since he has read books and articles that affirm his beliefs about Albania’s “Cold War Stance.”

*Moving forward, how should LtCol Thomas handle these assumptions while stationed in Albania?*

1. He should try to find evidence that confirms his expectations of the Albanians, until they prove otherwise. (Low Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should consider that not all Albanians will fit his views and, ultimately, they will be more receptive to him if he withholds his preconceived judgments. (High Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should try to change their beliefs by teaching the Albanians about his culture and traditions. (Low Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should talk to the locals to see what their views are on meeting people from different cultures. (Moderate Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should consider that cultures change with time, and he should experience the culture firsthand to try to disconfirm his stereotypes. (High Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should realize that his assumptions are from books that could be based on outdated ideals and opinions. (Moderate Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 89, ID 125-2**

While deployed to Australia, GySgt Parks encounters Apari, an indigenous Australian. Before meeting Apari, GySgt Parks had always assumed that the indigenous Australians would be uncivilized and not very conversational. Instead, Apari is very receptive to meeting GySgt Parks, and displays much curiosity about his racial and cultural background. However, GySgt Parks finds it very difficult to move beyond his disconfirmed expectations and interact with them. The next day, he is scheduled to meet with another indigenous Australian.

*How should GySgt Parks manage his expectations when meeting new people in the future?*

1. He should hold onto his initial beliefs, as Apari may be an exception to GySgt Parks’ views of indigenous Australians. (Low Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should try to not let perceived notions impact how he interacts with others, and recognize that not all assumptions are true. (High Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should ask the locals questions about their cultural traditions to inform his beliefs about the group. (Moderate Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should work to identify his own stereotypes and overcome them by experiencing the culture firsthand. (High Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 92, ID 125-7**

CPO Godfrey, an African American sailor, is being deployed to Australia for a nine month assignment. While on assignment, he encounters a group of indigenous Australians. He is very shocked when he meets them for the first time, as they do not appear to be very receptive toward him. Before meeting them, CPO Godfrey had thought that they would form an immediate connection, based on their racial similarity. However, he begins to struggle with this disconfirmed expectation.

*How should CPO Godfrey use this encounter to modify his expectations about the indigenous Australians?*

1. CPO Godfrey should realize that his expectations were based on how Americans greet one another. (Moderate Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. CPO Godfrey should take the time to get to know the indigenous Australians prior to making any assumptions about them. (Moderate Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. CPO Godfrey should accept that the indigenous Australians are unfriendly, but he should be courteous regardless of how they act. (Low Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. CPO Godfrey should consider that, even though some people may share similar physical features, it does not imply that they also share similar interests. (High Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. CPO Godfrey should consider that the indigenous Australians do not identify with him, given that he is from a different culture. (High Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 49, ID 126-1**

While in Iraq, CPO Andreas needs to obtain information from a local source. He notices that there are only Iraqi women present while he is searching for someone to question. He cautiously approaches a woman and tries to be very sensitive when speaking with her. However, the woman will not speak to him or his male interpreter. CPO Andreas notices very negative reactions from other nearby Iraqis by the angry expressions on their faces.

*What can CPO Andreas take away from this situation?*

1. He should find a female interpreter to facilitate conversations prior to engaging with another Iraqi female. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should consult with local experts to inquire about the differences in cultural norms prior to approaching other Iraqis. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should view this interaction as an unwelcomed encounter because he is American. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should consider that some cultures have different norms concerning interactions between males and females outside of their families. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should consider that the local nationals may not be very cooperative. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should read about the cultural norms before approaching the locals. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 60, ID 126-12**

While stationed in Iraq, TSgt Evans has the job of processing claims. His work includes meeting with any local Iraqis who had damage done to their property. TSgt Evans suspects that some of the Iraqi women he meets are not completely honest with him. It is hard for him to tell if the women are being truthful, because they never look him in the eye; he is confused as to whether or not their lack of eye contact represents a sign of dishonesty or a cultural norm.

*What is the most appropriate way for TSgt Evans to clarify this confusion?*

1. He should directly ask the women to talk to him and be honest with their responses. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should talk to some of the locals or his battle buddies who have been in the country longer, to better understand the cultural norms concerning the use of body language. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should conduct some research on the internet about the norms concerning locals’ nonverbal cues. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should observe interactions among female Iraqis and other people, to become more aware of the local customs. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should ask the same question but reword the issue to ensure clarity. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 63, ID 128-6**

Sgt Cameron is stationed in Iraq, and has limited knowledge of the cultural norms and customs. Before leaving the United States, she is given a pamphlet with basic and vague information about the country.

*What is the best action for Sgt Cameron to take to further prepare herself in this situation?*

1. She should pay attention to the in-processing briefings and cultural training on Iraq. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should talk to locals and integrate the information from the pamphlet with what she learns from her interactions. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
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1. She should rely solely on the pamphlet to try to further her knowledge on Iraq. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should pose questions to battle buddies who have previously been deployed in the country, to learn about the culture through their experiences. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should study a book on Iraqi cultural norms to seek more information about the culture. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 66, ID 124-1**

While in Iraq, Sgt Kaplan, a new member of the security team, is chewing tobacco and proceeds to casually spit on the ground while trying to redirect some local Iraqis. This outrages the locals, as it is not only considered to be bad etiquette, but also very offensive. Sgt Kaplan wants to defuse the situation, but he does not have an interpreter present to apologize for his wrongdoing.

*What should Sgt Kaplan take away from this experience?*

1. Sgt Kaplan should pay attention to the locals’ reactions so that he will know which behaviors may be considered offensive. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. Sgt Kaplan should have an interpreter present to help defuse the situation the next time he chews tobacco. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. Sgt Kaplan should do some research, using books or the internet, to determine what behaviors may be perceived as offensive. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. Sgt Kaplan should consult a local Iraqi on the cultural norms of the area to find out what are acceptable and unacceptable behaviors in Iraq. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. Sgt Kaplan should avoid spitting tobacco while he is around the locals, as it appears that they find it offensive. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 78, ID 130-6**

Sgt Collins will soon be deployed to Afghanistan. This is his first deployment to the region, and he is very nervous, since he has only received limited pre-deployment culture training. He has also been told by one of his comrades that a lot of the “formal” culture training tends to “fall by the wayside” when trying to conduct a mission. This often results in the missions taking longer than initially expected, due to difficulties interacting with the locals.

*Given Sgt Collins’ predicament, what would be his most favorable course of action to ensure he is prepared?*

1. He should start studying and practicing the dialect of that area. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should stick to the formal training and do his best to respect the culture to ensure he is prepared. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should wait until he is deployed and adapt to situations as he encounters them. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should speak with previously deployed personnel about what they feel has gone wrong in the past, so that he can learn how to improve interactions with the locals. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should read up on the cultural norms of the specific region where he is deployed. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should consult an expert on the area to further his knowledge, and to obtain a better grasp on local customs. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 84, ID 122-6**

LtCol Phillips is attending the German Armed Forces Staff Program. He is receiving a lot of training on local culture but, when he has time off from school, locals invite him out to a non-military dinner.

*How can LtCol Phillips best use this opportunity to complement his understanding of German culture?*

1. He should simply go to the dinner and be polite because the host will appreciate his attendance. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should go to the dinner and speak with the locals, as it will give him a better understanding of the cultural norms, thus enhancing his experience in Germany. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should go to the dinner with an open mind and ask the locals questions if he is unsure of what to do in a particular situation. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should use the dinner as an opportunity to practice his German and experience the local customs firsthand. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should use the dinner as an opportunity to share his own American culture with the Germans so they can better understand him. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should research local norms using the internet or books prior to attending the dinner. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 10, ID 121-12**  
Mr. Bleeker is a Foreign Service Officer in the State Department stationed in the Ukraine. Tensions are high because Ukraine is in the process of giving up the last of their nuclear warheads. Mr. Bleeker is meeting with a Ukrainian general, communicating through an interpreter. Another individual in the meeting pulls him aside and informs him that some comments are being left out by the interpreter. Mr. Bleeker is frustrated, knowing the filtered messages can jeopardize his understanding of Ukraine's position.  
  
*What should Mr. Bleeker do to ensure that the communication between him and the general is clear?*

1. Mr. Bleeker should take the interpreter to the side and carefully brief him on how Mr. Bleeker would like him to communicate with the general. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. Mr. Bleeker should make it clear to the interpreter that it is essential for him to be completely honest when translating messages to the general. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. Mr. Bleeker should explain to the interpreter the importance of translating everything that is communicated between the general and himself. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. Mr. Bleeker should attempt to learn key phrases of the language so that, the next time around, he can better understand the discussion. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. Mr. Bleeker should attempt to provide more clarity in his questions to ensure that there is no communication breakdown with the interpreter. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. Mr. Bleeker should apologize for the confusion and request a different interpreter. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 25, ID 111-12**

In preparing for an assignment to Germany, Sgt Matthews attended the Defense Language Institute to learn how to speak German. Upon arriving in Germany for his six-month deployment, Sgt Matthews finds that he is unable to communicate as effectively as he expected. Conversations are stressful and frustrating for both him and the Germans with whom he interacts.

*What can Sgt Matthews do to improve his language skills and facilitate better interactions with the locals?*

1. He should use a translation book to help him communicate with the locals, and ask them to be patient with him while his skills improve. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should practice the language aloud by watching German television shows, reading German newspapers, and trying to converse with the locals. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should separate himself from the locals, until he can better communicate with them. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
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1. He should continue to work on his language skills through home study programs or reading books on the language. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should limit interactions to those Germans who are fluent in English. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should immerse himself in the local community by building rapport through one-on-one relationships with his German counterparts. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 26, ID 111-13**While LtCol Adams is stationed in Venezuela as a foreign area officer, a hurricane sweeps through and greatly damages the region. LtCol Adams wants to provide humanitarian aid and disaster relief, so she offers to send helicopters to bring supplies from nearby U.S. Navy ships. However, the Venezuelan president misunderstands her offer as an attempt to bring U.S. military to Venezuela, and he refuses the aid.

*How can* LtCol *Adams clarify this misunderstanding in order to provide the needed aid?*

1. LtCol Adams should share examples of how the U.S. military have responded to similar disasters abroad by providing aid. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. LtCol Adams should have the helicopters land directly outside the area and have the locals transport the aid to the devastated areas, regardless of the president’s wishes. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. LtCol Adams should request a meeting with the president’s staff in order to apologize for the misunderstanding, and offer a step-by-step explanation of the operation. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. LtCol Adams should go through the local embassy to coordinate humanitarian aid and disaster relief for the country. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. LtCol Adams should use an interpreter to explain to the president that she is seeking to provide the disaster relief supplies for the country. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 27, ID 111-14**

MAJ Ryder is tasked to negotiate with the Guatemalan military in an effort to persuade them to combat drug trafficking. The Guatemalan military feels that this effort is a police function, not a military function. MAJ Ryder is able to convince the military to comply by noting Mexico’s use of military force against drug trafficking, and by offering to provide U.S. equipment and support to the Guatemalan military. Because of this successful negotiation, Guatemala is able to reduce drug trafficking, as well as corruption and bribes.

*What did MAJ Ryder do that made this negotiation successful?*

1. MAJ Ryder researched Guatemala’s history and limited resources, using this information to benefit U.S. interests. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. MAJ Ryder provided a successful example of using military support under similar conditions in order to build credibility with the Guatemalan military. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. MAJ Ryder researched the infrastructure of both the Guatemalan military and police, and was able to demonstrate the benefit of using the military to combat drug trafficking. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. MAJ Ryder spoke with the Guatemalan police, persuading them to shift the effort to the Guatemalan military. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. MAJ Ryder offered equipment and support to assist in their success in the fight against drug trafficking. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 28, ID 111-15**

USAF TSgt Bradley is required to work with a high-ranking senior official from Germany who has made it clear that he does not want to develop a personal relationship with him. In the past, TSgt Bradley has enjoyed open communication in his American work groups, and finds it difficult to work with the senior official due to the differences in their cultural work styles. In one instance, the senior official tells TSgt Bradley that all meeting requests were to be sent in writing. When TSgt Bradley follows this process, the senior official allows weeks to go by before replying.

*How can TSgt Bradley more effectively interact with the senior official from Germany?*

1. TSgt Bradley should speak with other Germans or coworkers who have previously held the position to better understand the cultural differences in work styles. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. TSgt Bradley should directly confront the senior official, explaining how the lack of communication impacts his work productivity. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. TSgt Bradley should respect the senior official’s requests and gain his trust by following established procedures. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. TSgt Bradley should address the senior official, requesting the same promptness that is expected of him. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. TSgt Bradley should find some similarity in their cultural work styles and use this as grounds to build a better working relationship with the senior official. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. TSgt Bradley should continue to comply with the senior official’s request, but also attempt to use other modes of communication such as phone calls, after following written requests. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 38, ID 131-1**

SCPO Jerry, a U.S. sailor, is working with the Kenyan Navy. He finds the Kenyans to be open to requests and easy to interact with in person. However, he is having some difficulty communicating over the phone, since he cannot see any body language. He cannot tell whether the Kenyans are refusing his requests or if they simply do not understand him over the phone.

*What can SCPO Jerry do to make these interactions more effective?*

1. He should ask more questions to ensure that his message is being relayed accurately. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should be straightforward with the Kenyans, asking whether or not they are refusing the requests. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should research Kenyan customs on how best to communicate over the telephone. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should schedule a teleconference, asking the contacted party if he can include an interpreter on the call to ensure clear communication among all parties. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should spend time speaking with the Kenyans to learn some of their native dialect and cultural nuances so as to ensure a clear delivery of the message. (High)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 46, ID 131-8**

While in Kenya, MAJ Davis is scheduled to meet with a Kenyan major. In the meeting, it quickly becomes evident that the Kenyan major is not very receptive to her. She soon learns that there was a long history of complaints about undelivered promises that have created ill feelings toward the U.S. military. Despite these strained relations, MAJ Davis must get the Kenyans to participate in mission-critical activities.

*How can MAJ Davis restore trust with the Kenyan major?*

1. MAJ Davis should inform the Kenyan MAJ that the previously undelivered promises were not her responsibility. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. MAJ Davis should not make any additional promises; instead, she should explain to the Kenyans the benefits of participating in the mission-critical activities. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. MAJ Davis should follow through on commitments to slowly regain the Kenyan’s trust by efficiently delivering on a few small projects as a show of good faith. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. MAJ Davis should commit to tracking the progress of future requests by the Kenyans to ensure that all promises are delivered. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. MAJ Davis should apologize for any previously-undelivered promises, in order to rebuild mutual respect and trust. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 47, ID 131-9**

SFC Kelley is working with the Kenyan military, and is just getting to know members of the work unit. He is keen on building relationships, but is at the beginning stages of his tour, and not yet certain which individuals will help him meet mission requirements. During a discussion in the SFC Kelley’s office, one of the Kenyan security guards openly compliments his collection of baseball caps.

*How can SFC Kelley use this interaction to meet mission needs?*

1. SFC Kelley should ignore the comment that was made about his baseball caps as it does not directly pertain to the mission. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. SFC Kelley should offer a baseball cap as a friendly gesture, which could in turn help to build trust between both parties. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. SFC Kelley should thank him for the compliment, and keep the conversation going to establish rapport with the security guard. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. SFC Kelley should use the compliment as a gateway to communicate with that individual, and perhaps use that person to introduce him to the rest of the Kenyan unit on a more personal level. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. SFC Kelley should take this opportunity to discuss Kenyan customs with the security guard in an effort to gain insight into the culture. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 50, ID 126-2**

SSgt Phillips is in Iraq attending a recreational gathering at an Iraqi general’s home. At the gathering, SSgt Phillips continually sits with the bottoms of his shoes showing. The Iraqis attempt to bring this offense to SSgt Phillips’ attention, but he does not take notice. The Iraqis decide that he is simply ignorant, and begin to exclude him from important discussions.

*What could SSgt Phillips have done differently that would have prevented this outcome?*

1. He should have read about the proper social etiquette in Iraq so as to avoid offending his Iraqi counterparts. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should have relied on a battle buddy to keep an eye on his mannerisms, and to catch his mistakes. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should not have attended the gathering until he was confident in his communication skills. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should have been more observant of any signs of displeasure in his hosts, by paying close attention to their body language. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should have communicated with other personnel who had previously attended such gatherings, to ask about cultural differences that he might not have been aware exist. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 93, ID 125-8**

CPO Trame is working in Alaska with a Dutch group that appears to be very dismissive towards CPO Trame and his clerk. The vibe is tense and cold, and they refuse to address CPO Trame directly; however, they joke and are warm with each other. The interactions negatively impact CPO Trame to the point that he cannot concentrate on his work.

*How should CPO Trame* *most effectively handle this tense relationship?*

1. He should accept the differences and continue to be polite; hopefully, they will warm up to him and his clerk. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
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1. He should directly confront them about what he feels they are doing wrong. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should be stern with the Dutch group leader, and set the tone that it is not acceptable to alienate him. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should not take the group's behavior personally and focus on the job at hand. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
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1. He should try to strike some commonality with the Dutch group, attempting to engage in social interactions with them by being friendly and personable. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 17, ID 111-3**

In Guatemala, LtCol Talley has been having some issues with Guatemalan general officers being tardy for important dignitary events. On one occasion, an American distinguished visitor is scheduled to meet with LtCol Talley and several of the generals at the embassy. LtCol Talley does not want to make the American dignitary have to wait for the officers to arrive at their convenience.

*Given this information about the officers’ tendencies to be tardy, how should* LtCol *Talley prepare for the dignitary’s arrival?*

1. He should arrange for a constructive yet easily-interrupted activity that overlaps with the official start time of the meeting, so that the dignitary is occupied until the Guatemalan officers arrive. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should start without the generals if they are late; this will inform them about the proper etiquette when meeting with an American dignitary. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should foster open communication with the Guatemalan generals, and advise the American dignitary on the local customs, to manage his expectations and plan accordingly. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should demand a prompt arrival from the generals so that the American dignitary is not kept waiting. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should speak with the generals’ staff members to stay informed on their whereabouts. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 55, ID 126-6**

When first arriving in Guatemala, PFC Jonas has very little knowledge of the local culture. He is using American interpreters to speak with the Guatemalans, but feels he still is not connecting enough with them or gaining their trust. Shortly after his arrival, PFC has a lengthy conversation with a local national, Jorge, who explains how important *fútbol* (soccer) is to the Guatemalan locals. This conversation provides a far more vivid experience about the culture than what he was able to gather through his American interpreters or formal training.

*How can PFC Jonas best use this experience to prepare for future interactions with the locals?*

1. He should use the internet to research the history of soccer in Guatemala, so that he can engage in conversations of mutual interest. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should always express his interest in soccer whenever he meets any Guatemalan locals. (Low Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should attend a soccer match with some of the Guatemalans to build camaraderie. (Moderate Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should consider that only some information about a culture can be relayed through an interpreter, and speaking with the locals can provide better insight into the culture. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should consider the fact that soccer is important and is a useful gateway to know the local customs better, as well as to build relationships with locals. (High Intercultural Interaction)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 98, ID 129-4**

SSgt Garcia generally assumes that her fellow Hispanic soldiers all share the same Catholic faith, since most of them are from the same region in Latin America. However, on one occasion, she is approached by SFC Nieves who informs her that a few of her comrades practice a different religious faith. She is quite surprised by this revelation.

*What should SSgt Garcia do to modify her expectations of other Latinos?*

1. SSgt Garcia should consider that, even though people may be from the same region, their religious affiliation may vary. (High Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. SSgt Garcia should maintain her expectations, since it is likely that there are many Latinos from the region who share her Catholic faith. (Low Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. SSgt Garcia should research the customs of that region to better understand the diversity in religious practices. (Moderate Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. SSgt Garcia should consider that religion is a very personal expression unique to each individual. (High Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. SSgt Garcia should speak with her Latino comrades from that region before making assumptions about their religion. (Moderate Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 54, ID 126-5**

Capt Chau is serving as the unit JAG representative in Afghanistan when a local Afghan’s daughter was injured after getting caught in an exchange of gunfire with insurgents. Capt Chau had arranged to meet the wounded girl’s father, and was also aware that the regional television station would be in attendance to capture the meeting. When the girl’s father arrives on the scene, he extends his right hand to greet the JAG. Upon holding out his right hand, there appear to be feces smeared on his palm. Despite this predicament, Capt Chau reluctantly extends his hand to greet the girl’s father, because he does not want it to appear that an American is insulting the grieving father.

*How should Capt Chau interpret the father’s gesture?*

1. Capt Chau should consider that the father is upset about his daughter’s injury. (Moderate Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. Capt Chau should consider that the father was trying to embarrass him. (Low Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. Capt Chau should consider that the father is not pleased about attending a public meeting between the two parties. (Moderate Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. Capt Chau should consider that, in the Afghan culture, the right hand is reserved for eating; therefore, the fact that his right palm appeared soiled means that the gesture was a deliberate insult derived from the father’s anger and frustration. (High Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. Capt Chau should consider the gesture as simply a difference in cultural norms. (Low Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 24, ID 111-10**

COL Simpson is working in a joint unit as a group of 40 Defense attachés. While stationed with this joint unit, he meets a few Russian and Chinese attachés. Based on the stories his fellow comrades had shared from previous encounters, COL Simpson assumes that the Russians will be very curt, and the Chinese will be unapproachable. However, he decides to engage them in a friendly conversation despite what he has been told. He finds that he can foster a relationship with them, even though they hold differing political views.

*What strategy did COL Simpson employ that made this interaction so successful?*

1. COL Simpson engaged with the attachés in order to build a relationship, thus disconfirming his comrades’ prior experiences. (High Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. COL Simpson found customs that were similar to his own, and used them to connect on a mutual level with the attachés. (Moderate Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. COL Simpson considered that his comrades’ feedback about the Russian and Chinese cultures were specific to their own earlier interactions. (Moderate Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. COL Simpson shared his perspectives in an attempt to modify the attachés’ political views. (Low Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. COL Simpson kept an open mind, keeping his comrades’ experiences and political beliefs from influencing judgment about the attachés. (High Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 9, ID 121-12**

While in Russia, LtCol Smith decides to attend a project completion dinner party hosted by the U.S. He decides to invite the Russian Army captain, who had also worked on the project, to attend. It is then brought to LtCol Smith’s attention that the Russian captain has not attended a formal outing since his wedding day. The Russian captain declines the invitation, informing him that, given his modest upbringing, eating out is considered appropriate only for very special occasions.

*What is the most important thing for LtCol Smith to take away from this revelation?*

1. He should consider that the Russian captain may view the dinner as being extravagant, although the captain was simply doing his job. (Moderate Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should consider that the Russian captain is not interested in building relationships with the U.S. outside of official work activities. (Low Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should consider that the Russian captain is uncomfortable attending formal dinner parties. (Low Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should consider that the declined invitation is not a rude gesture; instead, the captain’s beliefs regarding dinner parties, might be different from his own. (High Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 34, ID 123-7**

MGySgt Afre is a U.S. northerner from an urban area. While stationed in South Korea, he meets a fellow U.S. marine who immediately confirms his perceptions of stereotypical Southern Americans. Still, when he decides to speak to the marine, he notices that, though he may fit the stereotype of a southern American, he actually shares similar hobbies and interests to him.

*What can MGySgt Afre take away from this experience?*

1. MGySgt Afre should take the time to get to know the marine before making any assumptions about him. (Moderate Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. MGySgt Afre should consider that stereotypes are best challenged by getting to know someone on a more interpersonal level. (High Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
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1. MGySgt Afre should consider that they have similar interests simply because they are both members of the U.S. military. (Low Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. MGySgt Afre should consider that stereotypes are often confirmed in spite of the hobbies people may share. (Low Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. MGySgt Afre should consider that there are many cultural interests that can be shared despite regional differences. (Moderate Cultural Reasoning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 91, ID 125-6**

MSgt Louis has served on three deployments to Japan over the past ten years. On his first deployment, he went in with the mindset that the Japanese locals would not be very receptive to him and his marines, given the United States’ history with Hiroshima and Nagasaki. However, while interacting with the Japanese, MSgt Louis learns that the Japanese culture is hospitable and people treat one another with great respect.

*How was MSgt Louis able to improve his understanding of the Japanese culture?*

1. He researched the culture by reading books and keeping an open mind when interacting with the locals. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He simply respected the culture and relied on his battle buddies to interact with the locals. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
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1. He practiced speaking the language with the locals, thereby learning more about their culture. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
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1. He interacted with the locals by asking questions and showing interest in their culture. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
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1. He observed the way the locals treated each other and guests in their country. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 94, ID 125-12**

While in Afghanistan, MSG Smith meets with the village elder to discuss constructing a well for the village. During the initial meetings with the village elder, he immediately begins to discuss the details of the project, but the village elder always seems to dismiss him. One day, MSG Smith takes the extra time to greet the elder with a bow and a handshake, and to his surprise, the elder responds in Pashtu, “Ah, you are getting it. You are now my friend.”

*What did MSG Smith learn from this interaction?*

1. He learned that personal greetings are important to village elders, and he should practice this at every greeting. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He learned that jumping straight into business is often considered rude, that he should abide by local customs and norms in order to earn the respect of the locals. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He learned to show respect only to the village elders. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He learned that it takes some time to build mutual respect and trust. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He learned that taking extra time to greet the village elders makes him a more likeable person. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He learned the hierarchy of the local village culture and how to show respect toward the village elders to more efficiently interact with them. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 69, ID 124-6**

Before going on a deployment, LCDR Brown always conducts his own research to keep abreast of the current events and cultural nuances that may affect his tour. While preparing for his next deployment, he is able to find unclassified information about the location; however, the sources provide conflicting information about the surroundings and local infrastructure.

*How should LCDR Brown move forward with this conflicting information?*

1. LCDR Brown should ignore both sources of conflicting information and rely solely on his cultural brief for information pertaining to his deployment. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. LCDR Brown should consult an expert on the area in which he will be deployed to verify which information is true. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. LCDR Brown should find another source of information through books or the internet to help clarify the conflicting information. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. LCDR Brown should contact someone who is currently deployed in the area to inquire about the conflicting information. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. LCDR Brown should wait to evaluate the credibility of the information until he is deployed. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 72, ID 124-9**

PFC Hartman has just received orders to be stationed in Germany for five years. She does not speak any German, and is therefore worried that this may prove to be a serious communication barrier. She has only three months before she deploys.

*What can PFC Hartman do, before arriving in Germany, to enhance her interactions with locals?*

1. She should take some online German classes to improve her language skills. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should wait until she arrives in Germany and then rely on the ability of most Germans to speak English. (Low Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should study German dialogue through language courses and practice her German with someone fluent in the language. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should seek mentorship with someone who has previously been deployed to Germany. (High Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should read about the customs of Germany and learn some basic German phrases to use in her interactions. (Moderate Cultural Learning)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No. 80, ID 130-7**While on deployment in the Middle East, LT Smith, an American sailor, is serving as a part of a NATO coalition. She sees this as a great opportunity to engage some of the international NATO Service members in conversation about their different cultures. The conversation leads to a discussion about the original NATO member countries at its inception. LT Smith quickly admits that she does not have much knowledge about the countries that are members of NATO, leaving her fellow NATO Service members disappointed in her lack of knowledge.

*What is LT Smith’s best course of action for the next time she engages in discussion concerning the matter?*

1. She should research the NATO organization and show she is willing to educate herself when she realizes there is something she may need to know, so as to not remain ignorant. (Moderate Self-Awareness)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should be upfront about not being knowledgeable about the subject matter. (Low Self-Awareness)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should allow the allies to speak of the events so that she can better understand the role of the U.S. and other NATO partners, as this will enable her to more fully engage in the next discussion. (High Self-Awareness)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should become more familiar with the different NATO members’ cultures in order to diversify her knowledge and to be able to relate to, and understand people of different backgrounds. (High Self-Awareness)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. She should not worry about what others think as she is trying to learn about them, so it should not matter that her knowledge on the subject is limited. (Low Self-Awareness)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No.76, ID 130-2**

Sgt Ricks is on deployment in Afghanistan but expects to return home right before the Thanksgiving holiday. He is excited about his current tour coming to an end, as he feels very homesick. He wishes that he was home celebrating his favorite U.S. cultural tradition—one he holds very near and dear to his heart. A week before he is set to depart, Sgt Ricks is told that he will not make it back home before Thanksgiving. He is very disappointed, believing that spending the holiday in Afghanistan will not feel the same; he presumes the Afghan soldiers do not appreciate or value that tradition. When Thanksgiving finally arrives, Sgt Ricks reluctantly attends a dinner that is hosted by the Afghan soldiers, who have put on a remarkable Thanksgiving event for all the U.S. soldiers.

*What did Sgt Ricks learn about his own assumptions regarding the Afghans?*

1. He learned that their actions may sometimes be political with hidden motives. (Low Self-Awareness)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
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1. He learned that there are some Afghans that appreciate US soldiers and would show their appreciation for American troops by participating in American traditions. (High Self-Awareness)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
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1. He learned that American traditions can be appreciated and respected by those from other cultures. (Moderate Self-Awareness)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He discovered that respecting and understanding other cultural traditions and beliefs can help bridge gaps between cultures. (High Self-Awareness)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No.88, ID 125-1**

While deployed in Iraq, MSgt McDonald is tasked to work with contractors to prepare the British Royal Navy barracks that will be turned over to the U.S. Marine Corps. At times, MSgt McDonald displays a lot of urgency and insistent behaviors to get things done in a timely manner. This is seen as distant and unfriendly, making the contractors hesitant to work with him. MSgt McDonald interprets their hesitance as incompetence and laziness.

*What important factors should MSgt McDonald consider before making attributions about the contractors’ behaviors?*

1. He should consider that individuals within different cultures work differently and that his style of leadership may not be the most effective strategy in that culture. (Moderate Self-Awareness)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should consider that they may just need some time to adapt to his style of leadership. (Low Self-Awareness)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should consider how his work ethic compares to the culture of the people that he is working with, and that he may need to adjust his pace of work to assimilate. (High Self-Awareness)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
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1. MSgt should consider the cultural background of the contractors and take into consideration his own actions and behaviors and how they impact those around him. (High Self-Awareness)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He should consider that given their differences in culture, communication styles may be a barrier in accomplishing the mission. (Moderate Self-Awareness)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

**No.1, ID 121-2**

While working on a joint task force in the Ukraine, CDR Thomas tries to negotiate with the Ukrainian military to retrieve and secure sensitive material needed to complete a joint mission. CDR Thomas comes to the realization that the Ukrainians are uncooperative, preferring to do things their own way, bringing into play their own lax attitude towards the mission. It is difficult for CDR Thomas to come to terms with what he considers a “rebellious” stance, as he is under the impression that, since the Ukrainians want assistance from the U.S., they should also be willing to negotiate under U.S. procedures.

*Upon self-reflection, what can CDR Thomas conclude about this situation?*

1. He can conclude that the Ukrainian military may not be as dedicated to the mission as the U.S., thus explaining their lax attitude toward the mission. (Low Self-Awareness)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He can conclude that he has more to learn about the Ukrainian work ethic and culture in order to fully understand their behaviors. (Moderate Self-Awareness)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He can conclude that even though the Ukrainians asked for support, he should realize that he is negotiating in their country, and U.S. procedures may not be effective in that context. (High Self-Awareness)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. He can conclude that other militaries work in different ways, and that he will have to trust that the Ukrainian military will work with him to ensure that the mission is completed. (High Self-Awareness)

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| **Very Ineffective** | **Ineffective** | **Effective** | **Very Effective** |
| (1) | (2) | (3) | (4) |

1. In the case of this assessment, the criterion for using a minimum of three response options was adopted by the technical experts, given that these three categories of reasoning aptitude (i.e., low, moderate, & high) provide sufficient distinction for identifying 3C strengths and developmental needs. [↑](#footnote-ref-1)
2. Cross-cultural competence (3C) refers to a set of culture-general knowledge, skills, abilities, and attributes developed through education, training, and experience that provide the ability to operate effectively within a culturally complex environment (Draft DoD Policy). Hence, 3C can be employed regardless of where the individual may be located. For more information on 3C, please visit [www.defenseculture.org](http://www.defenseculture.org). [↑](#footnote-ref-2)