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Regional Expertise and Culture Proficiency

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September 2012

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The Department of Defense (DoD) recognizes the importance of language, regional expertise, and culture capabilities to mission success, and has been taking a number of steps to ensure that language, as well as regional expertise and culture (REC) capability requirements will be identified and appropriately resourced in the DoD planning process. This report describes the development of an operational tool for planners that enables them to identify REC capability requirements during the planning process. In order to accomplish this, an initial set of REC competencies was developed, and focus groups were conducted with planners at three locations to gain feedback on the appropriateness and comprehensiveness of the competencies. Based on these discussion groups a draft model of REC competencies was developed and 788 military personnel were surveyed regarding the importance of these competencies when working in regional settings. A planning tool was developed that identifies and describes the critical REC competencies for planners, and organizes them to create a set of REC profiles that link with the existing skill levels described in DoDI 5160.70. An evaluation of the tool and recommendations regarding assessment of the competencies are discussed.

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Regional expertise, cultural proficiency, cultural competence, cross-cultural competence, 3C, culture planning tool, LREC capabilities, military planning tool, DoDI 5160.70

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REGIONAL EXPERTISE AND CULTURE PROFICIENCY

EXECUTIVE SUMMARY

Project Requirement:

In the past decade, performing in cross-cultural environments has become increasingly important to accomplishing missions successfully. Cultural factors are pervasive throughout full-spectrum operations (Abbe & Halpin, 2010), and in today's global operating environment the U.S. military is faced with the challenge of developing culturally competent service members who can win the "hearts and minds" of diverse groups of people (Lewis, 2006). Service members who are culturally sophisticated and confident are better able to achieve nonlethal effects (Abbe et al., 2007; Beckno, 2006), and can serve as a force multiplier for a commander rather than being the source of potentially embarrassing and costly mistakes (Lewis, 2006). The role of culture is especially important when one considers that even individual service member actions can have broad, possibly strategic, consequences. Therefore, clearly conceptualizing and developing cultural capabilities among military personnel is of utmost importance. The Department of Defense (DoD) recognizes the importance of language, regional expertise, and culture (LREC) capabilities to mission success, and has been taking a number of steps to ensure that language, and regional expertise and culture (REC) capability requirements will be identified and appropriately resourced in the DoD planning process. This report describes the development of an operational tool for planners that enables them to identify the REC capability requirements during the planning process.

Procedure:

To ensure that the tool would be comprehensive and accurate, we began by identifying the competencies critical for REC proficiency. Previous efforts had identified important elements of regional knowledge and cross-cultural competence, but it was important to create a comprehensive model of REC proficiency to ensure that all key facets of the domain were included in the planning tool. Focus groups were conducted at three locations with the goal of gaining feedback on the appropriateness and comprehensiveness of draft REC competencies that were identified in the literature. Based on these discussion groups a draft model of REC competencies was developed and 788 military personnel were surveyed regarding the importance of these competencies when working with other cultures. Once the competencies were identified and validated we developed a planning tool that identifies and describes the critical REC competencies for planners, and organizes them to create a set of REC profiles that link with the existing skill levels described in DoDI 5160.70. Following this we conducted an initial evaluation of the tool, examined the operational use of the tool in two sets of COCOM planning sessions and finally, provided recommendations regarding assessment of the competencies.

Findings:

The REC competency model developed contained 12 competencies that were arranged under three domain titles: Core, Regional/Technical, and Leader Functions. These three domains were created to reflect differences in the nature of the competencies, such that competencies in the Core domain were culture-general, or 3C competencies, that serve as a useful foundation for

regional proficiency. The Regional/Technical domain contains competencies that are specific to either a given geographic region or to certain technical fields. The third domain, Leader Functions, contains competencies that are important for military personnel as they move into leader positions, and generally continue to increase in importance as one's rank or position increases. These were not proposed as a hierarchical model, such that competence in the Core domain would have to be achieved before competence in the Regional/Technical domain, etc.; however, it is likely that building one's capability in certain competencies facilitates building capability in others. Based on the definitions developed for each competency, the project team developed 5 to 10 example behaviors relevant to each competency in the model. These behaviors were then used as markers of the competency being measured during the survey validation. Results of the survey indicated that all competencies and behaviors met the inclusion criteria and were therefore retained in the model.

The planning tool was then developed that describes the REC competencies and proficiency levels, and a process for rating tasks during the planning process. In an initial evaluation of the tool, planners indicated it was relatively easy to understand and was useful for describing the REC requirements. The initial evaluation of the tool was small in magnitude, however, and it would be prudent to conduct a broader evaluation once the tool has been in use for several planning sessions. The profile data that was available from two sets of planning sessions suggested that the link between the REC profiles and DoDI 5160.70 skill levels is complete and reliable. The identified information provides the services with the benchmarks they need to train and develop personnel for the REC requirements of future missions. The competency definitions and proficiency levels developed for each competency provide the services with a level of detail that, in combination with the ratings from the planning session, will enable leaders to understand the end state requirements for their units.

Finally, recommendations were provided regarding how to assess individuals' capabilities in each of the competency areas. There are many options to consider and choices that must be made to balance factors such as cost, time, effort, and validity, to develop and employ the various assessment methods. The assessment tools can ensure that leaders have an accurate estimate of the capabilities of individuals in their unit. They also provide the foundation for a gap analysis between the individuals' current capabilities and the required proficiency level identified in the planning process. Filling the gap may also be challenging, as training tools do not currently exist for many of the competencies, or they have been developed for a different audience and context and would need to be tailored for the military services.

Utilization and Dissemination of Findings:

While much work remains to be done to achieve a fully developed roadmap to the assessment and development of REC proficiency, this report provides a strong foundation on which to build future work in this domain. Results of this project were briefed to personnel at the Joint Chiefs of Staff, J-1 office, the Culture Regional Knowledge and Expertise Group (CRKEG) at the Office of the Director of National Intelligence (ODNI), and the planning tool developed will be included in the 2012 revisions of the Joint Chiefs of Staff Instruction (CJCSI) 3126.01, *Language and Regional Expertise Planning.*

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Introduction

In the past decade, performing in cross-cultural environments has become increasingly important to accomplishing missions successfully. Cultural factors are pervasive throughout full-spectrum operations (Abbe & Halpin, 2010), and in today's global operating environment the U.S. military is faced with the challenge of developing culturally competent service members who can win the "hearts and minds" of diverse groups of people (Lewis, 2006). Service members who are culturally sophisticated and confident are better able to achieve nonlethal effects (Abbe et al., 2007; Beckno, 2006), and can serve as a force multiplier for a commander rather than being the source of potentially embarrassing and costly mistakes (Lewis, 2006). The role of culture is especially important when one considers that even individual service member actions can have broad, possibly strategic, consequences. Therefore, clearly conceptualizing and developing cultural capabilities among military personnel is of utmost importance.

The Department of Defense (DoD) recognizes the importance of language, regional expertise, and culture (LREC) capabilities to mission success, and has been taking a number of steps to ensure that LREC capability requirements will be identified and appropriately resourced in the DoD planning process. In 2006 the Joint Staff issued Chairman of the Joint Chiefs of Staff Instruction (CJCSI) 3126.01, *Language and Regional Expertise Planning*, which served to familiarize the Joint Planning and Execution (JPEC) community with foreign language and regional expertise capabilities, integrate the capabilities into all force planning activities, and obtain warfighter requirements for these capabilities. In 2007, Department of Defense Instruction (DoDI) number 5160.70 was issued, which established policies and assigned responsibilities for the management of DoD foreign language and regional proficiency capabilities, identifying these capabilities as a mission critical skill, and publishing regional proficiency skill level guidelines.

The following year, in December 2008, the Office of the Under-Secretary of Defense for Personnel & Readiness (OUSD (P&R)) directed the Joint Staff to sponsor two capabilities-based assessments (CBAs) – one for language and one for regional expertise and culture (Joint Staff, 2009). The initial study found that no universally accepted baseline existed for LREC capability requirements. They therefore developed a five-step process that would serve to identify, prioritize, integrate, and validate LREC capability requirements, identifying the requirements three to seven years in advance to ensure appropriate time to develop and train the needed capabilities. In working with planners at the Geographic Combatant Commands (GCCs) to develop this process, the study determined that the existing regional expertise guidance provided in CJCSI 3126.01 and DoDI 5160.70 was not sufficient to articulate the REC capability requirements. Users described them as complex, unclear, and geared toward culture professionals (e.g., foreign area officers, cryptolinguists) as opposed to covering the full spectrum of personnel from novice to expert. As a consequence, the Office of the Secretary of Defense (OSD) directed the Defense Language and National Security Education Office (DLNSEO) to develop a tool that would provide GCC planners with an operationally relevant and descriptive method to identify REC capability requirements during the planning process.

This report describes the development of an operational tool for planners that enables them to identify the REC capability requirements during the planning process. We will begin by defining REC proficiency, and then describe the identification of the competencies required for REC success, an initial competency model, the validation of the model, development of the tool

to support planners, and finally, provide recommendations regarding assessment of the competencies.

Defining Regional Expertise and Culture (REC) Proficiency

The continued threat to our nation's interests abroad and the need to maintain and build global alliances and partnerships requires that personnel in our military services are able to operate effectively within other regions and cultures. The Joint Staff has referred to this capability as regional expertise and culture, or REC, proficiency (Joint Staff, 2009). Two key components of REC proficiency have been discussed in the literature: culture-specific capabilities and culture-general capabilities.

Culture-Specific Elements of REC Proficiency

Culture-specific capabilities are the knowledge, skills, abilities, and other characteristics (KSAOs)[1] specific to a region or country that enable effective mission performance in a task or operation. These capabilities are developed through region- or country-specific training, and include information about a specific region's or country's historical, political, sociological, economic, and geographic factors. Training is heavily tied to knowledge acquisition and focuses on learning descriptive facts and figures about a locale, do's and don'ts based on norms, etc. Language is also considered a culture-specific proficiency.

Culture-specific knowledge is valuable because it is of immediate relevance to deploying units (Abbe & Halpin, 2010). It is not, however, highly generalizable and tends to be quite time-intensive to learn as well as perishable, especially in the case of language skills (Lewis, 2006; Rothstein, 2006). Culture-specific KSAOs, which comprise much of what service members receive in training, are valuable in learning *what* to think (i.e., knowledge of a specific region or culture, proficiency in the language spoken in that culture); however, the approach does not develop *how* to think in cross-cultural settings (Selmeski, 2007), something that is captured more in culture-general KSAOs. Moreover, knowing about a culture is not the same thing as applying that knowledge – particularly at the level of effectively interacting with people from that culture, as well as attending to situational cues, interpreting them, and adapting behavior accordingly to achieve desired outcomes (Abbe, 2008; Abbe & Halpin, 2010; McFarland, 2005; Selmeski, 2007).

The distinction between cultural *specific* and culture *general* capabilities can be seen in military definitions of cross-cultural competence. For example, the Army's Training and Doctrine Command (TRADOC) describes regional competence as the culture-specific aspects of any given culture, and cross-cultural competence, as a culture-general skill set that includes awareness of one's "self" in the context of culture, an open mind towards and appreciation of diversity, and the ability to apply "culture analytic models" to any region.

[1] There are differences in how writers use the term "KSAO", where the "A" sometimes is used to represent "Attitudes" or "Affect & Attributes". We are using a standard job analysis version of these terms, which defines the "A" as "Abilities", and the "O" as "Other characteristics", which generally captures any individual difference characteristics not well suited for the Knowledge, Skill, or Ability categories, including interests, values, temperaments, and personality attributes (Brannick, Levine, & Morgeson, 2007).

Culture-General Elements of REC Proficiency

Culture-general factors, often referred to as cross-cultural competence or 3C, are an important foundation for military performance in cross-cultural settings (Hajjar, 2010). These factors consist of the core attitudes, skill sets, and knowledge base that facilitate adaptation to multiple culturally diverse contexts over time. Selmeski (2007) indicates that cross-cultural competence generally entails an understanding of other people's ways of thinking and acting, the conversion of this knowledge into action, and a balance between specialization and generalization. Abbe et al. (2007) also underscore the importance of developing these general factors, conceiving of cross-cultural competence as an individual capability that contributes to intercultural effectiveness *regardless* of the particular intersection of cultures. Abbe and colleagues have encapsulated their thinking in a model of cross-cultural competence and intercultural effectiveness. The model focuses on a core set of competencies that enable adaptation to any culture, recognizing that some aspects of cognition, behavior, or affect are particularly relevant in a specific country or region. Abbe (2008) further suggests that the culture-general approach to cultural knowledge acquisition can lead to transferable knowledge structures, which can be particularly beneficial to preparing for future conflicts that may take place in any number of countries or regions.

Hajjar (2010) outlines five core reasons why cross-cultural competence is important in contemporary military operations: (1) effectively leveraging the military's inherent diversity requires service members to exhibit cultural understanding, appropriate attitudes, and relevant skills; (2) military operations and operational plans benefit enormously from insights generated by strategists with cross-cultural competence; (3) working effectively with different Department of Defense (DoD) and government agencies requires adequate cross-cultural competence; (4) predicting, understanding, and influencing the behavior of diverse people in other cultures is more likely to occur when service members engage them using a strong foundation of cross-cultural competence; and (5) cross-cultural competence enhances the cohesion and effectiveness of multinational and coalition operations. Echoing these points, Rothstein (2006) suggests that intercultural skills are fundamentally needed to successfully plan and execute the art of war. This entails working with allies and coalition partners in peace and conflict, ensuring overseas bases operate effectively, and living overseas as de facto ambassadors of the US.

Much of the literature we reviewed as the basis for the competency model developed for this report described cross-cultural competence as reflecting a combination of knowledge, skills, abilities, attitudes, and affect/motivation (Abbe et al., 2007; Abbe, 2008; Abbe & Halpin, 2010; Kamorski, 2005; Hardison et al., 2009). What precisely comprises cross-cultural competence, however, remains ambiguous and open to debate. Since research and inquiry in this domain gained momentum in the late 1990s, a growing list of terminology has developed. This has led to some confusion by assigning a variety of different names to constructs meaning largely the same thing (Kamorski, 2005). Selmeski (2007) lists over 10 different terms that represent overlapping, but not identical, constructs related to cross-cultural competence[2]. He suggests that underlying these varied terms are four basic categories: (1) awareness, appreciation, understanding, and expertise, (2) literacy and terrain; (3) astuteness, adaptability, and savvy; and (4) competence and intelligence.

[2] The terms listed by Selmeski (2007) include: cultural *savvy*, cultural *astuteness*, cultural *appreciation*, cultural *literacy* or *fluency*, cultural *adaptability*, cultural or human *terrain*, cultural *expertise*, cultural *competency*, cultural *awareness*, cultural *intelligence*, and cultural *understanding*.

In summary, REC proficiency captures both regional expertise - capabilities that enable service members to understand and operate within a specific culture, as well as cross-cultural competence, or a set of competencies that provide service members with the breadth to operate proficiently across a variety of cultures. As such, cross-cultural competence can be viewed as an important complement to language skills and regional knowledge in producing proficient performance in cross-cultural situations (Abbe et al., 2007). Taken together ***we can define Regional Expertise and Culture (REC) Proficiency as the mastery of culture-specific and culture-general competencies that enable successful mission performance in cross-cultural settings***.

In the following section, we identify the competencies relevant to REC proficiency and describe the initial model we developed.

Identifying the REC Competency Model

A *competency* can be defined as a measurable pattern of knowledge, skills, abilities, or other characteristics (KSAOs) that individuals need to successfully perform work roles or functions and that can be shown to differentiate performance (Mirabile, 1997; Rodriguez et al., 2002; Schippmann, et al., 2000; Spencer, McClelland & Spencer, 1994; Tabet, 2003). In essence, competencies are characteristics that distinguish between high and low performers – in this case, high and low performance in cross-cultural settings.

Identifying the REC competencies and developing the competency model involved reviewing existing background information to develop the initial model, conducting interviews and focus groups to obtain subject matter expert (SME) input, and applying the SME feedback to make final changes to the model.

Review of Background Information

In order to identify all relevant REC competencies, we began by reviewing DoD Instruction 5160.70 (June 12, 2007), "Management of DoD Language and Regional Proficiency Capabilities," which identifies a series of proficiency levels, from novice to expert, that describe regional proficiency knowledge and skills. This document identifies six regional proficiency skill levels that were based on discussions with experienced military SMEs, and describe a variety of cultural capabilities and experiences required by service members. A summary of key elements represented in these proficiency levels can be seen in Table 1. In essence, they reflect regional knowledge, critical thinking, and communication skills, which includes foreign language skill.

To build on these elements, we also reviewed the LREC CBA report. This report was useful in terms of providing background and context information as well as increasing our familiarity with the types of missions and tasks for which Joint Planners identify regional proficiency requirements. Other useful background reports included: (1) Office of the Under Secretary of Defense (Personnel and Readiness) (OUSD (P&R)) (January, 2005), "Defense Language Transformation Roadmap," which lays out a comprehensive roadmap for achieving the full range of language capabilities necessary to support defense strategy, and (2) CJCSI 3126.01 (February 11, 2008), "Language and Regional Expertise Planning," which provides policy and procedural guidance that supports the SecDef Language Transformation Roadmap.

Material from the scientific and military literature on competencies and requirements relevant to cross-cultural competence was also extremely useful for providing background and

Table 1.

Competencies Included in Existing LREC Levels (DoD Instruction 5160.70)

LREC Domain	Competency
Regional Knowledge	History
	Physical geography
	Political geography
	Cultural geography (demographics, language, religions local social norms, values, beliefs, behaviors, etc.)
	Country/regional political dynamics
	Relationship between U.S. and country/region
	U.S. strategic and operational objectives in the country/region
Critical thinking	Ability to think critically/problem solve about the country/region
	Ability to conduct critical analysis regarding the country/region
	Synthesis of cultural elements to application of national power across the full range of military operations
Communication	Oral communication
	Presentation skills
	Skill in the local language
	Able to communicate with local people
	Written communication about the region

context as well as suggestions for specific person attributes relevant to competency requirements. We located these materials with keyword searches, primarily using the Defense Technical Information Center (DTIC) online, Google, and PDRI's own library of technical reports containing relevant existing competency models. Using these search tools, we identified several research reports and articles related to understanding and developing cross-cultural competency (see references noted with "*"). We reviewed these in detail, noting the kinds of KSAOs scholars and other SMEs propose are related to effective performance in cross-cultural settings. The work linking these KSAOs to cross-cultural competence represents a mix of empirical and theoretical evidence. In either case, we gave greater emphasis to military sources since the nature of service member engagements with other cultures is quite different from those experienced by other populations who work overseas (e.g., students, Peace Corps volunteers, diplomats, expatriates, etc.), and while the cross-cultural competence elements are likely to remain consistent across cultures and populations, the regional expertise elements may not be consistent.

Using this combined background information, we developed an initial list of draft competencies, which was a highly iterative process. First, we listed a set of five broad domains of characteristics: knowledge, skills, abilities, attitudes, and motivation. Then, we sorted a more comprehensive list of narrower elements into each of these categories, noting from which source we identified the specific element. Table 2 shows the results of this exercise. The elements listed in this table comprised the basis for developing a first draft of the competency model.

Table 2.

Relevant REC competences identified from literature review

Type of Characteristic	Name of Competency	Description	Source[1]
Knowledge	Cross-cultural schemas or frameworks	Dimensions of cultural variability (e.g., norms and values, GLOBE dimensions, frameworks describing kinship, politics, and religion) that describe the culture of a given region or group; cross-cultural characteristics that influence the way individuals behave.	Abbe et al. (2007); Abbe (2008); Abbe & Halpin (2010); Ross & Thornson (2008); Hardison et al. (2009); Lewis (2006); Kamorski (2005); Hajjar (2010); Russell et al. (1995)
	Cognitive complexity	Increasing complexity in understanding of culture in general as well as of specific cultures; ability and willingness to update cultural knowledge.	Abbe et al. (2007); Abbe (2008)
	Cultural and regional awareness/ understanding – own	Working knowledge, awareness, and understanding of own culture; insight into own beliefs, values, and behaviors; insight into how viewed by others; applying this understanding to gain knowledge of another culture.	Abbe (2008); Cerami & Boggs (2007); Caligiuri et al. (2011); Hajjar (2010); Lewis (2006); McFarland (2005); Kamorski (2005); Ross & Thornson (2008); Rothstein (2006); Russell et al. (1995); U.S. Army (2009)
	Cultural and regional awareness/ understanding – other	Working knowledge, awareness, and understanding of other cultures; Knowing and being able to use factual information about a region or country's economic, political, and religious history, as well as its current economic, religious, and political issues.	Abbe et al. (2007); Ross & Thornson (2008); Kamorski (2005) ; Cerami & Boggs (2007); Rothstein (2006) ; U.S. Army (2009); **Hardison et al. (2009)**; Russell et al. (1995)
	Self-initiated learning	Taking the initiative to learn more about the country, culture, or language than was provided in training; to like learning about other cultures.	Caligiuri et al. (2011); Hardison et al. (2009); Russell et al. (1995)

Type of Characteristic	Name of Competency	Description	Source[1]
Skills	Verbal and non-verbal Communication	Sending and understanding spoken and unspoken information about mood, intent, status, demeanor, and message; improvising and using novel methods to communicate.	**Hardison et al. (2009)**; **Russell et al. (1991)**; McFarland (2005); Lewis (2006); Beckno (2006)
	Language usage	Language usage in terms of expectations people have about conversation.	Caligiuri et al. (2011); Russell et al. (1995)
	Foreign language	Speaking, writing, reading, and understanding a non-English language; devoting effort to maintain and improve language skills; developing language skills beyond "survival" level; taking the initiative to facilitate communication when it can benefit the situation.	Hardison et al. (2009); Williams (2006); Rothstein (2006); Russell et al. (1995); **Russell et al. (1995)**
	Interpersonal	Communication and relationship-oriented skills: flexibility, respect, listening, relationship building, self-control under stress, sensitivity to host country issues, conflict resolution, negotiation.	Abbe et al. (2007); Abbe (2008); Abbe & Halpin (2010); Ross & Thornson (2008); U.S. Army (2009); Russell et al. (1995)
	Establishing credibility, trust, and respect	Using credibility, trust, and respect to improve locals' perception of and respect for Americans and the U.S. military and showing them that Americans will not betray their trust.	Hardison et al. (2009)
	Applying appropriate social etiquette	Knowing and being able to use the etiquette (customs, conventions, norms, manners, traditions, gender-specific rules, etc.) called for in a given situation in a given location; blending into the cultural setting by adopting local customs.	Hardison et al. (2009); Russell et al. (1995)
	Negotiating with others	Bargaining successfully with locals for supplies or resources, reaching compromise solutions with locals that are agreeable to both sides, and forming mutually beneficial partnerships with locals; applying cultural knowledge about how others perceive and communicate during negotiation; promoting cooperation through interactions.	**Hardison et al. (2009)**; Abbe (2008); Beckno (2009); Caligiuri et al. (2011); Williams (2006); Hajjar (2010); U.S. Army (2009); Russell et al. (1995)

Type of Characteristic	Name of Competency	Description	Source[1]
	Resolving conflict/ Mediation	Preventing, managing, defusing, and otherwise resolving conflicts between locals, as well as between Americans and locals.	**Hardison et al. (2009)**; Hajjar (2010); Abbe (2008)
	Influencing others	Involves changing locals' opinions or behavior, convincing them to follow one's leadership willingly, providing them with guidance or leadership, persuading them to go along with or accept an idea, and influencing or persuading them to behave or act in a certain way; using an understanding of others' ways of thinking and operating.	**Hardison et al. (2009)**; Hajjar (2010); Caligiuri et al. (2011); U.S. Army (2009); Russell et al. (1995)
	Establishing authority	Covers actions needed when exercising judicial and/or law enforcement powers, controlling or restricting the behavior of locals, ordering compliance from locals, or demonstrating that one is in charge.	Hardison et al. (2009)
	Use of situational cues	Use situational cues to determine when and how culture is relevant.	Abbe & Halpin (2010)
	Gathering and interpreting observed information	Watching locals interact with both each other and with U.S. military personnel to learn what produces positive and negative reactions in both cases; observing behaviors to gather insights on how one is being treated and how to treat others.	**Hardison et al. (2009)**; **Lewis (2006)**; U.S. Army (2009)
	Media awareness		Beckno (2009)
Attitudes	Cultural awareness	Understanding and appreciating differences among cultures; sensitivity to unique challenges cultural differences can create.	Rothstein (2006)
	Cultural sensitivity	Non-ethnocentrism, tolerance, sensitivity; acceptance of diverse cultures.	Abbe et al. (2007); Abbe (2008); Lewis (2006); U.S. Army (2009); Russell et al. (1995)

Type of Characteristic	Name of Competency	Description	Source[1]
	Acknowledging cultural differences	Recognizing that own cultural lens can alter how we perceive others.	Kamorski (2005); U.S. Army (2009)
	Respecting cultural differences	Respecting locals' values, opinions, mindset, and recognizing that stereotypes should be avoided and not used as the basis for opinions.	Hardison et al. (2009)
	Tolerance	Tolerance for ambiguity and deviations from accepted norms.	Caligiuri et al. (2011); Lewis (2006); Ross & Thornson (2008); Russell et al. (1995); U.S. Army (2009)
Abilities	Assess impact of actions	Ability to anticipate second and third-order effects of actions.	Jandora (2006); Abbe (2008)
	Flexibility/adaptability	Willingness and ability to recognize, understand, and work effectively across cultures; adjusting behavior or cognitive frames of reference in response to situational cues.	Abbe et al. (2007); Abbe (2008); Abbe & Halpin (2010); Caligiuri et al. (2011); Lewis (2006); U.S. Army (2009); Russell et al. (1995)
	Changing behavior to fit cultural context	Adapting one's behavior to match and/or complement the behavior of locals, avoiding American practices that may be offensive in certain settings, and behaving in ways that might be awkward for an American but are necessary to fit in with the culture.	Hardison et al. (2009)
	Perspective taking/frame switching	Seeing events as another person sees them; seeing a situation from different perspectives.	Abbe et al. (2007); Ross & Thornson (2008)
	Empathy	Ability to feel/think as another person feels/thinks and to be open-minded about other value systems and beliefs (does not mean adopting values of another culture, only being sensitive to them).	Abbe et al. (2007); Lewis (2006); Ross & Thornton (2008); Russell et al. (1995)
	Perceptual acuity	Ability to observe and interpret cultural information encountered through one's own experiences.	Abbe (2008)

Type of Characteristic	Name of Competency	Description	Source[1]
	Sensemaking	Persistence to stay engaged in the process of making sense of unfamiliar social events and situations in dissimilar cultures; recognizing and making sense of cultural paradoxes.	**Ross & Thornson (2008);** Abbe et al. (2007); Abbe (2008)
	Meta-cognition	Having knowledge of and control over one's cognitions	Ross & Thornson (2008)
Motivation	Need for closure	Motivation to find immediate answers and solutions and to resist any new information that conflicts with those answers.	Abbe et al. (2007); Ross & Thornson (2008)
	Self-regulation	Includes emotion regulation, stress management, and coping.	Abbe et al. (2007); Abbe (2008); Ross & Thornson (2008)
	Managing stress in an unfamiliar cultural setting	Being able to recognize and deal with stress resulting from a lack of language skills, an inability to understand cultural norms, and feeling like a "fish out of water" because of cultural and ethnic differences; setting an example of culturally-appropriate emotional control in context of confrontation or hostility.	Hardison et al. (2009); Russell et al. (1995)
	Motivation for culture and language training and education		Abbe (2008)
	Social initiative	Willingness to communicate in cross-cultural settings; interest in people and liking to be around them.	Abbe et al. (2007); Russell et al. (1995)
	Willingness to engage/openness to experience	Extent of an individual's interest in and drive to adapt to new cultural surroundings	Caligiuri et al. (2011); Ross & Thornson (2008)

Note. [1]Sources shown in bold provided the primary language for the variable description.

We took a hierarchical approach to model development, which involved combining groups of related competencies into a smaller number of "mega competencies" (e.g., combining verbal and nonverbal communication with language usage to form a mega competency labeled *communication),* resulting in a smaller number of mega competencies at a higher level, with each defined by several more specific competencies. With successive reviews of the literature and reports, as well as reviewing existing relevant competency models, the number, kind, and definition of each of the draft competencies evolved. For each competency, we drafted a label and an associated definition that described the unique combination of KSAOs that contributed to that competency.

An important issue was to ensure that the list of competencies was sufficiently comprehensive, yet remained fairly manageable in number and specificity. Throughout the editing and revision process, competencies were combined and split at various points to achieve a balance between comprehensiveness and parsimony. This process continued until the draft list was reasonably stable and ready to be reviewed by the military SMEs in a series of focus groups. Table 3 shows the first draft version of the competency model.

Conducting SME Focus Groups

Once the draft competency model was developed, focus groups were conducted at three locations with the goal of gaining SME input regarding the appropriateness and comprehensiveness of the draft REC competency model. The first two focus group sites were combatant commands (COCOMs) that provided a mix of personnel from different services and different elements of their planning community. The third location was an Army Civil Affairs Battalion that provided personnel experienced at executing the actual missions and tasks that require REC proficiency.

In total, 49 personnel participated in the focus groups. Information about their demographic background is shown in Table 4. As a whole, the group was mostly male (92%), and predominantly commissioned officers (64%), owing to the emphasis on personnel in COCOM planning positions. All personnel had been deployed, with most deploying to Operation Iraqi Freedom (OIF) and/or Operation Enduring Freedom (OEF) (90%), and others deploying for missions such as Operation Unified Response (Haiti). Almost one fourth of those deploying for OIF/OEF had deployed there four or more times.

Participants were asked to review each of the 33 competencies shown in Table 3 and the groups discussed questions such as:

- Is this competency important for the missions you plan/conduct?
- Does the definition make sense?
- Does this overlap with another category we have discussed?
- Does the name make sense?

They were also asked to assess the model as a whole and indicate whether they thought the list of competencies seemed complete. Facilitators tried to gauge from participants whether any competencies were missing and/or whether any should be dropped.

Table 3.

Draft competency model developed from literature review

Mega Competency	Competency	Competency Definition
Regional/ Cultural Knowledge	Acquiring Cultural Knowledge	Demonstrates the ability to uncover underlying knowledge about a culture; is motivated to make sense of inconsistent information about social rules and norms; continually learns and updates own knowledge base as new situations are encountered (e.g., knowledge of language, values, beliefs).
	Knowledge of Cultural Variability	Can describe and assess how cultures vary according to general dimensions (e.g., individualism-collectivism, power distance); understands how each dimension can influence a particular culture's thinking and behavior; applies this knowledge to help understand cultural similarities and differences.
	Knowledge of the Operational Environment	Can describe and assess U.S. national security interests in country/region, U.S. command relationships, the population, the enemy and other antigovernment forces, the higher commander's intent, and how the press is a part of the operational environment.
	Physical Geographic Knowledge	Can describe and assess the natural features of the country/region, such as land formation, climate, currents, and distribution of flora and fauna; uses knowledge to demonstrate interest in and willingness to put forth effort into learning about a culture.
	Applying Regional Knowledge	Acquires and applies knowledge of factual information about a country/region's past and current social, political, and military structure, economy, belief system, and national security situation; uses knowledge to demonstrate interest in and willingness to put forth effort into learning about a culture.
Critical/ Strategic Thinking	Strategic Agility	Uses logic, analysis, synthesis, creativity, and judgment to gather and evaluate multiple sources of information and knowledge to make decisions and assess the impact and secondary effects of U.S. actions in the region; establishes a course of action to accomplish a long-range goal or vision;
	Forecasting Trends	Anticipates future consequences and trends, and recognizes strategic opportunities in the international geopolitical system; assesses the potential role for military power in terms of current and future national security policy.
Cultural Adaptability	Cultural Perspective-Taking	Demonstrates an awareness of own cultural assumptions, values, and biases, and understands how the U.S. is viewed by members of another region/culture; applies perspective-taking skills to detect, analyze, and consider the point of view of others; takes cultural context into consideration when interpreting environmental cues.

Mega Competency	Competency	Competency Definition
	Cultural Sensitivity	Accepts that cultural differences exist for values, beliefs, and norms, and is free from prejudices about other cultures; is sensitive to individual diversity (e.g., cultural, race, gender, disabilities); demonstrates a willingness to adapt own communication and behaviors to be compatible with cultural norms.
	Learning through Observation	Gathers and interprets information about people and surroundings to increase awareness about own treatment and how to treat others; adjusts behaviors in response to situational cues and demonstrates proper modes for interaction (e.g., according to customs, norms, traditions, gender-specific rules).
Foreign Language	Foreign Language Grammatical Skill	Demonstrates the ability to use the forms of the language (sounds, words, and sentence structure).
	Foreign Language Discourse Skill	Demonstrates the ability to understand and create forms of the language longer than sentences, such as stories, conversations, or correspondence.
	Foreign Language Sociolinguistic Skill	Demonstrates the ability to use language appropriately in different contexts; expresses, interprets, and negotiates meaning according to culturally-derived norms and expectations.
	Foreign Language Strategic Skill	Demonstrates the ability to compensate for lack of ability in any of the other foreign language areas (e.g., able to substitute words, manages social situations when the rules of etiquette are unclear).
Communication	Nonverbal Communication	Interprets and uses a range of acceptable behaviors and display rules, and understands how different methods of nonverbal communication (e.g., facial expressions and gestures, personal distance, sense of time) are relevant in different contexts; is sensitive to and follows norms about assertiveness in communicating.
	Verbal Communication	Speaks clearly, understandably, and patiently in order to avoid language and cultural misunderstandings; expresses self well in groups and in one-on-one conversations, taking audience and type of information into account; uses tone of voice to increase target interest and reinforce communication goals; tracks and reacts appropriately to audience responses.
	Written Communication	Uses correct grammar, punctuation, and spelling when preparing written materials; conveys written information in a clear, concise, and well-organized manner; written communication is targeted to the level of the intended audience.

Mega Competency	Competency	Competency Definition
	Listening	Listens carefully to others, paying close attention to the speaker's point of view, thoughts, feelings, and perceptions; builds rapport and trust by attending to the comments and questions of others, conveying genuine understanding and interest; seeks additional clarifying information when necessary.
	Interpreter Utilization	Conveys intended message through the use of an interpreter; recognizes and monitors interpreter's delivery of message to ensure it is being communicated as intended.
Interpersonal Savvy	Interpersonal Skill	Develops and maintains positive rapport by showing respect, courtesy, and tact with others; understands and interacts effectively with a variety of people, including those who are difficult, hostile, or distressed; relates and adjusts well to people from varied backgrounds in different situations; uses interpersonal skills to overcome language barriers when necessary.
	Social Initiative	Takes a genuine interest in people and engages with them proactively; displays a willingness to communicate and interact with others from different countries, regions, and cultures.
	Conflict Management	Recognizes and works to constructively manage conflicts, confrontations, or disagreements without giving in to demands that could undermine personal or mission goals; is knowledgeable about the use of different conflict resolution approaches; preserves good relationships and trust between individuals/groups after conflict episodes have concluded.
	Influencing Others	Understands others' ways of thinking and operating and uses this knowledge to apply appropriate influence techniques that are consistent with social norms and role expectations; applies influence techniques authentically and flexibly; succeeds in establishing authority, changing others' opinions or behavior, and convinces them to follow leadership or guidance willingly.
	Negotiation	Negotiates successfully for supplies, resources, and information, reaching mutually beneficial agreements that treat all parties fairly and preserve relationships; understands the key objectives and motives of other parties; understands how perceptions, individualism, punctuality and pace, relationship building, and language affect cross-cultural negotiation; appropriately adjusts negotiation style to the situation.
	Leveraging Diversity	Respects, understands, and values differences (e.g., cultural, race, gender, disabilities) to achieve mission goals; utilizes diversity of backgrounds and talents to achieve goals.

Mega Competency	Competency	Competency Definition
Self-Regulation and Coping	Coping and Stress Management	Demonstrates self-control in cross-cultural settings, particularly when under stress (e.g., stays calm under pressure, effectively handles frustration and ambiguity, acts as a calming influence); uses appropriate coping strategies when faced with unexpected cultural differences; avoids adopting stress-induced perspectives and opinions that overly simplify culture.
	Situation Management	Adjusts and deals with unpredictable and crisis situations; shifts focus appropriately, responds decisively, and takes reasonable action.
	Emotion Regulation	Demonstrates the ability to enhance or reduce emotions as needed; empathizes with others' emotions without personally adopting them.
	Self-Confidence	Displays a high degree of self-confidence in own intercultural capabilities.
Systems Awareness	External Awareness	Understands and keeps up-to-date on local, national, and international policies and trends that affect the organization and shape stakeholders' views; is aware of the organization's impact on the external environment. Identifies and understands economic, political, and social trends that affect the organization.
	Organizational Awareness	Knows the organization's mission and functions, understands how the organization's social, political, and technological systems work and operates effectively within them; this includes the programs, policies, procedures, rules, and regulations of the organization.
	Building Strategic Networks	Develops collaborative information and knowledge sharing networks and builds alliances with colleagues and counterparts within and/or across the organization, other government/private organizations, or host/foreign nation organizations.
	Systems Thinking	Understands how variables within a system interact with one another and change over time. Applies this understanding to solve complex problems and drive integration.

Table 4.

Demographic Characteristics for Focus Group Participants

Variable	N	%
Gender		
- Male	45	91.84
- Female	4	8.16
Hispanic descent		
- No	38	77.55
- Yes	11	22.45
Race		
- Asian	1	2.04
- Black	4	8.16
- White	40	81.63
- Other	4	8.16
Military or Civilian rank/grade		
- O3 (CPT)	6	13.33
- O4 (MAJ)	10	22.22
- O5 (LTC)	12	26.67
- O6 (COL)	1	2.22
- E7 (SFC)	5	11.11
- E8 (MSG)	2	4.44
- Government	8	17.78
- Contractor	1	2.22
Times deployed in OIF/OEF		
- 0	5	10.20
- 1	9	18.37
- 2	17	34.69
- 3	6	12.24
- 4+	12	24.49

Integrating SME Feedback

On the whole, the competencies in the model seemed to resonate with the planners. SMEs provided numerous recommendations for synthesizing, prioritizing, and reorganizing them. All competencies were deemed important; however, SMEs recommended that some individual competencies within each mega-competency be combined due to overlap. For example, within the Regional/Cultural Knowledge mega-competency, it was suggested that *awareness of cultural differences, ability to acquire cultural knowledge*, and *applying this knowledge* were all elements of the same competency but represented different facets or different levels of proficiency, with *awareness* representing the lowest proficiency, and *applying the knowledge* representing a higher level of proficiency. Similar suggestions were made for competencies within the other mega-competency domains.

Another point of discussion among SMEs was the degree to which the competencies were specific to REC proficiency, or whether they were required more broadly for success in the military in general – for example, competencies such as influence or negotiation. In other words, if the competency was one that was generally required for success as a military leader, should it be included in the REC competency model that focuses specifically on REC proficiency? SMEs had different opinions on the matter, but based on the SME input as a whole as well as discussions within the project team, it was determined that competencies with the potential for broader application would be included in the model if they could be defined specifically in terms of their value for effective REC proficiency.

The input from the SME focus groups resulted in the project team reviewing the entire set of existing competencies in terms of: (1) whether some represented the same competency but at different proficiency levels, and (2) ensuring that the competency definitions specifically highlighted their relevance to REC proficiency. This feedback was extremely useful because it suggested ways in which the overall number of competencies could be reduced to a more parsimonious model and underscored the importance of ensuring their explicit relevance to REC proficiency.

In addition to these changes, one new competency was identified for inclusion in the model based on the focus group discussions. SMEs indicated that leaders who were effective in multicultural and deployment settings would ensure that their subordinates, and unit as a whole, were appropriately prepared with respect to cultural competence, ensuring they were trained appropriately and tracking and maintaining their capabilities. This concept was added to the competency model and labeled *Organizational Cultural Competence*.[3]

One final change was made to the draft model, this one regarding the *Foreign Language* mega-competency. While the foreign language competencies were viewed as relevant to regional proficiency, the government determined that because clear guidelines existed regarding the dimensions of foreign language capability and their application in the planning process, this competency would not be included in the final model. Again, this was not because it was not relevant; rather, it was not included because it was sufficiently covered in the planning process already.

Following the review and modification process, the final draft model contained 12 competencies that were rationally arranged under three domain titles: Core, Regional/Technical, and Leader Functions (see Table 5). These three domains were created to reflect differences in the nature of the competencies, such that competencies in the Core domain were culture-general, or 3C competencies, that serve as a useful foundation for regional proficiency. The Regional/Technical domain contains competencies that are specific to either a given geographic region or to certain technical fields. The third domain, Leader Functions, contains competencies that are important for military personnel as they move into leader positions, and generally continue to increase in importance as one's rank or position (e.g., Commander) increases. These are not proposed as a hierarchical model, such that competence in the Core domain would have to be achieved before competence in the Regional/Technical domain, etc.; however, it is likely that building one's capability in certain competencies facilitates building capability in others.

[3] It should be noted that this competency is highly different from the construct often labeled *organizational culture,* which refers to the norms and values of an organization (e.g., see Hofstede & Hofstede, 2005).

Table 5.

Competency Model for Validation

1.0 Core	2.0 Regional/Technical	3.0 Leader Functions
1.1 Understanding Culture	2.1 Applying Regional Information	3.1 Building Strategic Networks
1.2 Applying Organizational Awareness	2.2 Operating in a Regional Environment	3.2 Strategic Agility
1.3 Cultural Perspective-Taking	2.3 Utilizing Interpreters	3.3 Systems Thinking
1.4 Cultural Adaptability		3.4 Cross-Cultural Influence
		3.5 Organizational Cultural Competence

Based on the definitions developed for each competency, the project team developed 5 to 10 example behaviors relevant to each competency in the model (see Appendix A). These behaviors are then used as markers of the competency being measured during the survey validation.

Competency Model Validation

With the completion of the initial REC Proficiency model, the next phase of the project required developing a survey to collect validation data from a broader sample of military personnel. In line with best practices for competency model development, we created a survey to capture a quantitative judgment from service members regarding the importance of these competencies in the job they held during their last deployment. Shifting to a survey format as opposed to conducting additional focus groups enabled us to: (1) capture quantitative data, and (2) capture input from a larger and broader sample of military personnel. The primary objective of the survey was to identify any behaviors and/or competencies that did not meet the required threshold for importance and remove those from the final model.

Method

Sample. Current or recently retired members of the Air Force, Army, Marines, and Navy were eligible to respond to this survey if they met the following qualifications: (1) they had deployed overseas in the last five years and held jobs while deployed that required cross-cultural interactions, or (2) they indicated that they held a job in the last five years that required a moderate to high degree of cross-cultural requirements even though they had not been deployed.

The final sample included 788 subjects who were predominantly male (85%) and Caucasian (62.9%). The sample also included 16.2% who self-reported their ethnicity as “other” or selected multiple options, as well as 14.5% African American, 3.3% Asian, 1.8% Native Hawaiian or Pacific Islander, and .9% Native Alaskan or American Indian. The gender and

ethnicity representation is generally similar to that in the service populations, although that varies from one service to the next.

Figure 1 shows the representation in the sample by service, with the majority of respondents from the Army (66.5%), followed by the Navy (20.7%), Marines (11.2%), and Air Force (1.6%). This suggests overrepresentation of Army personnel and underrepresentation of Air Force personnel. With respect to rank, the sample consisted of 16.8% Officers, 80.5 % Enlisted, and 2.7% Warrant Officers. Tables 1 and 2 in Appendix B provide additional details regarding the demographics of the sample.

With regard to sampling, it is important to note that this sample was not drawn using a scientific sampling method. Because our current goal is to determine the entire family of competencies that are relevant to REC proficiency across the services, and not to identify the distribution of these beliefs in order to make inferences about the larger population, the benefit of doing this was deemed small compared to the challenge of accomplishing it. Our goal is to determine if the competencies and behaviors belong or do not belong in the broad REC Proficiency model. Subsequent work can determine whether only specific competencies apply to any given group or members of a group, at which point the representativeness of the sample will become increasingly important. We believe that these data will give us an accurate picture of the suite of REC proficiency competencies and the results will provide a model that generally applies across services.[4]

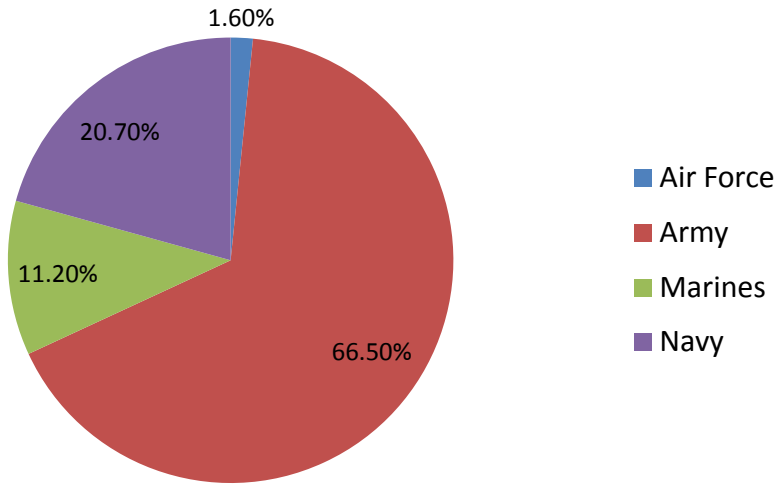

Figure 1. Parent service affiliation of the participating sample.

Measures. The validation survey was an electronic survey with two sections: the first section captured demographic and experience information that included questions regarding their current job, deployment history, and REC experience on their most recent deployment. The

[4] The exception to this is the Air Force, which was not adequately represented in this sample and would still require a validation survey.

second section provided definitions of key terms, such as “competencies,” “regional expertise and culture (REC),” and “cross cultural competence,” and instructions for completing the competency ratings. Respondents were instructed to rate the importance of the competencies and behaviors for the most recent job they performed that required REC skills.

The following response scale was provided:

- Not Needed at all for effective performance
- 1 = Not Important for effective performance
- 2 = Slightly Important for effective performance
- 3 = Moderately Important for effective performance
- 4 = Very Important for effective performance
- 5 = Extremely Important for effective performance

If a respondent indicated that a competency was *Not Needed* for effective performance of their job, a skip pattern was invoked such that they would not be asked to indicate the importance of the behaviors that corresponded to that competency. Respondents also had the opportunity to add in free form comments regarding the competencies or other aspects of the survey if they desired.

Procedure. The survey was distributed to potential respondents via a link at the end of the Defense Equal Opportunity Management Institute’s (DEOMI) organizational climate survey, which is called DEOCS. The benefit of using this approach was the potential to reach large numbers of potentially eligible personnel. After completing the DEOCS, respondents were asked to assist the Defense Language Office by completing the voluntary survey. Those who chose to participate were directed to the web-based survey; this solicitation encouraged participation. To encourage respondents' honesty and openness, they were reminded that their responses would not be included in the DEOCS report; that they would be kept confidential; and would only be reported as summary statistics in the final report. The benefit of using this approach was to reach large numbers of potentially eligible personnel. The one exception to this, however, was Air Force personnel; typically, Air Force units use the Unit Climate Assessment, so those Air Force personnel who did participate were most likely assigned to a Joint or other similar staff position. Attempts were made to acquire additional Air Force, as well as Navy and Marine respondents, but they were not successful within the time available for the survey data collection period. Every attempt was made to ensure a high response rate, including distributing official messages encouraging participation, and extending the questionnaire completion time-frame.

Results & Discussion

There were 936 total respondents to the REC survey. An initial step of the analysis process was to screen respondents based on pre-established inclusion criteria. The target respondents were individuals who had either deployed in the last five years and had interacted with host national personnel a few times per week or more, or individuals who had not deployed in the last five years, but had jobs with REC requirements that were at least moderately important. If participants met these requirements, their ratings were included in the data analyses. The total number of participants meeting these criteria was 788.

Analyses examined competency and behavior ratings to determine if they should remain in the competency model. A competency or behavior was considered to be essential to the model if it met two criteria. First, it had to be rated as *Not Needed* by less than 50% of respondents, and

second, the item had to receive a mean Importance Rating of at least 3.00 ("Moderately Important for effective *performance*").

***Examining* Not Needed *Responses*.** We first examined the competency and behavior ratings to identify any that received 50% or greater responses of *Not Needed*. Across all competencies and behaviors, the percent of people rating each competency as *Not Needed* ranged from 5.6% for Applying Organizational Awareness to 18.2% for Organizational Cultural Competence. The percentage of Not Needed responses for each competency was well under the industry standard threshold of 50% to keep the competency in the model. The pattern of *Not Needed* responses across the competencies is noteworthy, however, and supports the distinction of the three broad competency domains we identified - Core, Regional/Technical, and Leader. The four Core Competencies - Understanding Culture, Applying Organizational Culture, Cultural Perspective Taking, and Cultural Adaptability – were the competencies with the fewest ratings of Not Needed, suggesting that these Core Competencies were relevant to a greater number of service members. A greater number of respondents rated the Regional/Technical Competencies as *Not Needed*, and the greatest number of respondents rated the Leadership Competencies as *Not Needed*. This is in line with the concept that the Core Competencies represent foundational competencies in this domain. Results for each competency can be seen in Figure 2, with additional details in Tables 3 and 4 of Appendix B.

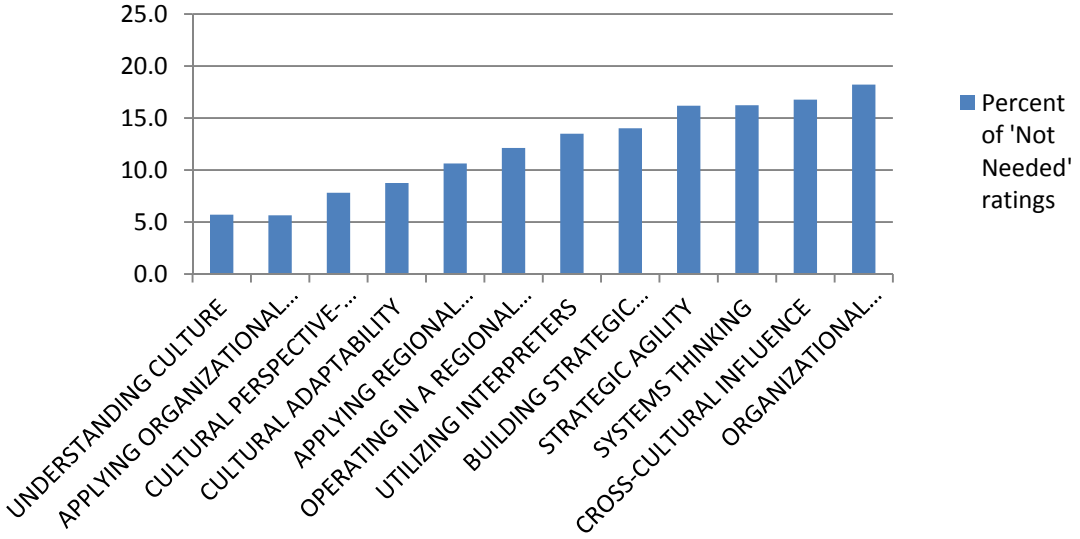

Figure 2. Percent of Not Needed responses for each competency.

We also examined the response patterns of each individual with respect to their *Not Needed* responses, and found that 72.7% of the respondents (n=573) did not use the *Not Needed* category at all. Another 18.3% (n=144) of respondents only used the *Not Needed* response for 25% or fewer of the competencies and behaviors, 3.5% (n=28) used it for 26 to 50% of the ratings, 3.5% (n=27) used it for 51 to 94%, and 2% of the respondents (n=16) used the *Not Needed* response for all of the ratings.

There were 26 individuals who used the *Not Needed* response 90% of the time or more. Since such frequent use of the *Not Needed* response was unexpected, given that we had branched people out of the survey if they did not have contact with people from other cultures on their deployments, we examined the jobs these individuals held, which included jobs such as: administrative clerk, aviation maintenance administrative specialist, CES tech, dog handler, fire support specialist, heavy equipment operator, horizontal construction engineer, imagery analyst, instructor, mechanic, motor transport operator, parachute rigger, utilities equipment repairer, and wheeled vehicle mechanic. It is possible these individuals incorrectly answered the question regarding the level of interaction they had with people from another culture, or perhaps the people with whom they interacted had adapted greatly to fit within the U.S. culture at the military base.

Importance Ratings. We next computed the means and standard deviations for all competencies and behaviors, removing respondents who had indicated the item was *Not Needed* on their job. Thus, the mean importance ratings reflect the level of importance of a competency or behavior only for those that indicated it was needed. Again, all competencies and behaviors met the minimum importance rating criterion, exceeding a mean of 3.0 in every case. The average Importance Rating across all competencies and behaviors was 3.73, with the mean importance ratings for the competencies ranging from 3.64 for Cultural Perspective Taking to 3.91 for Utilizing Interpreters. Mean importance ratings for each competency can be seen in Figure 3. For the behaviors, importance ratings ranged from 3.36 to 3.94. The sample size, mean, and standard deviation for the importance ratings are presented for each competency and behavior in Tables 5 and 6 of Appendix B.

We examined the mean importance ratings across the services and across ranks. Mean importance ratings provided by the Marines in the sample were consistently lower for every competency and behavior than those provided by the Army and Navy. Differences in mean importance ratings provided by the Army and Navy fluctuated but were small in magnitude (see Table 8 of Appendix B). With respect to rank, officers consistently rated competencies and behaviors somewhat higher than enlisted respondents, though the magnitude of differences remained small (see Table 9 of Appendix B). Within the officer and enlisted subgroups, increasing levels of rank did not show any clear patterns with importance ratings.

These results indicate that all competencies and behaviors met the inclusion criteria and were therefore retained in the model. The support found in the survey results for the model likely reflect the extensive effort and revisions involved in the development of the competencies and behaviors prior to the survey.

Responses from Non-deployed Personnel. There were 65 respondents who had not deployed overseas in the last 5 years, but nevertheless, rated REC proficiency as moderately to extremely important for their job. Curiously, these respondents rated each competency and each behavior as more important than those respondents who had been deployed. We computed an independent sample t-test to determine if there were significant mean differences in those who had deployed versus those who had not deployed. No significant subgroup differences were found for any of these variables across any of the competencies and behaviors. Since there were large differences between the sample sizes for each group, however, it was likely that the homogeneity of variance assumption of the t-test was violated. Therefore, we pooled the variance across groups and re-ran these analyses with the pooled variance term. These analyses

revealed many significant differences in importance ratings between deployed and non-deployed groups. In each case, ratings furnished from non-deployed individuals were significantly higher than those obtained from deployed individuals.

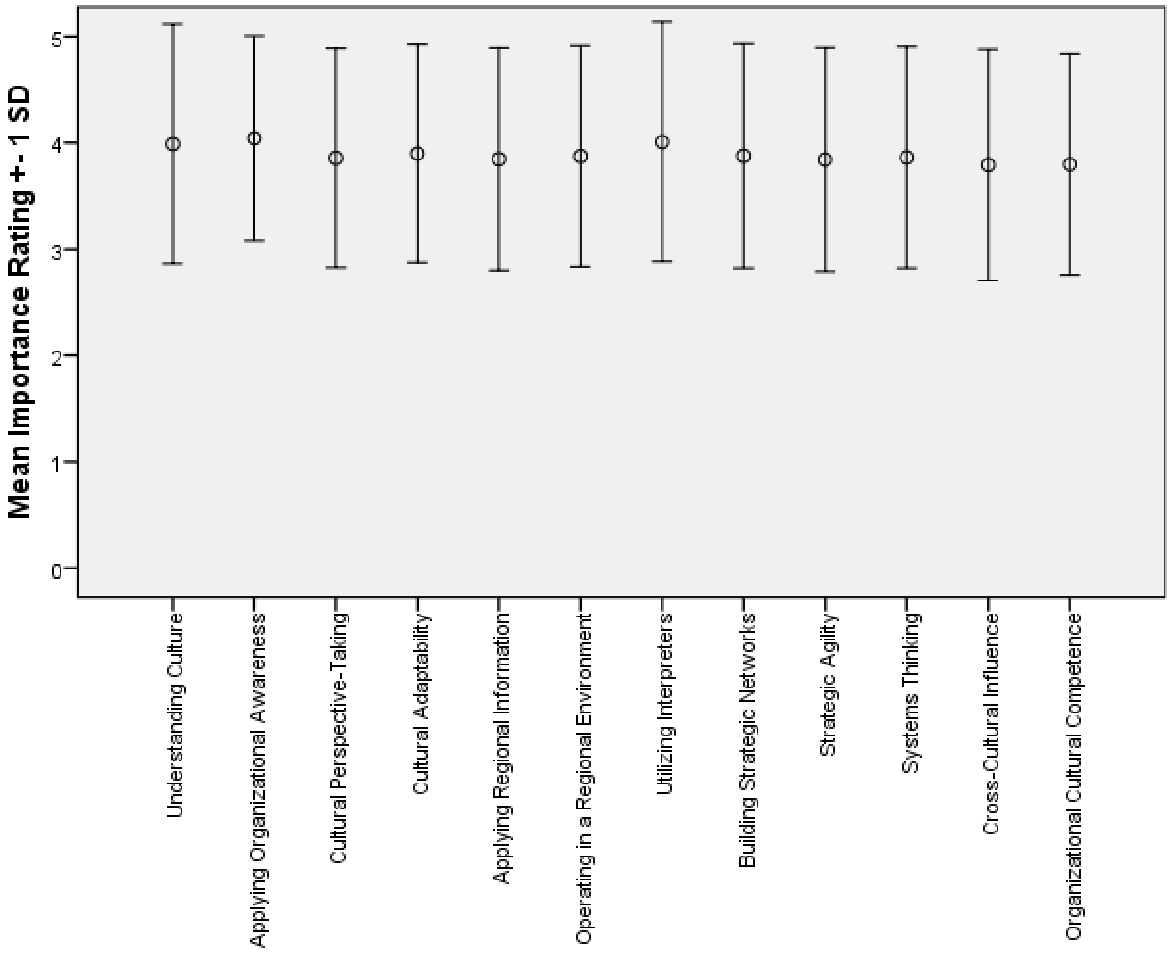

Figure 3. Mean importance ratings for each competency

A review of their job positions indicated that the non-deployed individuals came from a variety of diverse jobs such as: air traffic controller, medic, surgeon, charge nurse, emergency trauma nurse, school manager, intelligence analyst, language analyst, ground analyst, parachute rigger, as well as many others. These non-deployed individuals may have reported high REC requirements for their jobs due to an OCONUS assignment, a great deal of diversity that existed within their unit or at their home station, or possibly due to some type of error.

Sample of Comments. At the end of the survey we asked participants to provide comments or feedback about the survey or about the competencies. Most survey respondents did not include comments. For those that included comments, the most common comments were complaints about the length of the survey or unrelated issues. Aside from these comments, the other comments generally stated the importance of REC proficiency, described positive effects

of REC proficiency on the mission, and/or made suggestions for training and development. The comments found in Table 6 represent the various issues that were raised.

Table 6.

Sample Comments from Validation Survey

Comments
"As an Intelligence Analyst I have learned over the years to put more emphasis on Cultural Intelligence. I have deployed to Central and South America, West Africa, and Iraq. Understanding Culture is the quickest way to understand how a potential adversary will react in a given situation."
"Cultural competency needs to be extended down to the lowest levels early in our careers. If strategic goals and objectives are to be met, and if tactics at its lowest level affects the final outcome, it is too important to ignore."
"I strongly support and believe in REC, I have seen it save soldiers [sic] lives!"
"It may take a thousand rights to erase one wrong."
"Many low level troops still do not see the value of winning over the locals. They do not understand the fastest and simplest way to do that is to demonstrate to the locals you respect them and have a small understanding of there [sic] beliefs and history. You don't have to know alot [sic] of it. You get alot [sic] of credit with them for knowing anything at all. Or even just trying to."

Summary

The objective of the survey was to verify the content validity of the proposed REC proficiency model using a broad sample across the services. Results confirmed that each competency and each behavior was important and should be kept in the model. A follow-up validation using an Air Force sample could confirm the relevance of the model to Air Force REC proficiency. With the competencies and associated behaviors confirmed, we were able to use these behaviors to create contextualized proficiency level descriptions for each competency. The proficiency model with contextualized proficiency levels can be seen in Appendix C.

This model can serve as the foundation from which to identify specific resourcing requirements. In the next section we discuss the tool we developed to assist COCOM planners in identifying REC proficiency requirements for future missions.

Developing a REC Tool for Planners

Planners must identify the regional expertise and culture requirements expected for future missions to enable the services to train and resource appropriately. This entails identifying both the types of capabilities or skills required – that is, the competencies, and the level of capability or skill required, called proficiency levels.

As part of planning exercises organized by the Joint Staff and held at each COCOM, planners from the COCOM are provided with a hypothetical mission and asked to specify LREC tasks and proficiency requirements. Planners that participate are from the COCOM staff planning sections.[5] LREC proficiency requirements are rated separately for language (L) and for regional expertise and culture (REC). There are four dimensions of language that are rated: listening, reading, speaking, and writing. These are rated on a scale from 0 to 5 based on the current language rating guidelines.[6] Previously, REC proficiency was rated based only on the scale provided in DoDI 5160.70, Management of DoD Language and Regional Proficiency Capabilities, which provided planners with six skill levels:

DoDI Regional Proficiency Skill Levels

0+	Pre-Novice
1	Novice
2	Associate
3	Professional
4	Senior Professional
5	Expert

In the DoDI 5160.70, each of these skill levels is accompanied by a description of some of the specific capabilities and experiences required at that skill level; however, the descriptions provided were not sufficiently detailed, organized, or consistent to enable planners to reliably identify REC mission requirements. The Joint Staff was in the process of updating the CJCSI 3126.01 and requested an improved method for assessing REC proficiency requirements. The REC competency model we developed was able to provide a solid foundation for both the detail and structure needed to improve the REC assessment process.

It was necessary to provide a rating tool very quickly for the COCOM exercises, and was also necessary to keep the number of ratings they needed to make to a minimum, given the large quantity of judgments the planners would be making during the exercise. The decision was made to have the planners rate the three rationally-derived competency domains rather than the entire set of 12 competencies. This incurred a loss of specificity since only the three broad domains were rated, yet this compromise was needed to make the rating task feasible. Therefore, the three competency domains – Core, Regional/Technical, and Leadership – were used as the REC dimensions during the planning process. Planners were provided with a definition for each of the domains to use as a reference tool during the planning exercise (see Table 7). They could

[5] For additional information regarding these planning exercises, please see Joint Chiefs of Staff (2009).
[6] The Department of Defense uses the Interagency Language Roundtable (ILR) descriptions at http://www.govtilr.org/ to determine the appropriate proficiency level required for a given job.

also refer to the detailed competency descriptions and associated behaviors as presented in Appendix A.

In addition to the description of the competency domains, planners were provided with a general description of three levels of proficiency: Basic, Fully Proficient, and Master (see Table 8). Thus, planners had to determine what level of proficiency (Basic, Fully Proficient, or Master) was required for each of the three competency domains (Core, Regional/Technical, Leadership) for each task identified in the plan.

Table 7.

Competency Domain Definitions

Competency Domain	Definition
Core	These are competencies required by personnel in an organization, regardless of job series or rank, to perform effectively in cross-cultural environments. Core competencies provide consistency and common language to describe the requirements needed for successful performance. Core competencies require understanding the different dimensions of culture and how cultures vary, as well as understanding one's own organization's mission and functions within a multi-cultural environment. Individuals must demonstrate an awareness of their own cultural assumptions, values, and biases, and understand how the U.S. is viewed by members of other cultures. They must gather and interpret information about people and surroundings and adjust their behavior in order to interact effectively with others.
Regional/ Technical	These competencies provide greater detail about the requirements needed by personnel to operate effectively in a specific region of the world or in a certain job. Regional/technical competencies require an understanding of the cultural requirements needed to operate in a specific region of the world, or in a certain job. This includes demonstrating knowledge about the components of culture for a specific region and understanding key cultural values, behaviors, beliefs, and norms for the area. Individuals must be able to describe, assess, and apply country and/or region-specific information into plans, actions, and decisions and effectively convey intended messages to persons of another culture through the use of an interpreter.
Leadership	Leader function competencies are additional competencies required by personnel in leadership positions in order to effectively perform in cross-cultural environments, including building and maintaining the cultural competence of their subordinates. Leader competencies require building alliances and developing collaborative networks, applying influence and negotiation techniques consistent with local social norms, and understanding how joint, coalition, and non-state actors in the regional system interact with one another and change over time. Applying this knowledge in planning, decision making, and problem solving and assessing the impact and secondary/tertiary effects of U.S. actions in the region are also important.

Table 8.

General Proficiency Level Descriptions

Proficiency Level	Description
Basic	• Demonstrates a basic awareness of concepts and processes. • Applies the competency in the simplest situations. • Individuals operating at this level of proficiency require close and extensive guidance.
Fully Proficient	• Demonstrates thorough understanding of core concepts and processes. • Applies the competency in routine and non-routine situations. • Individuals operating at this level of proficiency work independently with minimal guidance and direction.
Master	• Demonstrates extensive depth and breadth of expertise in advanced concepts and processes. • Applies the competency in highly complex and ambiguous situations within and across disciplines. • Individuals operating at this level of proficiency serve as an acknowledged authority, advisor, and key resource across the agency.

As an example, planners would be given a hypothetical mission for which to plan, and they would identify LREC tasks relevant to the mission, such as assisting the host nation with populace and resource control. Planners would then indicate what type of unit would execute the task and rate the language and REC proficiency required. The LREC ratings might be:

Mission Task: Assist host nation in populace and resource control

Regional Expertise and Culture Activity: Conduct key leader engagements

Ratings for each Competency Domain:

Competency Domain	Planner Rating
Core:	Fully Proficient
Regional/Technical:	Fully Proficient
Leader Function:	Basic
Language:	1L/0R/1S/0W

The pattern of proficiency ratings across the three competency domains can be referred to as a *REC rating profile* – in this case the REC rating profile is *Fully Proficient, Fully Proficient, Basic*.

In addition to identifying these rating profiles, we were tasked with linking these profiles to the original six DoDI 5160.70 skill levels. Toward that end, we developed a draft set of initial linkages between the REC rating profiles and the six DoDI 5160.70 skill levels, using various logical combinations of proficiency ratings across the three REC Competency Dimensions.

Developing and Testing REC Rating Profiles in COCOM Planning Sessions

In order to establish the linkage between REC rating profiles and the DoDI 5160.70 skill levels, we first developed a set of logical profiles based on the descriptions of the skill levels in DoDI 5160.70. We then obtained data from two different sets of COCOM planning exercises conducted by the Joint Staff at each of the six geographic COCOMs: AFRICOM, EUCOM, CENTCOM, SOUTHCOM, NORTHCOM, and PACOM. Our goal was to use data from the first set of planning exercises to identify commonly used proficiency profiles, and compare those with the draft profiles we initially generated. With the data from the second set of planning exercises, we replicated our previous findings, and made final recommendations regarding the REC proficiency profiles for planners.

COCOM Planning Exercises. In the COCOM planning exercises, participants at each COCOM were asked to rate the language and REC requirements associated with REC activities identified for a specific mission and task. The ratings were associated with the individual activities, so these activities represented our unit of analysis (i.e., rather than mission or task level statements). It should be noted that the same activity often appeared multiple times within a COCOM and a single mission task. Each entry was considered unique because the associated rating was made for a different region, level, and/or performance objective. Also, the activities were generated by the participants, so they differed somewhat from one COCOM to the next, although overlap did exist.

Participants rated each activity using the three competency domains that comprise the REC model: Core, Regional/Technical, and Leader Functions. Each activity was rated for the level of proficiency required for each competency domain (proficiency levels can be seen in Table 8). Participants could also choose NA, or not applicable, if one of the competency domains was thought to not be relevant for a particular activity. Across the many activities that were rated in this exercise, a series of REC rating profiles was generated based on the planners' perceived REC requirements of the activities.

Initial Results. Initial data analyses were exploratory, and involved filtering the data for each REC competency domain at different proficiency levels and identifying the most commonly used profiles. Many different combinations of the three REC domains (Core, Regional/Technical, and Leader Functions) and proficiency levels (basic, fully proficient, master, and NA) were used in the planning exercise; however, analyses showed that raters relied most heavily on six combinations, summarized in Table 9.

These six core profiles accounted for between 59% and 85% of the rated activities, fluctuating by COCOM. Next, we added to these counts additional REC profiles based on the ones we initially identified. Table 10 shows the expanded set of profiles that was tested. The profiles in Table 10 accounted for 81% - 99% of the activities, again fluctuating by COCOM. Because EUCOM, NORTHCOM, and PACOM still showed quite a few activities with profiles that were not being counted, we looked for additional 'ad hoc' profiles that could account for the remaining activities, and identified an additional five profiles. Once these were included, we were able to account for almost all the profiles used to rate activities in the first set of mission planning exercises. The final frequencies accounted for between 95% and 100% of the rated activities.

Table 9.

Most Commonly Used REC Proficiency Profiles

	REC Proficiency Profiles		
	Core	**Regional/ Technical**	**Leader Functions**
1	Basic	Basic	NA
2	Basic	Basic	Basic
3	Fully Proficient	Fully Proficient	Basic
4	Fully Proficient	Fully Proficient	Fully Proficient
5	Master	Fully Proficient	Fully Proficient
6	Master	Master	Master

Note: Profiles should be interpreted horizontally across each of the six rows shown.

Table 10.

REC Profiles Associated with DODI 5160.70 Skill Levels

DODI 5160.70 Skill Levels	**Proficiency Required for each Competency Domain**		
	Core	**Regional/ Technical**	**Leader Functions**
0+	Basic	N/A	N/A
(Pre-Novice)	***Basic***	***Basic***	***N/A***
	Basic	***Basic***	***Basic***
1	Basic	Basic	Fully Proficient
(Novice)	Basic	Fully Proficient	Basic
	Fully Proficient	Basic	Basic
2	Basic	Fully Proficient	Fully Proficient
(Associate)	Fully Proficient	Basic	Fully Proficient
	Fully Proficient	***Fully Proficient***	***Basic***
	Fully Proficient	***Fully Proficient***	***Fully Proficient***
3	Fully Proficient	Fully Proficient	Master
(Professional)	Fully Proficient	Master	Fully Proficient
	Master	Fully Proficient	Fully Proficient
4	Fully Proficient	Master	Master
(Senior	Master	Fully Proficient	Master
Professional)	***Master***	***Master***	***Fully Proficient***
5 (Expert)	***Master***	***Master***	***Master***

Note: Profiles should be interpreted horizontally across each of the six rows shown**;** Table entries shown in ***Bold Italics*** represent the six initial proficiency profiles

Table 11 shows the number of times planners at the COCOMs used each of the different REC profiles. For the pre-novice, novice, associate, and professional skill levels, the core hypothesized profiles were by far the most heavily used by the raters. However, raters across all COCOMs very rarely used any of the profiles associated with the senior professional or expert levels. It is not entirely clear why this may be the case, as presumably there are REC activities that would require personnel operating at the fully proficient to master level of proficiency. It is possible that the activities rated in this particular mission planning exercise simply did not require more advanced levels of proficiency. Nevertheless, the main finding from analyses conducted with the first set of exercise data is that we were able to successfully identify a set of REC proficiency profiles that account for the majority of ratings given to the activities associated with mission planning exercises across all six COCOMs. Moreover, a sub-set of six profiles account for over half the ratings provided by each COCOM.

Follow-Up Analyses. When we acquired data from the second set of planning exercises, our goal was to replicate the initial analyses and, to the extent necessary, modify the profiles. PDRI received a second set of data with language and REC proficiency ratings from a new set of mission planning exercises held at each of the six COCOMs. These data were gathered about a year after the first set of exercises and were independent from the initial data. The planning exercises were conducted according to the same methodology, and raters were given the same instructions for how to make their ratings. A different set of activities was rated within each COCOM, although some overlap did exist.

Because the REC proficiency profiles had already been established in Phase I, we proceeded by simply identifying the frequency counts for each profile. We decided *a priori* that if these predetermined profiles did not account for at least 80% of the activities rated (given that they accounted for 95% or more of the activities rated in Phase I), then we would try to identify a new sub-set of profiles specific to the follow up data. Results for the second analyses are shown in Table 12.

One noticeable difference between the two datasets is the much larger number of unique activities rated in the second set. There was also a wide range of variation in the number of rated activities across COCOMs, ranging from 333 (NORTHCOM) to 7093 (AFRICOM). Nevertheless, similar to the first analyses, the six core profiles accounted for between 59% and 89% of the activities rated. When the broader range of profiles was included (i.e. those in Table 10), this increased to between 84% and 98% of the activities rated. Lastly, when ad hoc proficiency profiles were included – including the five ad hoc profiles from the first analyses as well as one new one, *NA-NA-NA*, we were able to account for between 98% and 100% of the activities rated. The *NA-NA-NA* was added for several activities in AFRICOM, CENTCOM, and SOUTHCOM that were rated as such. It is not clear why this rating profile was used, as it suggests that the activity being rated does not have REC requirements. However, because it *was* used we included it here to be comprehensive.

Table 11.

Frequency counts of REC profiles use by COCOM and DODI 5160.70 skill levels – First Planning Exercises

DODI 5160 Skill Levels	Proficiency Profiles	COCOM (Unique Activities)					
		AFRICOM (791)	EUCOM (617)	CENTCOM (430)	SOUTHCOM (617)	NORTHCOM (527)	PACOM (157)
Pre-Novice	B-NA-NA	32	0	0	26	0	0
	NA-B-NA	2	0	0	0	0	0
	NA-NA-B	0	0	0	0	0	0
	**B-B-NA*	*487*	*105*	*14*	*6*	*57*	*4*
Novice	**B-B-B*	*88*	*170*	*41*	*181*	*39*	*18*
	FP-B-B	0	12	87	15	11	14
	B-FP-B	67	72	16	19	37	0
	B-B-FP	0	24	0	22	0	0
Associate	B-FP-FP	0	24	0	18	0	10
	FP-B-FP	8	12	50	22	0	0
	**FP-FP-B*	*18*	*64*	*163*	*102*	*33*	*17*
Professional	*FP-FP-FP*	*78*	*23*	*33*	*181*	*182*	*59*
	FP-FP-M	0	6	10	15	32	4
	FP-M-FP	0	0	0	0	20	0
	M-FP-FP	*0*	*0*	*5*	*0*	*0*	*0*
Sr Professional	**M-M-FP*	0	0	0	0	0	0
	M-FP-M	0	0	0	0	0	0
	FP-M-M	0	6	0	0	0	0
Expert	**M-M-M*	*0*	*0*	*0*	*0*	*60*	*1*
	Sum Hypothesized Profiles	**671**	**362**	**256**	**470**	**371**	**99**
	% of Total	**85**	**59**	**60**	**76**	**70**	**63**
	Sum All Profiles	**780**	**518**	**419**	**607**	**471**	**127**
	% of Total	**99**	**84**	**97**	**98**	**89**	**81**
Ad hoc profiles	B-FP-NA	0	6	0	0	0	8
	FP-B-NA	2	0	0	0	12	6
	FP-M-B	0	0	0	0	16	0
	FP-FP-NA	0	84	0	0	0	9
	M-FP-NA	0	6	0	0	0	0
	Ad Hoc Sum	2	96	0	0	28	23
	% of Total	0	16	0	0	5	15
	Grand Sum	**782**	**614**	**419**	**607**	**499**	**150**
	% of Total	**99**	**100**	**97**	**98**	**95**	**96**

Note: Rows shown in italicized text reflect the six core hypothesized proficiency profiles. B = Basic, FP = Fully Proficien t, M = Master, NA = Not Applicable.

Table 12.

Frequency counts of proficiency profile use by COCOMs and DODI 5160.70 skill levels – Follow-up Analyses

DODI 5160 Skill Levels	Proficiency Profiles	COCOM (Unique Activities)					
		AFRICOM (7093)	EUCOM (504)	CENTCOM (3021)	SOUTHCOM (2456)	NORTHCOM (333)	PACOM (2206)
Pre-Novice	B-NA-NA	340	0	18	82	5	39
	NA-B-NA	47	0	0	0	0	0
	NA-NA-B	0	0	0	7	0	0
	**B-B-NA*	*3717*	*93*	*65*	*30*	*20*	*120*
Novice	**B-B-B*	*1026*	*120*	*274*	*753*	*43*	*305*
	FP-B-B	10	10	369	45	11	96
	B-FP-B	529	60	87	83	0	26
	B-B-FP	0	20	0	92	0	8
Associate	B-FP-FP	0	24	0	54	0	134
	FP-B-FP	32	0	220	92	0	0
	**FP-FP-B*	*398*	*123*	*901*	*414*	*37*	*284*
Professional	**FP-FP-FP*	*596*	*16*	*317*	*636*	*146*	*679*
	FP-FP-M	1	6	50	69	16	102
	FP-M-FP	4	3	0	0	0	0
	M-FP-FP	0	0	308	0	0	12
Sr Professional	**M-M-FP*	*16*	*0*	*24*	*0*	*0*	*0*
	M-FP-M	0	0	0	0	0	0
	FP-M-M	0	5	0	0	0	0
Expert	**M-M-M*	0	0	203	0	49	40
Sum Hypothesized Profiles		**5753**	**352**	**1784**	**1833**	**295**	**1428**
	% of Total	**73**	**70**	**59**	**75**	**89**	**65**
	Sum All Profiles	**6716**	**480**	**2836**	**2357**	**327**	**1845**
	% of Total	**95**	**95**	**94**	**96**	**98**	**84**
Ad hoc profiles	NA-NA-NA	157	3	57	56	6	28
	B-FP-NA	91	6	22	0	0	42
	FP-B-NA	8	0	12	0	0	76
	FP-M-B	0	0	0	0	0	0
	FP-FP-NA	114	10	32	0	0	201
	M-FP-NA	5	0	0	0	0	0
	Ad Hoc Sum	375	19	123	56	6	347
	% of Total	5	4	4	2	2	16
	Grand Sum	**7091**	**499**	**2959**	**2413**	**333**	**2192**
	% of Total	**100**	**99**	**98**	**98**	**100**	**98**

Note: Rows shown in italicized text reflect the six core hypothesized proficiency profiles. B = Basic, FP = Fully Proficient, M = Master, NA = Not Applicable.

In sum, the follow up analyses provided a very robust replication of the initial findings. Again, the six core proficiency profiles were the most heavily used for rating activities, particularly at the pre-novice, novice, associate, and professional skill levels. Unlike the initial analyses, the hypothesized profiles for the senior professional and expert skill levels were used by several COCOMs, assumedly due to the nature of the activities rated; the activities rated in the second set of planning exercises were judged as having more senior level skill requirements. It should be noted that as the missions and tasks were classified, we looked only at the REC activities and ratings, and not the specific mission tasks. While this does make the assumption that the COCOM planners were well qualified to identify REC activities and ratings for the mission tasks, it seems that it would be a reasonable assumption, and it is an assumption that each one of the COCOMs and the Joint Chiefs of Staff make as well.

Together, data from these analyses show that the three REC competency domains, Core, Regional/Technical, and Leader, can be used to make REC proficiency ratings, providing a viable alternative to using the current DoDI 5160.70 skill levels alone for planning purposes. Using the REC competency domains and proficiency levels provides a tool for planners to make reliable and accurate ratings, and increases the depth of information available to the services to use this information to man, train, and equip the force for future missions. In order to capture an initial evaluation of the planning tool, we captured participant reactions to the tool at two of the COCOM planning sessions. These reactions are discussed in the following section.

Planner Feedback

Following two of the six COCOM planning workshops, 18 planners responded to a brief survey regarding the usefulness of the REC competency rating tool in facilitating their planning activities in the second set of workshops. These planners represented Army, Navy, and Marines, and were either members of the active duty military, or retired active duty members who were now working as government civilians or contractors. Although it was a small and preliminary sample, results were generally positive. Of those responding, a majority (67%) reported that the REC competencies were slightly easy or very easy to understand and 78% reported that the proficiency levels were slightly easy or very easy to understand, although one planner commented that he/she did not believe all the planners understood each of the leadership competencies. Most respondents (89%) indicated that the competencies and proficiency levels were somewhat, moderately, or extremely useful.

One potential area of concern is that only 56% of the participants agreed or strongly agreed that the competencies and proficiency levels were comprehensive, although only 11% actually disagreed – the remaining 33% indicated that they were unsure. One planner indicated that he/she would have liked to be able to differentiate more among the REC competencies than just among the three competency domains. At an extreme level of specificity, planners could use all 12 REC competencies to rate REC proficiency requirements; however, as stated previously this would be a highly time consuming task, and not very reasonable to include in the planning exercise. An excellent follow-on research project could conduct a series of investigations to determine empirically the best way to combine the 12 competencies into a fewer number of higher order categories. This would result in a rating scheme that is empirically-derived and would facilitate reaching an optimal balance of specificity in the ratings with efficiency in the number of ratings.

Assessing Regional Proficiency Competencies

The primary goal of this project was to develop a tool for COCOM planners that provides them with an improved ability to determine and communicate REC requirements during the mission planning process. The tool that was developed can be seen in Appendix D. This tool identifies the critical REC competencies for planners, and organizes them to create a set of REC profiles that link back to the proficiency levels described in DoDI 5160.70. The next step is ensuring that the services can take the requirements they are issued from the planners and develop, train, and prepare their forces for future REC mission requirements. A key element of doing this successfully requires knowing service members' current level of proficiency on each competency as well as their target level of proficiency. One possible way to assess service members' REC proficiency levels is using supervisor's ratings utilizing a behavioral anchored rating scale (BARS) (Smith & Kendall, 1963). When using a BARS scale, evaluation is based on the description (e.g., an interview) or demonstration of behaviors (e.g., rating of actual performance) critical to job success or failure. The benefit of BARS is that they focus explicitly on behaviors that are determined to be important for completing a job task or doing an activity properly, rather than looking at more general employee characteristics (e.g. personality, vague work habits). A preliminary example of BARS based on the REC competency model is provided in Appendix E. Note that these BARS are competency-based scales and an individual's rating on the scale indicates his or her level of proficiency from Novice to Expert for that competency; these are not performance ratings scales, which would need to be developed to reflect the individual's level of performance with respect to expectations for their given position. Also, while these scales have content validity, we have not collected data using these scales and their psychometric properties have not yet been evaluated.

This section of the report provides insight into the tools that can be developed to assess service members on REC competencies. We will first provide an overview of available assessment methods, discuss factors to consider in choosing a method, and provide recommendations specifically for the assessment of REC competencies.

Assessment Methods

A large variety of assessment methods exists, and they range from tests and interviews, to simulations such as work samples and situation exercises. Tests tend to measure discrete KSAOs, and can be classified either by their content (e.g., KSAOs such as intelligence, personality, integrity, or physical ability) or by how they are administered (e.g., speed vs. power tests; paper-and-pencil vs. performance tests). Work samples and situational exercises tend to measure broader competencies, and vary according to both their content and the degree of fidelity with which they represent the work involved (e.g., paper-and-pencil low fidelity simulations vs. actually performing a task as one would on the job). Lastly, interviews also tend to measure broader competencies, and they vary according to degree of structure (i.e., amount of procedural variability across people being interviewed). Thus, selecting an assessment method requires determining whether it will be best to measure the REC attributes at the broad level of the REC competencies, or at the more specific level of the knowledge, skills, abilities and other characteristics that together comprise each REC competency.

It is likely that some mix of these two approaches will provide the most comprehensive picture of a service member's standing on the various REC competencies. For example,

simulation-based methods are useful because they offer insight into how different competencies are manifested as observable actions across a set of realistic scenarios. By contrast, other assessment methods that focus on specific KSAOs are useful because they shed light on the specific KSAOs that combine to form the more complex behaviors observed during simulations. By assessing specific KSAOs, it is possible to achieve a more specific understanding of the causes of behavior in given situations. We will consider both of these approaches in making recommendations.

In designing an assessment approach, it is important to weigh several considerations, which jointly affect the choice of specific assessment methods. The most important assessment criteria to consider are the following (Pulakos, 2005; OPM, 2007):

- *Validity* – the extent to which the assessment method is useful for predicting subsequent job performance.
- *Adverse impact* – the extent to which protected group members (e.g., minorities, females, and individuals over 40) score lower on the assessment than majority group members.
- *Development costs* – the amount and type of resources required to develop an assessment, in terms of time, money, and technical expertise.
- *Administration costs* – the amount and type of resources required to administer an assessment, in terms of time, money, staff, equipment, facilities, and information technology support.
- *Applicant/participant reactions* – the extent to which assessment participants react positively or negatively to the method(s) used.

These factors affect the extent to which the different methods are more or less feasible and/or useful in a given situation. Table 13 rates several assessment methods with respect to these criteria.

Evaluating Assessment Methods

When selecting an assessment method or process involving multiple methods, it is important to acknowledge that there is rarely a single, clear choice. Rather, each of the different methods has its own advantages and disadvantages, and there are important tradeoffs and implications involved in using different types of assessment methods. This is especially the case when using multiple different methods together. Therefore, each of the evaluation criteria outlined above should be examined with respect to the specific assessment situation in question. Only then will it become more evident what individual method or combination of methods should be used to make inferences about the individuals being assessed. We next briefly discuss the considerations and implications associated with each of the evaluation criteria.

Validity. By far the most important consideration in evaluating an assessment method is its validity. The term validity refers to whether or not the method provides useful information about how effectively someone will perform once observed on the job. If there is no relationship between how someone performs on the assessment and then subsequently on the job, the assessment cannot be considered useful. In this sense, it lacks what is known as criterion-related validity. The most commonly used measure of criterion-related validity is a correlation (or

Table 13.

Summary of assessment methods on four evaluation criteria

	Assessment Evaluation Criteria			
Assessment Method	**Validity**	**Adverse Impact**	**Development & Administration Costs**	**Applicant/Participant Reactions**
Personality tests	Moderate	Low	Moderate/low	Less favorable
Cognitive ability tests	High	High (against minorities)	Moderate/low	Somewhat favorable
Integrity tests	Moderate to high	Low	Moderate/low	Less favorable
Job Knowledge tests	High	High (against minorities)	Low/low	More favorable
Biographical data (Biodata) inventories	Moderate	Low - high for different types	High/low	Less favorable
Accomplishment records	High	Low	Moderate/moderate	More favorable
Structured interviews	High	Low	Moderate/high	More favorable
Physical fitness tests	Moderate to high	High (against females & older workers)	High/high	More favorable
Situational judgment tests	Moderate	Moderate (against minorities)	High/low	More favorable
Work samples and simulations	High	Low	High/high	More favorable
Assessment centers	Moderate to high	Low to moderate, depending on exercise	High/high	More favorable
Physical ability tests	Moderate to high	High (against females & older workers)	High/high	More favorable

Note: sources of information for this table are Pulakos (2005) and OPM (2007).

validity) coefficient. Correlation coefficients range in absolute value from 0 to 1.00. A correlation of 1.00 indicates that two measures (e.g., assessment scores and job performance

ratings) are perfectly related. By contrast, a correlation of 0 indicates that two measures are essentially unrelated.

Assessment methods that organizations typically use tend to have validities (or correlation coefficients) in the .30 - .50 range (Biddle, 2005). Even though these values are quite a bit less than the maximum possible validity of 1.00, assessments with validities in this range nevertheless provide very useful and valuable information about individuals' standing on the KSAOs or competencies in question. Any assessment that provides individual scores that reflect test performance can be examined with respect to criterion-related validity (i.e., how those scores relate to subsequent performance). This is in contrast to other forms of validity, for which usage is more restricted.

A second type of validity is *content validity*, which involves demonstrating that an assessment provides a complete and direct measure of how well someone will actually perform on the job. Usually, this requires translating job analysis information into work sample tasks that closely mirror what is expected in terms of actual job performance. Evidence for content validity is often gathered via expert judgments, which serve to document that the assessment does indeed measure the content of the job. Unlike criterion-related validity, content validity can *only* be used to validate assessments that provide a direct measure of how individuals perform job tasks (i.e., the actual content of the job). It is very useful for assessments such as work sample tests, but less so for tests like cognitive ability, personality, or biodata inventories. This is because these tests measure KSAOs that are thought to be related to job performance, but do not measure actual job performance itself.

It is worth noting that all the assessments shown in Table 13 are listed as having at least moderate to high levels of validity. This is not to say that poorly developed assessments with low validity do not exist. However, given that low validity = less utility, there is really no benefit to using an assessment that is not valid, especially when so many other robust assessments are available or could be developed with appropriate expertise.

Adverse Impact. Another important issue that organizations scrutinize with respect to the assessments they use is adverse impact. Adverse impact (AI) can occur against protected demographics groups (e.g., African Americans, Hispanics, females, and individuals over 40), and results in a disproportionately small number of individuals being selected for a job from a protected group compared to the majority group. Although AI issues have posed certain challenges to military personnel selection (see Carretta, 2006), they are not typically as problematic as in other organizational settings. Therefore, AI is only discussed briefly here. Certain kinds of assessments are more prone to demonstrating AI. For example, physical ability tests often produce AI against females for physically demanding jobs. Among those assessments with the highest levels of validity, many also demonstrate high levels of AI (e.g., highly valid cognitive ability tests systematically produce AI against minority groups). On the other hand, assessments that tend to produce lower levels of AI are often associated with lower, albeit still useful, levels of validity (e.g., assessments of softer communication and interpersonal skills). The most important factor is to recognize that there is often a trade-off between these two important criteria – validity and AI. Sometimes, the need for highly useful and accurate data will predominate over preventing AI – this is often the case with critical military jobs. In other instances it may be more desirable to sacrifice some validity to minimize or eliminate AI.

Development and Administration Costs. Beyond considering the psychometric rigor of an assessment, as well as AI concerns, another set of criteria by which to evaluate assessments is the cost involved in their development and subsequent administration. There is enormous variability in both of these criteria, depending on the specific assessment in question. Certain assessments, such as work sample tests, are time and cost intensive both to develop and to administer. This is because exercises are usually designed by two sets of experts: those who know the job and those who can design tests. In terms of administration, work sample assessments may require facilities at which to administer the exercises as well as trained raters to observe and score as participants perform. Moreover, it can take a day or more to conduct an entire set of work sample exercises. Other kinds of assessments, such as multiple-choice paper-and-pencil tests, cost significantly less to develop and administer. For example, a test of a candidate's dependability can be developed without the input of job experts and can be efficiently administered and scored.

Another consideration that will have a great impact on overall cost is whether a test is available commercially or is developed as a customized assessment. A commercially available assessment is convenient in that it can be implemented quickly and is generally kept up-to-date by the publisher. However, licensing agreements can be expensive compared to customized tests which, once developed, are available for ongoing use by an organization without significant additional costs beyond those incurred for development, administration, and maintenance. Still, choosing a customized assessment program does require some specialized technical knowledge, and should not be undertaken without the involvement of experts.

Applicant/Participant Reactions. The reactions of applicants or participants to an assessment method are one final evaluation criterion that is important to consider. Organizations often care a great deal about the impression that recruitment and selection processes leave on prospective employees. This is primarily because positive or negative impressions can affect whether qualified candidates ultimately accept the offer of a job. Although the subject of applicant reactions is ripe for further research, findings to date suggest that assessments perceived to be more relevant for the job in question are also viewed more favorably by candidates. For example, because work sample tests, job knowledge tests, and simulations all reflect actual job tasks and activities as well as knowledge areas required to perform the job, candidates typically report more positive impressions of these assessments. This is compared to more negative impressions of multiple-choice tests, for which the connection to the job may appear considerably more tenuous. A meta-analysis of applicant reactions to different assessments showed that job-relevant assessments are viewed more favorably than cognitive ability tests, which, in turn, are viewed more favorably than personality inventories, integrity tests, and biodata inventories (Hausknecht, Day, & Thomas, 2004).

One factor that has been shown to positively affect reactions to assessments is the inclusion of feedback about how individuals performed and could have performed better (in the case of developmental assessments). Depending on the context in which the assessment is taking place, the provision of feedback may be more or less feasible and an extra expense/investment in time worth considering. In purely selection-driven contexts, offering feedback to any and every candidate could be quite costly and time-consuming. In a development context, feedback may represent an essential element of the overall process.

Other Assessment Considerations. One final, major consideration is that certain individual differences are more malleable than others and can be readily trained or developed.

For example, things like knowledge, skills, and experiences are fairly easy to develop and can be expected to change over time. In contrast, however, characteristics related to personality, cognitive ability, values, interests, and motivation are generally less easy, if not impossible, to change, especially once an individual reaches adulthood. These individual differences remain fairly static over the course of one's life, and attempts to train or develop them are not usually considered fruitful.

This distinction between enduring versus more malleable characteristics has implications for what assessment methods one chooses. For example, the purpose of an assessment may be to identify service members who have the fundamental underlying personality, interest, and motivation characteristics for success in REC contexts. One would assess for these things knowing that they likely cannot be changed, but could be augmented with the appropriate interventions designed to build additional knowledge and skills. Alternatively, one may wish to identify individuals who already possess certain knowledge and can demonstrate skills in specific areas. Whether or not they have a particular profile of underlying stable characteristics may be of less concern.

Based on our combined expertise and experience, the three clusters of competencies in the REC model appear to be reasonably well-suited to being trained or developed. This has much to do with the fact that competencies, by their very nature, represent a mix of KSAOs. Therefore, some component of each competency is likely to reflect knowledge, skills, and experiences, all of which can be further augmented as needed. Nevertheless, other competency components are likely attributable to more underlying, stable characteristics, such as personality, interests, and motivation. Therefore, in identifying an assessment method for the competencies in this model, it is important to consider what information is desired as an outcome of the assessment process, and the relative importance of knowing about more enduring, underlying traits, or gaining a picture of a Service member's current knowledge, skills, and experience. Neither of these options is mutually exclusive, but they do have a bearing on which assessments might be chosen in any given situation.

Recommendations for Assessing Regional Proficiency Competencies

We next turn to providing recommendations for possible assessment methods for each of the three competency clusters in the REC model. In doing so, we weighed the evaluation criteria and associated considerations, and proposed 2-3 different options for assessing the competencies in that cluster. We organize our recommendations at the cluster level, rather than for each individual competency, for the following reasons: (1) the competencies within a cluster are likely to be highly related in terms of the KSAOs that contribute to effective performance, and (2) there should be efficiencies associated with assessing several competencies together using similar methods.

It should be noted that in identifying different assessment methods for each cluster, we gave additional consideration to development and administration costs, recognizing that some situations may call for many service members to be assessed quickly with less expense, whereas in other situations it may be more desirable and prudent to assess a smaller number of personnel using more involved methods (e.g., via interviews and/or simulations). However, given the nature of the REC competencies, it is likely that many or most of the assessments would need to be custom-developed.

Table 14 shows seven assessment methods organized according to whether they represent tests, interviews, or simulations. We did not consider every assessment shown previously in Table 12 because several are not particularly relevant to the domain of regional proficiency (e.g., integrity tests, physical ability/fitness tests). The current set of recommendations jointly considers development and administrations costs, and highlights at least one lower cost and one higher cost option. Lastly, all the methods represented demonstrate at least moderate to high validity.

Core Competencies. The four competencies that comprise the core of the REC model are:

- *Understanding Culture*,
- *Applying Organizational Awareness*,
- *Cultural Perspective-Taking*, and
- *Cultural Adaptability*.

Both Understanding Culture and Applying Organizational Awareness are heavily knowledge-based competencies, whereas Cultural Perspective-Taking and Cultural Adaptability are more skill-based. Three assessment methods are recommended for gathering information about service members' capabilities in these areas. Because these competencies are foundational to regional proficiency, we considered the high likelihood of needing to assess many personnel quickly and efficiently. Therefore, we offer two options that are relatively low cost, and one that is moderate to high in terms of cost. For assessing the Core competencies, we recommend a combination of the following: (1) a knowledge test, (2) a biodata inventory, and (3) a structured interview.

The general purpose of job knowledge tests is to evaluate what a person knows at the time of taking the test. A knowledge test can be used to provide information about what someone currently knows, but cannot indicate whether the individual will be able to learn new material in a timely manner. The latter is more the purview of cognitive ability tests, which can speak to an individual's learning potential. In all likelihood, a knowledge test for assessing REC competencies would be custom-developed to assess knowledge of culture (e.g., core properties, key dimensions, how cultures differ on certain characteristics), as well as knowledge about one's own organization's mission and functions, programs, policies, procedures, rules, and regulations. Questions designed to assess more specialized/technical knowledge could also be incorporated and used to assess aspects of the Regional/Technical competencies in the REC model, administered either as part of the main assessment or as a stand-alone assessment.

The second assessment, a biodata intentory, is based on the measurement principle of *behavioral consistency*, which is that past behavior is the best predictor of future behavior. Biodata measures typically include items about past events, as well as behaviors that reflect personality attributes, attitudes, experiences, interests, skills, and abilities that are known to be associated with effective performance in a particular area. Biodata instruments can be developed to contain a fairly targeted sequence of questions that assess individual differences in specific job-related behaviors of interest – in this case, regional proficiency. For example, a targeted biodata measure could be developed to focus on aspects of Cultural Perspective-Taking and Cultural Adaptabililty. The content would be driven by SME-generated behavioral examples relevant to the specific behavior(s) of interest. Although somewhat costly to develop, a biodata

inventory could be administered to large numbers of service members at fairly low cost and provide a wealth of information specific to several of the Core competencies in the REC model.

The third assessment, a structured interview, is a very widely used method of assessing individuals. The level of structure in an interview depends on the extent to which interviewees are asked the exact same set of pre-defined questions and probes (i.e., follow-up questions), and are assessed using the same indicators of proficiency (e.g., behavioral anchors). An example of these indicators is the BARS shown in Appendix E. Such a scale would likely be tailored for a specific job, type of unit, or level when used to rate behaviors described in an interview. It could also be used to rate actual job performance in a context in which selection is not the primary goal. The content of the questions can be related to past, present, or future behavior, experiences, beliefs, opinions, or attitudes, as well as behavior that is observed in the interview itself (e.g., communication and interpersonal skills). The most common method for developing specific, job-related interview questions is to base them on either situational or behavioral formats, both of which are useful for assessing specific competencies. The former involves the person being assessed describing how they would behave in a particular hypothetical situation. In contrast, behavioral description questions seek specific information about how someone actually behaved in a situation relevant to the competency of interest.

Realistically, a structured interview represents a method best suited for assessing a smaller number of military personnel (given the one-on-one nature of the approach), but one that has the potential to gather considerably more detailed information. The higher costs associated with interviews are typically the result of administration costs rather than those associated with development. With a well-rounded set of questions, however, a great deal can be learned about all four competences at the Core of the REC model, especially Applying Organizational Awareness, Cultural Perspective-Taking, and Cultural Adaptability. The ability to derive specific competency information about how someone did or would behave in certain situations, as well as probe for follow-up information, represents a clear advantage of this approach if used in situations when this level of detailed information is deemed valuable vis-à-vis the cost of developing and conducting the interviews.

Table 14 also shows that personality tests are recommended as an alternative or complementary assessment approach for measuring the four Core competencies. Personality tests are designed to systematically elicit information about a person’s motivations, preferences, interests, emotional make-up, and style of interacting with people and situations. Self-report inventories typically ask people to rate their level of agreement with a series of statements designed to measure their standing on relatively stable personality traits. For example, information about traits such as adaptability, perspective-taking, risk avoidance, empathy, flexibility, openness to experience, self-monitoring, and trust can all be used to generate a profile for predicting who will be successful in contexts that call for REC proficiency.

Both the biodata measure and structured interview are likely to provide some information relevant to personality. However, administering a stand-alone self-report personality inventory, which is favorable in lower cost, mass testing situations, can represent a useful method for gleaning information about a range of relatively enduring individual differences that contribute

Table 14.

Possible Assessment Methods for Assessing Regional Proficiency Competencies

	Competency	***Less Cost/Time Intensive*** ← **Assessment Method** → ***More Cost/Time Intensive***						
		Test				**Interview**	**Simulation**	
		Personality (self-report)	**Cognitive Ability**	**Knowledge Test**	**Biodata Inventory**	**Structured Interview**	**SJT**	**Situation Exercise**
Core	1.1 Understanding Culture 1.2 Applying Organizational Awareness 1.3 Cultural Perspective-Taking 1.4 Cultural Adaptability	X (LC)		**X** **(LC)**	**X** **(MC)**	**X** **(HC)**		
Regional/ Technical	2.1 Applying Regional Information 2.2 Operating in a Regional Environment 2.3 Utilizing Interpreters	X (LC)		**X** **(LC)**		**X** **(HC)**	**X** **(MC)**	
Leader Functions	3.1 Building Strategic Networks 3.2 Strategic Agility 3.3 Systems Thinking 3.4 Cross-Cultural Influence 3.5 Organizational Cultural Competence	X (LC)	X (LC)			**X** **(HC)**		**X** **(HC)**

Note: Bolded 'Xs' indicate a recommended assessment approach; non-bolded 'Xs' indicate an alternative assessment approach.
LC = lower overall cost; MC = moderate overall cost; HC = higher overall cost

to superior performance in the regional proficiency domain. Moreover, a number of robust self-report personality inventories are commercially available. When selecting scales, results from a validity study may indicate that some traits are more relevant than others in predicting REC performance.

Regional/Technical Competencies. The three competencies that comprise the Regional/Technical cluster of the REC model are:

- *Applying Regional Information*,
- *Operating in a Regional Environment*, and
- *Utilizing Interpreters*.

These competencies represent a mix of knowledge and skills, which are reflected in the recommended assessment methods. The knowledge required of these competencies is in the form of specific regional cultural knowledge (e.g., values, behaviors, beliefs, and norms), knowledge of regional events, policies, and trends, as well as familiarity with techniques for working successfully with interpreters. In terms of skills, this competency cluster is highly focused on the application of this knowledge to the operational mission by incorporating relevant information into plans, actions, and decisions. Because these competencies are somewhat more technical and situation-based, we considered that the recommended approaches should cover assessment situations in which many service members are assessed for more basic knowledge, and a lesser number are assessed for more skill-based competence. Therefore, we offer one option that is relatively low cost, and two that are moderate to high in terms of cost. For assessing the Regional/Technical competencies, we recommend a combination of the following: (1) a knowledge test, (2) a structured interview, and (3) a situational judgment test.

A clear benefit of using a knowledge test for the Regional/Technical competencies is that it can be developed to build on the knowledge test developed for the Core competencies. Indeed, one could envision a modular approach to designing the knowledge test such that it comprises a core set of questions about general cultural knowledge (discussed above), as well as additional question “modules” that assess more specific and/or technical aspects of knowledge relevant to a particular region/mission type. These modules could be added or removed to create a highly customizable measure that maximizes information gathered with the most efficiency.

In situations in which a fewer number of personnel are to be assessed, but at a more in-depth level of detail, the structured interview once again represents a highly robust and useful assessment method. Not only can interviewers ask questions related to relevant past performance, but they can also present interviewees with situations that have the strong potential to occur in a particular region and for a mission therein. As such, the interviewer can probe to elicit specific information about behavior, experiences, beliefs, opinions, or attitudes that is critical for success. Not only that, but these interviews would also likely demonstrate someone’s level of knowledge about a region, hence also speaking to that aspect of the three competencies being assessed.

The third recommended assessment approach for the Regional/Technical competencies is a situational judgment test (SJT). An SJT presents test-takers with a description of a (work) situation or critical situation, and asks them to identify how they would handle it from among several pre-determined options. SJTs are considered “low fidelity” simulations. This is because respondents are at no point placed in a simulated setting or asked to perform actual tasks or

behaviors. Nevertheless, the presentation of several highly realistic situations and making a choice from among a number of seemingly reasonable behavioral options makes the SJT a valid and useful simulation. SJTs can and do take advantage of varied question formats, among which include: (1) what someone *would do/should do* in a specific situation, (2) what they would be *most and least likely to do* in a situation, (3) what response is the *best and/or worst* among the options given, (4) *ranking* all of the available options from best to worst, and (5) what would *most likely occur next* in a certain situation. Relatively "basic" SJTs can be administered as paper-and-pencil or online tests in which questions are presented in a linear fashion. More involved versions of the SJT contain question branching and/or interactive elements using avatars or videos depicting situations. Regardless of question format or degree of interactivity, however, scores are almost always based on SME judgments of the effectiveness of the available alternatives.

Because SJTs are not nearly as expensive to develop and administer as actual work simulations, they represent a useful addition to assessment methods for the Regional/Technical competencies. Further, research suggests that they are especially useful for measuring social and interpersonal skills. As such, they could be leveraged in particular for the competency of Utilizing an Interpreter. SJTs also represent a means to measure the blend of knowledge and skills represented in the other two competencies in this cluster. In many situations, it is not simply possessing the requisite knowledge that is critical for success, but rather it is being able to apply knowledge effectively that makes for superior performance. An SJT could, therefore, be developed to pinpoint precisely this confluence of knowledge and skills in order to identify personnel likely to succeed in key situations (i.e., identify those individuals who consistently choose behavioral options that SMEs have designated as the best/most effective).

Lastly, as for the Core competencies cluster, personality tests are shown as an alternative or complementary assessment method. Scores from a self-report measure of personality could be used to generate a profile for predicting who will be successful in aspects of Regional/Technical proficiency, and could also further substantiate behavioral patterns that are observed in the structured interview and/or SJT.

Leader Function Competencies. Five competencies comprise the Leader Function cluster, and these are:

- *Building Strategic Networks*,
- *Strategic Agility*,
- *Systems Thinking*,
- *Cross-Cultural Influence*, and
- *Organizational Cultural Competence*.

These competencies are highly skill-based (e.g., they involve planning, analyzing, maintaining situational awareness, problem-solving, building relationships, managing conflicts, demonstrating influence, and establishing a conducive work climate), supplemented with specialized knowledge (e.g., to do with regional power structures, cultural communication styles, various organizations' structures, roles, and dynamics, and influence and negotiation techniques). Additionally, certain enduring traits and abilities are likely to affect how these competencies are manifested on the job (e.g., particular personality traits and cognitive abilities). As such, these too are reflected as alternatives/complements to the recommended assessment tools.

It is to be expected that the Leader Function competencies are more likely to be exhibited by mid-range to senior-level leaders. Therefore, the recommended approaches were identified because (1) they provide more detailed information about an individual's capabilities, and (2) do so by presenting service members with situations in which they must either describe their past or anticipated actions, or actually engage in those actions in simulated exercises. While the two recommended options are both higher in terms of overall development and administration costs, they represent approaches that are well-suited for the personnel expected to exhibit the Leader Functions Competencies. For assessing the Leader Functions competencies, we recommend a combination of the following: (1) a structured interview, and (2) a situation exercise.

Structured interview questions (either situational or behavioral, or a mix of both) designed to assess specific competencies would provide a considerable amount of useful information about what service members have experienced in the past and/or how they would handle specific situations if faced with them in the future. However, at this level of leadership, it would also be important not only to have individuals recount past or anticipated future behavior, but also to be placed in simulated situations and have their behavior observed by trained raters. Work samples or simulations require individuals to perform tasks or activities that mirror those service members would be expected to perform on the job. They are typically fairly expensive to develop and administer because care is taken to try and mirror the environment to the extent possible. However, simulations do not necessarily require a host of scenarios that cover a wide array of situations. Rather, one or two exercises can be developed to measure the key competencies in question.

For example, for the Leader Function competencies, which are all fairly strategic in nature, a planning exercise could be developed that is part written-exercise and part interactive role-play (i.e., conducted with one or more trained role-players). In a lot of cases, the role-player(s) can simultaneously take part in the simulation as well as provide ratings/feedback. If feasible, however, a separate observer can be trained to make ratings. In either case, the pairing of interview data with actual behavioral data from a simulation exercise can be a very powerful coupling of assessment methods. One relies primarily on self-report and can cover a wide range of experiences and situations (i.e., the interview), while the other dives more deeply into one or two situations, but also provides clear evidence of behavior patterns and tendencies, as well as associated areas of strength and need for development (i.e., situation exercise).

In addition to interview and simulation data, it would also be valuable to assess the more enduring characteristics of personality and cognitive ability. In regards to the former, like all the competency clusters discussed thus far, a profile of traits is highly likely to be associated with successful REC proficiency. Moreover, such a profile can be corroborated or at least better understood in the context of additional interview and simulation data. Likewise, these data can themselves be interpreted more meaningfully with the aid of a robust personality profile. Cognitive ability tests assess abilities involved in thinking, such as problem solving, verbal and mathematical ability, reasoning, memory, and perception. Scores from these tests provide an indication of an individual's potential to use mental processes to solve work-related problems and/or to acquire new knowledge. Cognitive ability is one of the best predictors of future performance, and would provide useful information in relation to any of the competencies in the REC model. However, information about service members' cognitive ability is most highly relevant to the Leader Function competencies. This is because of their strategic nature, as well as

the sheer quantity of information – both existing and newly acquired – someone must bring to bear and assimilate in order to demonstrate them effectively.

Summary

Studies by the Department of Defense found that the existing regional expertise and culture guidance provided in CJCSI 3126.01 and DoDI 5160.70 was not sufficient to clearly articulate the REC capability requirements during the mission planning process. While language requirements were expressed using four clear competence dimensions (listening, reading, speaking, and writing), the other aspects of REC proficiency were not as clear, and were combined within a single proficiency scale. Descriptive information was provided for each of the proficiency levels, yet planners had difficulty making a link between the proficiency scale and the tasks and activities identified in the planning process. The most critical objective of this project was to develop a tool that would provide planners with a clear and operationally relevant method to describe REC requirements so that services would be able to plan and resource for future missions.

In order to develop a tool that would be comprehensive and accurate, we needed to begin by identifying the competencies critical for REC proficiency. Previous efforts had identified important elements of regional knowledge and cross-cultural competence, but it was important to create a comprehensive model of REC proficiency to ensure that all key facets of the domain were included in the planning tool. The resulting model has 12 competencies that are rationally organized into 3 competency domains – Core, Regional/Technical, and Leadership. The REC competency model was developed with the assistance of 49 experienced service members who participated in focus groups to discuss draft models, and it was subsequently validated with a survey sample of 788 personnel from across the services. Although a few Air Force personnel were included, it would be helpful to conduct an additional validation survey using Air Force personnel to verify the relevance of the model to the Air Force. This competency model was then able to serve as the foundation for the planning tool.

The planning tool identifies and describes the critical REC competencies for planners, and organizes them to create a set of REC profiles that link with the DoDI 5160.70 skill levels. In an initial evaluation of the tool, planners indicated the tool was relatively easy to understand and was useful for describing the REC requirements. The initial evaluation of the tool was small in magnitude, however, and it would be prudent to conduct a broader evaluation once the tool has been in use for several planning sessions. The profile data that was available from two sets of planning sessions suggested that the link between the REC profiles and DoDI skill levels is complete and reliable.

The identified REC rating profiles provide the services with the benchmarks they need to train and develop personnel for the REC requirements of future missions. The competency definitions and contextualized proficiency levels developed for each competency provide the services with a level of detail that, in combination with the ratings from the planning session, will enable leaders to understand the end state requirements for their units. Although the end state requirement has been specified, however, that does not mean that the path needed to reach the end state is clear. Now that the competencies and proficiency levels have been specified, an assessment and training roadmap is needed to define the path or paths that can be taken to achieve Novice, Fully Proficient, and Master-level proficiency in each of the Competency

domains. This report presented initial recommendations regarding how to assess individuals' capabilities in each of the competency areas. There are many options to consider and choices that must be made to balance factors such as cost, time, effort, and validity, to develop and employ the various assessment methods. These assessment tools, however, can ensure that leaders have an accurate estimate of the capabilities of individuals in their unit. The initial assessment, in turn, provides the foundation for a gap analysis between the individuals' current capabilities and the required proficiency level identified in the planning process. Filling the gap may also be challenging, as training tools do not currently exist for many of the competencies, or they have been developed for a different audience and context and would need to be tailored for the military services.

Future research using this model should seek to empirically validate the three higher level competency domains. One straightforward approach would be to conduct an SME sorting task in which the 12 competencies are categorized into one of the three competency domains. Doing so would not only lend additional support to the structure of the model overall, but will be useful for assessing regional proficiency competencies at the level of these mega-competencies. Additionally, validating the model using a more representative sample of service members would be valuable and would better reflect the experiences of populations underrepresented here (e.g., officers, Air Force personnel). While much work remains to be done to achieve a fully developed roadmap to the assessment and development of REC proficiency, this report provides a strong foundation on which to build future work.

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Appendix A:

Example Behaviors Developed for Each Competency

Table 1

Definitions and example behaviors for Core Competencies

	Competency Definition and Example Behaviors
	1.1 Understanding Culture
Definition	Understands the different dimensions of culture, how cultures vary according to key elements such as interpersonal relations, concept of time, attitude towards interpersonal space, thinking style, tolerance and authority as well as values, beliefs, behaviors and norms; uses this information to help understand similarities and differences across cultures.
Examples	• Can explain the core properties of culture (e.g., it is a facet of society, it is acquired through acculturation or socialization, it encompasses every area of social life). • Possesses a working knowledge of the kinds of shared systems that comprise culture (e.g., symbols, beliefs, attitudes, values, expectations, and norms of behavior). • Can describe how different cultures vary according to certain characteristics, such as interpersonal relations, concept of time, attitudes towards interpersonal space, thinking style, tolerance, and authority. • Recognizes how culture influences an individual's perceptions and thoughts. • Understands how cultural stereotypes and differences can distort cues and cause misunderstandings. • Has an understanding of how a Host Nation's culture might affect the planning and conduct of operations.
	1.2 Applying Organizational Awareness
Definition	Understands own organization's mission and functions, particularly within the context of multi-cultural, multi-actor environments; is knowledgeable about own organization's programs, policies, procedures, rules, and regulations, and applies this knowledge to operate effectively within and across organizations.
Examples	• Understands and can explain to others how a standard U.S. military organization functions and is structured. • Demonstrates an understanding of own organization's capabilities and how these can be applied to the operational environment. • Recognizes when local norms or rules clash with those of own organization and takes appropriate action to minimize conflict. • Understands similarities and differences between own organization and other organizations in the operating environment. • Understands how own organization needs to interact with U.S. ambassadors and their staff.

Competency Definition and Example Behaviors	
1.3 Cultural Perspective-Taking	
Definition	Demonstrates an awareness of own cultural assumptions, values, and biases, and understands how the U.S. is viewed by members of other cultures; applies perspective-taking skills to detect, analyze, and consider the point of view of others, and recognizes how own actions may be interpreted.
Examples	• Understands the needs and values of individuals/groups from other cultures. • Considers the different perspectives of the involved parties when conducting multinational meetings. • Recognizes the importance of norms for interaction and how violating these norms in a culture can negatively impact interactions (e.g., treatment of personal space). • Correctly predicts how personnel from different ethnic or organizational cultures will interpret own words or actions. • Considers local norms, values, beliefs and behaviors when considering how other personnel will respond to one's own actions and comments. • Takes cultural context into consideration when interpreting environmental cues and conversations.
1.4 Cultural Adaptability	
Definition	Gathers and interprets information about people and surroundings and adjusts behavior in order to interact effectively with others; integrates well into situations in which people have different beliefs, values, and customs and develops positive rapport by showing respect for the culture; understands the implications of one's actions and adjusts approach to maintain appropriate relationships.
Examples	• Adjusts actions and interaction style to match or be appropriate for different people in different situations. • Observes behavior of locals and changes own behavior to better fit in. • Modifies behavior depending on rules and local norms for appropriate gender/rank/status interactions. • Adjusts behavior as appropriate to comply with those of the local population. • Adjusts own approach to develop and maintain positive relationships with other groups and/or cultures. • Sets others at ease by demonstrating respect for local interaction formalities and styles (both verbal and non-verbal) • Exchanges meaningful information across cultural boundaries through verbal and non-verbal means.

Table 2

Definitions and example behaviors for Technical/Regional Competencies

	Competency Definitions and Example Behaviors
	2.1 Applying Regional Information
Definition	Knows about the components of culture for a specific region; understands key cultural values, behaviors, beliefs, and norms for the area. Applies knowledge about a country/region's historical and current social, political, and economic structures to the operational mission.
Examples	• Takes the initiative to learn more about a particular country, culture, or region. • Demonstrates a well developed cultural competence in a specific region. • Maintains a working knowledge of the features of a specific region's economic, religious, legal, governmental, political, social and infrastructure. • Applies knowledge of regional sensitivities regarding gender, race, ethnicity, local observances and local perception of the U.S. and allies to mission planning and preparation. • Considers the similarities and differences between own culture and others cultures when preparing for or engaged in a deployment. • Applies relevant terms, factors, concepts, and regional information to tasks and missions. • Considers local national or religious holidays when conducting planning or scheduling that involves locals. • Understands the concept of time that operates in a region/location and its impact on plans, meetings, and mission execution. • Considers the impact of local beliefs and customs on how locals will interpret military actions. • Identifies exceptions to local social norms and rules, and applies them when working in the region.
	2.2 Operating in a Regional Environment
Definition	Can describe, assess, and apply country/region-specific information about the population, enemy and other relevant forces, U.S. national security interests, U.S. command relationships, and commander's intent; understands and keeps up-to-date on local, national, and regional events, policies, and trends that affect U.S. interests; effectively incorporates this information into plans, actions, and decisions .
Examples	• Learns about local press, their influence in the country, and political connections they may have. • Applies knowledge of host nation military structure and capabilities when planning and carrying out missions or events. • Considers the impact of current events inside and outside of the region on planning.

Competency Definitions and Example Behaviors	
	• Considers current organizational and political situations, the media, and special interests when making decisions. • Describes how the structures and operation of the host nation organizations are similar to or different from one's own organization. • Learns about the interests and opinions of the local populace and takes these into consideration in planning and interactions. • Identifies key players in the area, their role in local society, sources of power, and their role in local government, military, or civil society. • Defines local political and power structures and applies these to planning and interactions.
2.3 Utilizing Interpreters	
Definition	Effectively conveys the intended message through the use of an interpreter; recognizes and monitors interpreter's delivery of message to ensure it is being communicated as intended, both in terms of content and emotion; conducts appropriate interpreter selection and preparation for a given job or mission.
Examples	• Plans future meetings with interpreter, explaining to interpreter what they can or cannot say and/or do. • Understands and adheres to proper protocols for using an interpreter (e.g. when one can or cannot have a side conversation with the interpreter). • Ensures that the interpreter conveys both meaning and proper emotions when translating. • Maintains proper nonverbal interactions with host nation personnel when using interpreter (e.g. maintaining eye contact). • Conducts debriefings with interpreter after meetings to collect information/impressions from the interpreter regarding the meeting. • Requests an interpreter that is an appropriate level for mission requirements.

Table 3

Definitions and example behaviors for Leadership Competencies

	Competency Definitions and Example Behaviors
	3.1 Building Strategic Networks
Definition	Builds alliances and develops collaborative information-sharing networks with colleagues in own organization and counterparts across other host/foreign nation/private organizations; works effectively with diverse others as a representative of own organization to accomplish mission requirements and achieve common goals.
Examples	• Establishes and maintains relationships with others in order to achieve mutually sought goals. • Manages and resolves individual and organizational conflicts and disagreements in a constructive manner to achieve a unified effort. • Develops and leverages a diverse range of key relationships to build bridges across institutional divides. • Leverages contacts at other organizations to improve access to resources and expertise. • Organizes and attends meetings or events with locals as an opportunity to build rapport and strengthen one's network. • Establishes alliances across cultural and organizational boundaries. • Develops networks, and collaborates effectively across organizational boundaries to build relationships. • Accommodates a variety of interpersonal styles and perspectives in order to partner effectively, achieve objectives, and remove barriers. • Breaks down polarizing or stove-piped perspectives within and across cultural and organizational boundaries.
	3.2 Strategic Agility
Definition	Makes strategic decisions and assesses the impact and secondary/tertiary effects of U.S. actions in the region by using logic, analysis, synthesis, creativity, and judgment to gather and evaluate multiple sources of information; establishes a course of action to accomplish a long-range goal or vision in the region/country, effectively anticipating future consequences and trends.
Examples	• Develops mission plans that consider both short-term and long-term goals in the region. • Plans and/or executes missions in such a way that regional organizations and entities are empowered and gain legitimacy (e.g., local government receives credit). • Analyzes the effect of previous military action in an area or region and applies this information to develop appropriate goals and strategies for the current mission. • Maintains situational awareness of political and military trends in the area/region and plans for changes. • Considers second and third order effects of decisions and actions on local or regional stability.

Competency Definitions and Example Behaviors	
	• Gathers information from multiple sources regarding local/regional beliefs and norms and applies this information in developing mission goals and plans. • Applies creative solutions to solve challenging local or regional conflicts.
3.3 Systems Thinking	
Definition	Understands how joint, coalition, non-state actors and other variables in the regional system interact with one another and change over time; applies this understanding to conduct analysis, planning, decision making, and problem solving.
Examples	• Understands the key organizations/groups in an area/region and each of their roles. • Leverages the goals and needs of key organizations/groups in the regional system to influence the decisions and actions they take. • Demonstrates knowledge and understanding of the actors (e.g., joint, coalition, nonstate) within a region as well as the key operational partnerships. • Is familiar with different organizational power structures, communication styles, and technologies, and understands their potential impact on goal focus, information sharing, planning, and decision making. • Comprehends the interdependencies between systems, decisions, and organizations and the tools that support their management. • Considers multiple facets of a situation or problem, how they relate to one another, and the perspectives and needs that the key players contribute. • Considers the impact of the regional interaction of local government, opposition parties, and other groups, on mission planning and execution. • Leverages knowledge of formal and informal leadership, systems, and organizational dynamics in the local area to accomplish the unit's mission. • Can describe the roles and structure of the various joint, coalition, nongovernmental organizations and other players involved in the area of operations and considers their role when planning or executing missions.
3.4 Cross-Cultural Influence	
Definition	Applies influence techniques that are consistent with local social norms and role expectations in order to establish authority, change others' opinions or behavior, and convince them to willingly follow own leadership or guidance; understands how cultural values, behaviors, beliefs, and norms impact cross-cultural negotiations.
Examples	• Has an understanding of how members from other cultures approach influence and negotiation.

Competency Definitions and Example Behaviors	
	• Recognizes which influence and negotiation strategies and tactics are culturally acceptable in specific situations; avoids techniques that could be considered offensive. • Researches, anticipates, and applies influence styles and behaviors that are relevant and meaningful to people from different cultural backgrounds. • Builds influence potential through building rapport in culturally sensitive ways. • Recognizes what bases of influence power are appropriate and uses them as leverage to influence others. • Uses knowledge of how various roles are defined in a particular culture in order to affect influence. • Takes into account culturally relevant motivators and rewards in influencing people from another culture. • Applies information about others' cultural assumptions, interests, and values to identify what each party wants from a negotiation. • Applies local norms and customs to influence situations.
3.5 Organizational Cultural Competence	
Definition	Assesses cultural capabilities of own organization; develops the cultural competence required of personnel in order to support the organization's mission; ensures that the organization's cross-cultural competence is sustained and improved to meet future mission requirements.
Examples	• Identifies regional expertise and culture requirements for unit's primary mission or pending deployment. • Determines and evaluates regional expertise and culture training and education requirements of staff needed to meet mission requirements. • Evaluates cultural capabilities of unit, identifying individuals' proficiency levels. • Identifies the cultural competency training requirements of individuals or units within the organization. • Identifies providers of cultural competence training. • Incorporates regional expertise and culture elements in unit training. • Ensures regional expertise and culture education requirements are supported. • Creates a unit climate that supports multicultural competence.

Appendix B:

Detailed Survey Results

Table 1.

Sample size by service

Service	Sample n	Percent of Total Sample
Air Force	13	1.6%
Army	524	66.5%
Marines	88	11.2%
Navy	163	20.7%
Total	788	100%

Table 2.

Sample size by grade level and service

Service	E1	E2	E3	E4	E5	E6	E7	E8	E9
Air Force	0	0	1	0	4	1	3	1	0
Army	2	5	21	152	115	75	54	8	4
Marines	0	2	25	16	17	9	8	1	1
Navy	1	1	4	16	30	38	14	5	4
Total	3	8	51	184	166	123	79	15	9
	O1	**O2**	**O3**	**O4**	**O5**	**O6**			
Air Force	0	0	1	1	1	0			
Army	6	11	20	17	8	6			
Marines	0	1	3	3	1	0			
Navy	2	5	15	11	8	6			
Total	8	17	39	32	18	12			
	W1	**CW2**	**CW3**	**CW4**					
Air Force	0	0	0	0					
Army	2	7	6	1					
Marines	0	0	1	2					
Navy	0	1	0	2					
Total	2	8	7	5					

Table 3.

Percent of Not Needed *responses for each Competency*

Competencies	**Number of Individuals Endorsing *Not Needed***	**Percent of Sample Endorsing *Not Needed***
Understanding culture	45	5.7
Applying organizational awareness	39	5.6
Cultural perspective-taking	51	7.8
Cultural adaptability	55	8.7
Applying regional information	65	10.6
Operating in a regional environment	72	12.1
Utilizing interpreters	78	13.5
Building strategic networks	79	14.0
Strategic agility	88	16.2
Systems thinking	86	16.2
Cross-cultural influence	91	16.8
Organizational cultural competence	93	18.2

Table 4.

Number and Percent of Not Needed *responses for each Behavior*

Behaviors	**Number of Individuals Endorsing *Not Needed***	**Percent of Sample Endorsing *Not Needed***
UNDERSTANDING CULTURE		
Can explain the core properties of culture (e.g., it is a facet of society, it is acquired through acculturation or socialization, it encompasses every area of social life).	40	5.7
Possesses a working knowledge of the kinds of shared systems that comprise culture (e.g., symbols, beliefs, attitudes, values, expectations, and norms of behavior).	27	3.9
Can describe how different cultures vary according to certain characteristics, such as interpersonal relations, concept of time, attitudes towards interpersonal space, thinking style, tolerance, and authority.	30	4.3
Recognizes how culture influences an individual's perceptions and thoughts.	24	3.4
Understands how cultural stereotypes and differences can distort cues and cause misunderstandings.	26	3.7
Has an understanding of how a Host Nation's culture might affect the planning and conduct of operations.	29	4.1
APPLYING ORGANIZATIONAL AWARENESS		
Understands and can explain to others how a standard U.S. military organization functions and is structured.	21	3.1
Demonstrates an understanding of own organization's capabilities and how these can be applied to the operational environment.	18	2.7
Recognizes when local norms or rules clash with those of own organization and takes appropriate action to minimize conflict.	22	3.3
Understands similarities and differences between own organization and other organizations in the operating environment.	18	2.7
Understands how own organization needs to interact with U.S. ambassadors and their staff.	50	7.4
CULTURAL PERSPECTIVE-TAKING		
Understands the needs and values of individuals/groups from other cultures.	17	2.7
Considers the different perspectives of the involved parties when conducting multinational meetings.	31	4.9
Recognizes the importance of norms for interaction and how violating these norms in a culture can negatively impact interactions (e.g., treatment of personal space).	19	3.0
Correctly predicts how personnel from different ethnic or organizational cultures will interpret own words or actions.	19	3.0

Behaviors	Number of Individuals Endorsing *Not Needed*	Percent of Sample Endorsing *Not Needed*
Considers local norms, values, beliefs and behaviors when considering how other personnel will respond to one's own actions and comments.	18	2.9
Takes cultural context into consideration when interpreting environmental cues and conversations.	19	3.0
CULTURAL ADAPTABILITY		
Adjusts actions and interaction style to match or be appropriate for different people in different situations.	12	2.0
Observes behavior of locals and changes own behavior to better fit in.	16	2.6
Modifies behavior depending on rules and local norms for appropriate gender/rank/status interactions.	12	2.0
Adjusts appearance and behavior as appropriate to comply with those of the local population.	15	2.5
Adjusts own approach to develop and maintain positive relationships with other groups and/or cultures.	11	1.8
Sets others at ease by demonstrating respect for local interaction formalities and styles (both verbal and non-verbal).	13	2.2
Exchanges meaningful information across cultural boundaries through verbal and non-verbal means.	17	2.8
APPLYING REGIONAL INFORMATION		
Takes the initiative to learn more about a particular country, culture, or region.	6	1.0
Demonstrates a well-developed cultural competence in a specific region.	5	.9
Maintains a working knowledge of the features of a specific region's economic, religious, legal, governmental, political, social and infrastructure.	8	1.4
Applies knowledge of regional sensitivities regarding gender, race, ethnicity, local observances and local perception of the U.S. and allies to mission planning and preparation.	8	1.4
Considers the similarities and differences between own culture and others cultures when preparing for or engaged in a deployment.	9	1.6
Applies relevant terms, factors, concepts, and regional information to tasks and missions.	8	1.4
Considers local national or religious holidays when conducting planning or scheduling that involves locals.	8	1.4
Understands the concept of time that operates in a region/location and its impact on plans, meetings, and mission execution.	5	.9
Considers the impact of local beliefs and customs on how locals will interpret military actions.	8	1.4

Behaviors	Number of Individuals Endorsing *Not Needed*	Percent of Sample Endorsing *Not Needed*
Identifies exceptions to local social norms and rules, and applies them when working in the region.	15	2.6
OPERATING IN A REGIONAL ENVIRONMENT		
Learns about local press, their influence in the country, and political connections they may have.	15	2.7
Applies knowledge of host nation military structure and capabilities when planning and carrying out missions or events.	12	2.2
Considers the impact of current events inside and outside of the region on planning.	10	1.8
Considers current organizational and political situations, the media, and special interests when making decisions.	9	1.6
Describes how the structures and operation of the host nation organizations are similar to or different from one's own organization.	11	2.0
Learns about the interests and opinions of the local populace and takes these into consideration in planning and interactions.	12	2.2
Identifies key players in the area, their role in local society, sources of power, and their role in local government, military, or civil society.	11	2.0
Defines local political and power structures and applies these to planning and interactions.	14	2.5
UTILIZING INTERPRETERS		
Plans future meetings with interpreter, explaining to interpreter what they can or cannot say and/or do.	34	6.4
Understands and adheres to proper protocols for using an interpreter (e.g. when one can or cannot have a side conversation with the interpreter).	25	4.7
Ensures that the interpreter conveys both meaning and proper emotions when translating.	22	4.1
Maintains proper nonverbal interactions with host nation personnel when using interpreter (e.g. maintaining eye contact).	23	4.3
Conducts debriefings with interpreter after meetings to collect information/impressions from the interpreter regarding the meeting.	26	4.9
Requests an interpreter that is an appropriate level for mission requirements.	26	4.9
BUILDING STRATEGIC NETWORKS		
Establishes and maintains relationships with others in order to achieve mutually sought goals.	8	1.6
Manages and resolves individual and organizational conflicts and disagreements in a constructive manner to achieve a unified effort.	8	1.6

Behaviors	Number of Individuals Endorsing *Not Needed*	Percent of Sample Endorsing *Not Needed*
Develops and leverages a diverse range of key relationships to build bridges across institutional divides.	9	1.8
Leverages contacts at other organizations to improve access to resources and expertise.	8	1.6
Organizes and attends meetings or events with locals as an opportunity to build rapport and strengthen one's network.	16	3.2
Establishes alliances across cultural and organizational boundaries.	10	2.0
Develops networks, and collaborates effectively across organizational boundaries to build relationships.	9	1.8
Accommodates a variety of interpersonal styles and perspectives in order to partner effectively, achieve objectives, and remove barriers.	8	1.6
Breaks down polarizing or stove-piped perspectives within and across cultural and organizational boundaries.	18	3.6
STRATEGIC AGILITY		
Develops mission plans that consider both short-term and long-term goals in the region.	13	2.7
Plans and/or executes missions in such a way that regional organizations and entities are empowered and gain legitimacy (e.g., local government receives credit).	12	2.5
Analyzes the effect of previous military action in an area or region and applies this information to develop appropriate goals and strategies for the current mission.	11	2.3
Maintains situational awareness of political and military trends in the area/region and plans for changes.	8	1.7
Considers second and third order effects of decisions and actions on local or regional stability.	13	2.7
Gathers information from multiple sources regarding local/regional beliefs and norms and applies this information in developing mission goals and plans.	14	2.9
Applies creative solutions to solve challenging local or regional conflicts.	18	3.8
SYSTEMS THINKING		
Understands the key organizations/groups in an area/region and each of their roles.	8	1.7
Leverages the goals and needs of key organizations/groups in the regional system to influence the decisions and actions they take.	7	1.5
Demonstrates knowledge and understanding of the actors (e.g., joint, coalition, nonstate) within a region as well as the key operational partnerships.	8	1.7

Behaviors	Number of Individuals Endorsing *Not Needed*	Percent of Sample Endorsing *Not Needed*
Is familiar with different organizational power structures, communication styles, and technologies, and understands their potential impact on goal focus, information sharing, planning, and decision making.	5	1.1
Comprehends the interdependencies between systems, decisions, and organizations and the tools that support their management.	8	1.7
Considers multiple facets of a situation or problem, how they relate to one another, and the perspectives and needs that the key players contribute.	7	1.5
Considers the impact of the regional interaction of local government, opposition parties, and other groups, on mission planning and execution.	11	2.4
Leverages knowledge of formal and informal leadership, systems, and organizational dynamics in the local area to accomplish the unit's mission.	6	1.3
Can describe the roles and structure of the various joint, coalition, nongovernmental organizations and other players involved in the area of operations and considers their role when planning or executing missions.	11	2.4
CROSS-CULTURAL INFLUENCE		
Has an understanding of how members from other cultures approach influence and negotiation.	6	1.4
Recognizes which influence and negotiation strategies and tactics are culturally acceptable in specific situations; avoids techniques that could be considered offensive.	4	.9
Researches, anticipates, and applies influence styles and behaviors that are relevant and meaningful to people from different cultural backgrounds.	4	.9
Builds influence potential through building rapport in culturally sensitive ways.	3	.7
Recognizes what bases of influence power are appropriate and uses them as leverage to influence others.	5	1.1
Uses knowledge of how various roles are defined in a particular culture in order to affect influence.	6	1.4
Takes into account culturally relevant motivators and rewards in influencing people from another culture.	5	1.1
Applies information about others' cultural assumptions, interests, and values to identify what each party wants from a negotiation.	4	.9
Applies local norms and customs to influence situations.	6	1.4
ORGANIZATIONAL CULTURAL COMPETENCE		
Identifies regional expertise and culture requirements for unit's primary mission or pending deployment.	8	1.9

Behaviors	Number of Individuals Endorsing *Not Needed*	Percent of Sample Endorsing *Not Needed*
Determines and evaluates regional expertise and culture training and education requirements of staff needed to meet mission requirements.	3	.7
Evaluates cultural capabilities of unit, identifying individuals' proficiency levels.	5	1.2
Identifies the cultural competency training requirements of individuals or units within the organization.	5	1.2
Identifies providers of cultural competence training	5	1.2
Incorporates regional expertise and culture elements in unit training.	6	1.5
Ensures regional expertise and culture education requirements are supported.	6	1.5
Creates a unit climate that supports multicultural competence.	7	1.7

Table 5.

Number, mean, and standard deviation of Importance Ratings for each competency

Competencies	Number of Ratings*	Mean Importance Rating	Standard Deviation of Importance Ratings
Understanding culture	743	3.75	1.23
Applying organizational awareness	647	3.89	1.05
Cultural perspective-taking	604	3.64	1.12
Cultural adaptability	579	3.74	1.13
Applying regional information	548	3.69	1.12
Operating in a regional environment	525	3.77	1.09
Utilizing interpreters	498	3.91	1.21
Building strategic networks	486	3.77	1.10
Strategic agility	458	3.80	1.08
Systems thinking	444	3.81	1.06
Cross-cultural influence	415	3.80	1.10
Organizational cultural competence	392	3.80	1.05

Note: *Sample size varies across competencies and behaviors because not all respondents completed the entire survey and because some respondents indicated a competency was not needed.

Table 6.

Number, mean, and standard deviation of Importance Ratings for each behavior

Behaviors	Number of Ratings*	Mean Importance Rating	Standard Deviation of Importance Ratings
UNDERSTANDING CULTURE			
Can explain the core properties of culture (e.g., it is a facet of society, it is acquired through acculturation or socialization, it encompasses every area of social life).	660	3.36	1.17
Possesses a working knowledge of the kinds of shared systems that comprise culture (e.g., symbols, beliefs, attitudes, values, expectations, and norms of behavior).	673	3.56	1.11
Can describe how different cultures vary according to certain characteristics, such as interpersonal relations, concept of time, attitudes towards interpersonal space, thinking style, tolerance, and authority.	670	3.59	1.12
Recognizes how culture influences an individual's perceptions and thoughts.	676	3.73	1.10
Understands how cultural stereotypes and differences can distort cues and cause misunderstandings.	674	3.78	1.10
Has an understanding of how a Host Nation's culture might affect the planning and conduct of operations.	671	3.83	1.14
APPLYING ORGANIZATIONAL AWARENESS			
Understands and can explain to others how a standard U.S. military organization functions and is structured.	653	3.61	1.11
Demonstrates an understanding of own organization's capabilities and how these can be applied to the operational environment.	656	3.78	1.04
Recognizes when local norms or rules clash with those of own organization and takes appropriate action to minimize conflict.	652	3.85	1.07
Understands similarities and differences between own organization and other organizations in the operating environment.	656	3.81	1.03
Understands how own organization needs to interact with U.S. ambassadors and their staff.	624	3.58	1.18
CULTURAL PERSPECTIVE-TAKING			
Understands the needs and values of individuals/groups from other cultures.	614	3.69	1.08
Considers the different perspectives of the involved parties when conducting multinational meetings.	600	3.76	1.08

Behaviors	Number of Ratings*	Mean Importance Rating	Standard Deviation of Importance Ratings
Recognizes the importance of norms for interaction and how violating these norms in a culture can negatively impact interactions (e.g., treatment of personal space).	612	3.83	1.06
Correctly predicts how personnel from different ethnic or organizational cultures will interpret own words or actions.	612	3.73	1.11
Considers local norms, values, beliefs and behaviors when considering how other personnel will respond to one's own actions and comments.	613	3.76	1.09
Takes cultural context into consideration when interpreting environmental cues and conversations.	612	3.75	1.06
CULTURAL ADAPTABILITY			
Adjusts actions and interaction style to match or be appropriate for different people in different situations.	592	3.62	1.10
Observes behavior of locals and changes own behavior to better fit in.	588	3.60	1.12
Modifies behavior depending on rules and local norms for appropriate gender/rank/status interactions.	592	3.65	1.09
Adjusts appearance and behavior as appropriate to comply with those of the local population.	589	3.51	1.16
Adjusts own approach to develop and maintain positive relationships with other groups and/or cultures.	593	3.70	1.09
Sets others at ease by demonstrating respect for local interaction formalities and styles (both verbal and non-verbal).	591	3.78	1.10
Exchanges meaningful information across cultural boundaries through verbal and non-verbal means.	587	3.72	1.12
APPLYING REGIONAL INFORMATION			
Takes the initiative to learn more about a particular country, culture, or region.	571	3.70	1.09
Demonstrates a well-developed cultural competence in a specific region.	572	3.57	1.11
Maintains a working knowledge of the features of a specific region's economic, religious, legal, governmental, political, social and infrastructure.	569	3.63	1.07
Applies knowledge of regional sensitivities regarding gender, race, ethnicity, local observances and local perception of the U.S. and allies to mission planning and preparation.	569	3.70	1.06
Considers the similarities and differences between own culture and others cultures when preparing for or engaged in a deployment.	568	3.68	1.05
Applies relevant terms, factors, concepts, and regional information to tasks and missions.	569	3.62	1.07

Behaviors	Number of Ratings*	Mean Importance Rating	Standard Deviation of Importance Ratings
Considers local national or religious holidays when conducting planning or scheduling that involves locals.	569	3.79	1.07
Understands the concept of time that operates in a region/location and its impact on plans, meetings, and mission execution.	572	3.70	1.10
Considers the impact of local beliefs and customs on how locals will interpret military actions.	569	3.75	1.07
Identifies exceptions to local social norms and rules, and applies them when working in the region.	562	3.69	1.06
OPERATING IN A REGIONAL ENVIRONMENT			
Learns about local press, their influence in the country, and political connections they may have.	537	3.55	1.15
Applies knowledge of host nation military structure and capabilities when planning and carrying out missions or events.	540	3.70	1.08
Considers the impact of current events inside and outside of the region on planning.	542	3.74	1.09
Considers current organizational and political situations, the media, and special interests when making decisions.	543	3.62	1.13
Describes how the structures and operation of the host nation organizations are similar to or different from one's own organization.	541	3.58	1.12
Learns about the interests and opinions of the local populace and takes these into consideration in planning and interactions.	540	3.63	1.12
Identifies key players in the area, their role in local society, sources of power, and their role in local government, military, or civil society.	541	3.74	1.15
Defines local political and power structures and applies these to planning and interactions.	538	3.67	1.13
UTILIZING INTERPRETERS			
Plans future meetings with interpreter, explaining to interpreter what they can or cannot say and/or do.	497	3.84	1.16
Understands and adheres to proper protocols for using an interpreter (e.g. when one can or cannot have a side conversation with the interpreter).	506	3.81	1.15
Ensures that the interpreter conveys both meaning and proper emotions when translating.	509	3.92	1.15
Maintains proper nonverbal interactions with host nation personnel when using interpreter (e.g. maintaining eye contact).	508	3.85	1.15

Behaviors	Number of Ratings*	Mean Importance Rating	Standard Deviation of Importance Ratings
Conducts debriefings with interpreter after meetings to collect information/impressions from the interpreter regarding the meeting.	505	3.86	1.16
Requests an interpreter that is an appropriate level for mission requirements.	505	3.94	1.16
BUILDING STRATEGIC NETWORKS			
Establishes and maintains relationships with others in order to achieve mutually sought goals.	496	3.76	1.05
Manages and resolves individual and organizational conflicts and disagreements in a constructive manner to achieve a unified effort.	496	3.78	1.07
Develops and leverages a diverse range of key relationships to build bridges across institutional divides.	495	3.75	1.09
Leverages contacts at other organizations to improve access to resources and expertise.	496	3.80	1.07
Organizes and attends meetings or events with locals as an opportunity to build rapport and strengthen one's network.	488	3.71	1.12
Establishes alliances across cultural and organizational boundaries.	494	3.78	1.10
Develops networks, and collaborates effectively across organizational boundaries to build relationships.	495	3.79	1.06
Accommodates a variety of interpersonal styles and perspectives in order to partner effectively, achieve objectives, and remove barriers.	496	3.73	1.11
Breaks down polarizing or stove-piped perspectives within and across cultural and organizational boundaries.	486	3.76	1.08
STRATEGIC AGILITY			
Develops mission plans that consider both short-term and long-term goals in the region.	467	3.77	1.14
Plans and/or executes missions in such a way that regional organizations and entities are empowered and gain legitimacy (e.g., local government receives credit).	468	3.71	1.12
Analyzes the effect of previous military action in an area or region and applies this information to develop appropriate goals and strategies for the current mission.	469	3.78	1.13
Maintains situational awareness of political and military trends in the area/region and plans for changes.	472	3.82	1.13
Considers second and third order effects of decisions and actions on local or regional stability.	467	3.74	1.11

Behaviors	Number of Ratings*	Mean Importance Rating	Standard Deviation of Importance Ratings
Gathers information from multiple sources regarding local/regional beliefs and norms and applies this information in developing mission goals and plans.	466	3.79	1.11
Applies creative solutions to solve challenging local or regional conflicts.	462	3.77	1.11
SYSTEMS THINKING			
Understands the key organizations/groups in an area/region and each of their roles.	455	3.71	1.11
Leverages the goals and needs of key organizations/groups in the regional system to influence the decisions and actions they take.	456	3.65	1.11
Demonstrates knowledge and understanding of the actors (e.g., joint, coalition, nonstate) within a region as well as the key operational partnerships.	455	3.73	1.11
Is familiar with different organizational power structures, communication styles, and technologies, and understands their potential impact on goal focus, information sharing, planning, and decision making.	458	3.71	1.10
Comprehends the interdependencies between systems, decisions, and organizations and the tools that support their management.	455	3.67	1.09
Considers multiple facets of a situation or problem, how they relate to one another, and the perspectives and needs that the key players contribute.	456	3.74	1.12
Considers the impact of the regional interaction of local government, opposition parties, and other groups, on mission planning and execution.	452	3.71	1.10
Leverages knowledge of formal and informal leadership, systems, and organizational dynamics in the local area to accomplish the unit's mission.	457	3.71	1.11
Can describe the roles and structure of the various joint, coalition, nongovernmental organizations and other players involved in the area of operations and considers their role when planning or executing missions.	452	3.67	1.12
CROSS-CULTURAL INFLUENCE			
Has an understanding of how members from other cultures approach influence and negotiation.	435	3.73	1.13
Recognizes which influence and negotiation strategies and tactics are culturally acceptable in specific situations; avoids techniques that could be considered offensive.	437	3.74	1.11

Behaviors	Number of Ratings*	Mean Importance Rating	Standard Deviation of Importance Ratings
Researches, anticipates, and applies influence styles and behaviors that are relevant and meaningful to people from different cultural backgrounds.	437	3.72	1.10
Builds influence potential through building rapport in culturally sensitive ways.	438	3.75	1.10
Recognizes what bases of influence power are appropriate and uses them as leverage to influence others.	436	3.71	1.10
Uses knowledge of how various roles are defined in a particular culture in order to affect influence.	435	3.74	1.08
Takes into account culturally relevant motivators and rewards in influencing people from another culture.	436	3.75	1.08
Applies information about others' cultural assumptions, interests, and values to identify what each party wants from a negotiation.	437	3.70	1.11
Applies local norms and customs to influence situations.	435	3.76	1.09
ORGANIZATIONAL CULTURAL COMPETENCE			
Identifies regional expertise and culture requirements for unit's primary mission or pending deployment.	405	3.77	1.05
Determines and evaluates regional expertise and culture training and education requirements of staff needed to meet mission requirements.	410	3.76	1.05
Evaluates cultural capabilities of unit, identifying individuals' proficiency levels.	408	3.73	1.07
Identifies the cultural competency training requirements of individuals or units within the organization.	408	3.74	1.08
Identifies providers of cultural competence training	408	3.73	1.10
Incorporates regional expertise and culture elements in unit training.	407	3.76	1.09
Ensures regional expertise and culture education requirements are supported.	407	3.74	1.12
Creates a unit climate that supports multicultural competence.	406	3.80	1.07

Note: *Sample size varies across competencies and behaviors because not all respondents completed the entire survey.

Table 8. Importance Ratings for Competencies and Behaviors by Service

Competencies and Behaviors	Army			Marines			Navy		
	n*	Mean	SD	n*	Mean	SD	n*	Mean	SD
UNDERSTANDING CULTURE	495	3.8	1.2	77	3.3	1.3	158	3.8	1.3
APPLYING ORGANIZATIONAL AWARENESS	427	3.9	1.0	73	3.6	1.3	136	4.0	1.0
CULTURAL PERSPECTIVE-TAKING	402	3.7	1.1	64	3.1	1.3	129	3.8	1.1
CULTURAL ADAPTABILITY	390	3.8	1.1	57	3.4	1.2	123	3.8	1.1
APPLYING REGIONAL INFORMATION	374	3.7	1.1	53	3.3	1.2	111	3.8	1.1
OPERATING IN A REGIONAL ENVIRONMENT	357	3.8	1.0	54	3.6	1.2	105	3.8	1.2
UTILIZING INTERPRETERS	346	4.0	1.2	48	3.5	1.4	94	3.9	1.3
BUILDING STRATEGIC NETWORKS	338	3.8	1.1	46	3.6	1.2	93	3.8	1.2
STRATEGIC AGILITY	322	3.8	1.1	43	3.6	1.1	84	3.9	1.1
SYSTEMS THINKING	305	3.8	1.0	44	3.4	1.2	86	3.9	1.2
CROSS-CULTURAL INFLUENCE	285	3.9	1.0	38	3.3	1.2	84	3.8	1.2
ORGANIZATIONAL CULTURAL COMPETENCE	273	3.8	1.0	39	3.4	1.0	73	4.0	1.1

*Note that the sample size varies across competencies and behaviors because not all respondents completed the entire survey and because some respondents indicated a competency was not needed.

Table 9. Importance Ratings for Competencies and Behaviors by Officer/Enlisted

Competencies and Behaviors	Enlisted			Officer		
	n*	Mean	SD	n*	Mean	SD
UNDERSTANDING CULTURE	595	3.7	1.3	124	4.0	1.0
APPLYING ORGANIZATIONAL AWARENESS	516	3.9	1.1	106	4.1	0.9
CULTURAL PERSPECTIVE-TAKING	484	3.6	1.1	97	3.8	1.1
CULTURAL ADAPTABILITY	464	3.7	1.2	94	3.9	1.0
APPLYING REGIONAL INFORMATION	439	3.6	1.1	88	3.9	1.1
OPERATING IN A REGIONAL ENVIRONMENT	424	3.8	1.1	83	3.9	1.0
UTILIZING INTERPRETERS	404	3.9	1.2	77	3.9	1.3
BUILDING STRATEGIC NETWORKS	391	3.8	1.1	78	3.8	1.0
STRATEGIC AGILITY	371	3.8	1.1	70	3.8	1.0
SYSTEMS THINKING	356	3.8	1.1	71	3.9	0.9
CROSS-CULTURAL INFLUENCE	337	3.8	1.1	63	3.9	1.0
ORGANIZATIONAL CULTURAL COMPETENCE	318	3.8	1.1	59	4.0	0.8

*Note that the sample size varies across competencies and behaviors because not all respondents completed the entire survey and because some respondents indicated a competency was not needed.

Appendix C:

Competency Model with Contextualized Proficiency Level Descriptions

Understanding Culture		
Definition	Understands the different dimensions of culture, how cultures vary according to key elements such as interpersonal relations, concept of time, attitude towards interpersonal space, thinking style, tolerance and authority as well as values, beliefs, behaviors and norms; uses this information to help understand similarities and differences across cultures.	
Examples	• Can explain the core properties of culture (e.g., it is a facet of society, it is acquired through acculturation or socialization, it encompasses every area of social life). • Possesses a working knowledge of the kinds of shared systems that comprise culture (e.g., symbols, beliefs, attitudes, values, and norms of behavior). • Can describe how different cultures vary according to certain characteristics, such as interpersonal relations, concept of time, attitudes towards interpersonal space, thinking style, tolerance, and authority. • Recognizes how culture influences an individual's perceptions and thoughts. • Understands how cultural stereotypes and differences can distort cues and cause misunderstandings. • Has an understanding of how a Host Nation's culture might affect the planning and conduct of operations.	
Proficiency Level	Definition	Illustrative Behaviors
Level 5 Master	• Demonstrates extensive depth and breadth of expertise in advanced concepts and processes. • Applies the competency in highly complex and ambiguous situations within and across disciplines. • Individuals operating at this level of proficiency serve as an acknowledged authority, advisor, and key resource across the agency in relation to this competency.	• Provides expert knowledge of the many properties of culture, and is frequently consulted for depth and/or breadth of expertise in this area. • Possesses extensive knowledge of the full range of shared systems that comprise culture. • Can describe in complete and nuanced terms how different cultures vary according to certain characteristics, such as interpersonal relations, concept of time, attitudes towards interpersonal space, thinking style, tolerance, and authority. • Demonstrates a complex understanding of how culture influences an individual's perceptions and thoughts; uses this knowledge to anticipate people's behavior in complex and ambiguous situations. • Provides expert input on the impact of culture and its components on the most complex and critical strategic plans and/or operations.
Level 3 Fully Proficient	• Demonstrates thorough understanding of core concepts and processes. • Applies the competency in routine and non-routine situations. • Individuals operating at this level of proficiency work independently with minimal guidance and direction to perform tasks associated with this competency.	• Can thoroughly explain the core properties of culture. • Can identify and understands most of the kinds of shared systems that comprise culture (e.g., symbols, beliefs, attitudes, values, expectations, and norms of behavior). • Articulates how culture influences an individual's perceptions and thoughts, forecasting how these can impact behavior under routine situations. • Provides input on how cultural stereotypes and differences can distort cues and cause misunderstandings in a variety of routine and non-routine situations. • Independently provides input on the impact of culture and its components on plans and/or operations.
Level 1 Awareness	• Demonstrates a basic awareness of concepts and processes. • Applies the competency in the simplest situations. • Individuals operating at this level of proficiency require close and extensive guidance to perform tasks associated with this competency.	• Demonstrates a basic awareness of the core properties of culture. • Builds awareness of the most critical systems that comprise culture. • Can describe in simple terms how different cultures vary according to certain characteristics. • With guidance, develops an understanding of how culture influences an individual's perceptions and thoughts. • Demonstrates a rudimentary understanding of how cultural stereotypes and differences can cause misunderstandings in very simple situations.

Applying Organizational Awareness		
Definition	Understands own organization's mission and functions, particularly within the context of multi-cultural, multi-actor environments; is knowledgeable about own organization's programs, policies, procedures, rules, and regulations, and applies this knowledge to operate effectively within and across organizations.	
Examples	• Understands and can explain to others how a standard U.S. military organization functions and is structured. • Demonstrates an understanding of own organization's capabilities and how these can be applied to the operational environment. • Recognizes when local norms or rules clash with those of own organization and takes appropriate action to minimize conflict. • Understands similarities and differences between own organization and other organizations in the operating environment. • Understands how own organization needs to interact with U.S. ambassadors and their staff.	
Proficiency Level	Definition	Illustrative Behaviors
Level 5 Master	• Demonstrates extensive depth and breadth of expertise in advanced concepts and processes. • Applies the competency in highly complex and ambiguous situations within and across disciplines. • Individuals operating at this level of proficiency serve as an acknowledged authority, advisor, and key resource across the agency in relation to this competency.	• Demonstrates extensive knowledge and understanding of the functions and structure of U.S. military organizations; develops new structures or functions to meet new missions/needs. • Demonstrates a comprehensive understanding of own organization's capabilities; applies this knowledge to positively contribute to mission objectives and priorities. • Anticipates when local norms or rules will likely clash with those of own organization and takes the initiative to mitigate potential problems in advance of even the most complex and ambiguous situations. • Represents organization at high level, high impact meetings; effectively representing and explaining the organization's capabilities and functions. • Anticipates and effectively handles complex or sensitive interactions with U.S. ambassadors and their staff.
Level 3 Fully Proficient	• Demonstrates thorough understanding of core concepts and processes. • Applies the competency in routine and non-routine situations. • Individuals operating at this level of proficiency work independently with minimal guidance and direction to perform tasks associated with this competency.	• Fully understands and can explain to others in clear and precise terms how a standard U.S. military organization functions and is structured. • Demonstrates a broad understanding of own organization's capabilities and how these can be effectively and efficiently applied to the operational environment. • When local norms or rules clash with those of own organization and takes immediate and effective action to minimize conflict. • Uses depth or breadth of understanding about the similarities and differences between own and other organizations to effectively navigate the operating environment. • Fully comprehends how own organization should interact with U.S. ambassadors and their staff in order to accomplish mission objectives.
Level 1 Awareness	• Demonstrates a basic awareness of concepts and processes. • Applies the competency in the simplest situations. • Individuals operating at this level of proficiency require close and extensive guidance to perform tasks associated with this competency.	• Can explain to others in general terms a standard U.S. military organization's basic functions and how it is structured. • Within scope of responsibility, is aware of own organization's capabilities and how these can be applied to the operational environment. • With guidance, recognizes when local norms or rules clash with those of own organization and understand the implications for certain basic situations. • Demonstrates a basic awareness of the key similarities and differences between own organization and other organizations working in the same area of operations. • Observes superiors in their interactions with U.S. ambassadors and their staff.

Cultural Perspective-Taking		
Definition	Demonstrates an awareness of own cultural assumptions, values, and biases, and understands how the U.S. is viewed by members of other cultures; applies perspective-taking skills to detect, analyze, and consider the point of view of others, and recognizes how own actions may be interpreted.	
Examples	• Understands the needs and values of individuals/groups from other cultures. • Considers the different perspectives of the involved parties when conducting multinational meetings. • Recognizes the importance of norms for interaction and how violating these norms in a culture can negatively impact interactions (e.g., treatment of personal space). • Correctly predicts how personnel from different ethnic or organizational cultures will interpret own words or actions. • Considers local norms, values, beliefs and behaviors when considering how other personnel will respond to one's own actions and comments. • Takes cultural context into consideration when interpreting environmental cues and conversations.	
Proficiency Level	Definition	Illustrative Behaviors
Level 5 Master	• Demonstrates extensive depth and breadth of expertise in advanced concepts and processes. • Applies the competency in highly complex and ambiguous situations within and across disciplines. • Individuals operating at this level of proficiency serve as an acknowledged authority, advisor, and key resource across the agency in relation to this competency.	• Is a subject matter expert with respect to understanding the needs and values of individuals/groups from other cultures. • Leads multinational meetings with confidence and credibility by taking the different perspectives of various stakeholders and parties into consideration. • Is well-versed in a wide range of norms for interaction (e.g., treatment of personal space), and uses them effectively to promote positive interactions in highly complex and ambiguous situations. • Accurately predicts how personnel from different ethnic or organizational cultures will interpret own words or actions; leverages this insight to promote collaboration and advance mission goals. • Relies on extensive knowledge of local norms, values, beliefs and behaviors to anticipate how other personnel will respond to own actions/comments, especially in highly complex situations.
Level 3 Fully Proficient	• Demonstrates thorough understanding of core concepts and processes. • Applies the competency in routine and non-routine situations. • Individuals operating at this level of proficiency work independently with minimal guidance and direction to perform tasks associated with this competency.	• Demonstrates an understanding of the needs and values of individuals/groups from major cultural groups. • Thoroughly considers the different perspectives of the involved parties when conducting meetings with individuals from other cultures. • Readily identifies the importance of adhering to specific interaction norms in both routine and non-routine situations; recognizes how violating these norms in a culture can negatively impact interactions. • Anticipates how personnel from different ethnic or organizational cultures will interpret own words or actions. • Effectively weighs the impact of different local norms, values, beliefs and behaviors when considering how other personnel will respond to own actions and comments. • Assesses multiple aspects of the cultural context and applies this information to more effectively interpret environmental cues and conversations.
Level 1 Awareness	• Demonstrates a basic awareness of concepts and processes. • Applies the competency in the simplest situations. • Individuals operating at this level of proficiency require close and extensive guidance to perform tasks associated with this competency.	• Demonstrates a basic understanding of the needs and values of individuals/groups from a limited number of cultures. • Is generally familiar with the key norms for interaction and understands that violating these norms can negatively impact interactions. • With guidance, can project how personnel from different ethnic or organizational cultures will respond to own words or actions. • With guidance, uses the most apparent and simple local norms, values, beliefs and behaviors to guide own behavior. • Takes a few of the key elements of cultural context into consideration when interpreting environmental cues and conversations.

Cultural Adaptability		
Definition	Gathers and interprets information about people and surroundings and adjusts behavior in order to interact effectively with others; integrates well into situations in which people have different beliefs, values, and customs and develops positive rapport by showing respect for the culture; understands the implications of one's actions and adjusts approach to maintain appropriate relationships.	
Examples	• Adjusts actions and interaction style to match or be appropriate for different people in different situations. • Observes behavior of locals and changes own behavior to better fit in. • Modifies behavior depending on rules and local norms for appropriate gender/rank/status interactions. • Adjusts behavior as appropriate to comply with those of the local population. • Adjusts own approach to develop and maintain positive relationships with other groups and/or cultures. • Sets others at ease by demonstrating respect for local interaction formalities and styles (both verbal and non-verbal) • Exchanges meaningful information across cultural boundaries through verbal and non-verbal means.	
Proficiency Level	Definition	Illustrative Behaviors
Level 5 Master	• Demonstrates extensive depth and breadth of expertise in advanced concepts and processes. • Applies the competency in highly complex and ambiguous situations within and across disciplines. • Individuals operating at this level of proficiency serve as an acknowledged authority, advisor, and key resource across the agency in relation to this competency.	• Fluidly makes even subtle adjustments to actions and interaction style based on astute observations of the behavior of locals. • Appropriately modifies own behavior according to specific gender/rank/status interaction rules and norms in range of potentially complex or ambiguous situations. • Promotes positive relationships with executive leaders from other groups and/or cultures by consistently demonstrating the ability to adjust behavior in culturally appropriate ways. • In crisis or difficult situations, consistently sets others at ease by demonstrating (both verbally and non-verbally) utmost respect for local interaction formalities and styles. • Establishes relationships with key individuals that facilitates the sharing of highly meaningful information across cultural boundaries through fluent application of appropriate verbal and non-verbal skills.
Level 3 Fully Proficient	• Demonstrates thorough understanding of core concepts and processes. • Applies the competency in routine and non-routine situations. • Individuals operating at this level of proficiency work independently with minimal guidance and direction to perform tasks associated with this competency.	• Adjusts actions and interaction style to effectively match or be appropriate for different people in different situations. • Makes keen observations about the behavior of locals and changes own behavior to better adhere to rules and local norms for appropriate interactions. • Adjusts own approach to develop and maintain positive relationships with other groups and/or cultures in both routine and non-routine situations. • Maintains a positive climate in routine and non-routine situations by demonstrating appropriate deference to local interaction formalities and styles. • Conveys necessary information across cultural boundaries through a wide repertoire of verbal and non-verbal means.
Level 1 Awareness	• Demonstrates a basic awareness of concepts and processes. • Applies the competency in the simplest situations. • Individuals operating at this level of proficiency require close and extensive guidance to perform tasks associated with this competency.	• Has a limited range of interaction styles for appropriate behavior in non-complex situations. • With guidance, notices important behaviors in others and modifies own behavior to better fit in. • Puts forth the effort to adjust behavior and adhere with key local rules and norms; develops and maintains some positive relationships with members of the local community. • With guidance, demonstrates respect for the most essential local interaction formalities and styles. • Exchanges basic verbal and non-verbal information across cultural boundaries.

Applying Regional Information		
Definition	Knows about the components of culture for a specific region; understands key cultural values, behaviors, beliefs, and norms for the area. Applies knowledge about a country/region's historical and current social, political, and economic structures to the operational mission.	
Examples	• Takes the initiative to learn more about a particular country, culture, or region. • Demonstrates a well developed cultural competence in a specific region. • Maintains a working knowledge of the features of a specific region's economic, religious, legal, governmental, political, social and infrastructure. • Applies knowledge of regional sensitivities regarding gender, race, ethnicity, local observances and perceptions of the U.S/ allies to mission planning and preparation. • Considers the similarities and differences between own culture and others cultures when preparing for or engaged in a deployment. • Applies relevant terms, factors, concepts, and regional information to tasks and missions. • Considers local national or religious holidays when conducting planning or scheduling that involves locals. • Understands the concept of time that operates in a region/location and its impact on plans, meetings, and mission execution. • Considers the impact of local beliefs and customs on how locals will interpret military actions. • Identifies exceptions to local social norms and rules, and applies them when working in the region.	
Proficiency Level	Definition	Illustrative Behaviors
Level 5 Master	• Demonstrates extensive depth and breadth of expertise in advanced concepts and processes. • Applies the competency in highly complex and ambiguous situations within and across disciplines. • Individuals operating at this level of proficiency serve as an acknowledged authority, advisor, and key resource across the agency in relation to this competency.	• Is a subject matter expert with in-depth knowledge of culture as it applies to a specific region. • Considers the full range of local observances regarding gender, race, and ethnicity when planning difficult and/or high visibility missions. • Advises others on the similarities as well as differences between own culture and others' cultures; fully incorporates this information when preparing for or engaging in a deployment. • Demonstrates deep understanding of local national and religious holidays and leverages implications of holiday celebration to more effectively plan missions and events. • Stays current on a specific region's economic, religious, legal, governmental, political, social and infrastructure, and integrates these factors into current operations.
Level 3 Fully Proficient	• Demonstrates thorough understanding of core concepts and processes. • Applies the competency in routine and non-routine situations. • Individuals operating at this level of proficiency work independently with minimal guidance and direction to perform tasks associated with this competency.	• Demonstrates broad knowledge of culture as it applies to a specific region. • Considers many local observances regarding gender, race, and ethnicity when planning missions. • Recognizes differences between own culture and a specific culture; effectively incorporates this information when preparing for or engaging in a deployment. • Demonstrates understanding of local national and religious holidays and considers implications when planning or scheduling events involving locals. • Understands local concept of time and adjusts own concept to match local pace. • Understands most of the key social norms and rules for a specific region, also recognizing exceptions to these rules.
Level 1 Awareness	• Demonstrates a basic awareness of concepts and processes. • Applies the competency in the simplest situations. • Individuals operating at this level of proficiency require close and extensive guidance to perform tasks associated with this competency.	• Demonstrates basic knowledge of culture as it applies to a specific region. • Considers some local observances regarding gender, race, or ethnicity when planning missions. • Able to recognize some of the main differences between own culture and others' cultures; does not fully incorporate this information when preparing for or engaging in a deployment. • Recognizes local conceptualization of time may differ from one's own. • Recognizes key social norms and rules and applies them when working in the region.

Operating in a Regional Environment		
Definition	Can describe, assess, and apply country/region-specific information about the population, enemy and other relevant forces, U.S. national security interests, U.S. command relationships, and commander's intent; understands and keeps up-to-date on local, national, and regional events, policies, and trends that affect U.S. interests; effectively incorporates this information into plans, actions, and decisions.	
Examples	• Learns about local press, their influence in the country, and political connections they may have. • Applies knowledge of host nation military structure and capabilities when planning and carrying out missions or events. • Considers the impact of current events inside and outside of the region on planning. • Considers current organizational and political situations, the media, and special interests when making decisions. • Describes how the structures and operation of the host nation organizations are similar to or different from one's own organization. • Learns about the interests and opinions of the local populace and takes these into consideration in planning and interactions. • Identifies key players in the area, their role in local society, sources of power, and their role in local government, military, or civil society. • Defines local political and power structures and applies these to planning and interactions.	
Proficiency Level	Definition	Illustrative Behaviors
Level 3 Master	• Demonstrates extensive depth and breadth of expertise in advanced concepts and processes. • Applies the competency in highly complex and ambiguous situations within and across disciplines. • Individuals operating at this level of proficiency serve as an acknowledged authority, advisor, and key resource across the agency in relation to this competency.	• Establishes relationships with key individuals in the local press to build support for U.S. interests. • Diagrams or describes details of all local political and power structures and the complexity of how these impact a mission or decision that is being planned. • Is an established expert regarding host nation military structures, capabilities, and personnel, providing useful information for mission planning and/or execution. • Identifies and is able to coordinate with most of the key government, military, or societal players in the region. • Learns extensively about the interests and opinions of the local populace and leverages this in planning and interactions.
Level 2 Fully Proficient	• Demonstrates thorough understanding of core concepts and processes. • Applies the competency in routine and non-routine situations. • Individuals operating at this level of proficiency work independently with minimal guidance and direction to perform tasks associated with this competency.	• Knowledgeable of the structure and key members of the local press; applies this information in mission planning. • Evaluates the key political and power structures in a region that are relevant to a mission or decision and provides ideas for how these should be leveraged or mitigated. • Considers the impact of regional current events on planning. • Meets with some of the key players in the regional area and can describe their roles in society, government and the military.
Level 1 Awareness	• Demonstrates a basic awareness of concepts and processes. • Applies the competency in the simplest situations. • Individuals operating at this level of proficiency require close and extensive guidance to perform tasks associated with this competency.	• Has an awareness of the local press and how it can affect the unit's mission. • With guidance from subject matter experts, can use knowledge of the key political and power structures to determine the impact of these on mission planning and other decisions. • Applies basic information regarding host nation military structure and capabilities in mission planning or execution. • Makes an effort to learn about the interests and opinions of the local populace.

Utilizing Interpreters		
Definition	Effectively conveys the intended message through the use of an interpreter; recognizes and monitors interpreter's delivery of message to ensure it is being communicated as intended, both in terms of content and emotion; conducts appropriate interpreter selection and preparation for a given job or mission.	
Examples	• Plans future meetings with interpreter, explaining to interpreter what they can or cannot say and/or do. • Understands and adheres to proper protocols for using an interpreter (e.g. when one can or cannot have a side conversation with the interpreter). • Ensures that the interpreter conveys both meaning and proper emotions when translating. • Maintains proper nonverbal interactions with host nation personnel when using interpreter (e.g. maintaining eye contact). • Conducts debriefings with interpreter after meetings to collect information/impressions from the interpreter regarding the meeting. • Requests an interpreter that is an appropriate level for mission requirements.	
Proficiency Level	Definition	Illustrative Behaviors
Level 5 Master	• Demonstrates extensive depth and breadth of expertise in advanced concepts and processes. • Applies the competency in highly complex and ambiguous situations within and across disciplines. • Individuals operating at this level of proficiency serve as an acknowledged authority, advisor, and key resource across the agency in relation to this competency.	• Effectively plans future meetings with high level personnel, such that communication occurs seamlessly without interference from the interpreter. • Develops protocols and training for others on proper ways to effectively use interpreters across a variety of situations. • Attends to nonverbal cues to seamlessly negotiate with and influence key host national personnel despite the need to communicate through an interpreter. • Maintains a network of skilled and trusted interpreters to ensure high quality translation services for self and subordinates.
Level 3 Fully Proficient	• Demonstrates thorough understanding of core concepts and processes. • Applies the competency in routine and non-routine situations. • Individuals operating at this level of proficiency work independently with minimal guidance and direction to perform tasks associated with this competency.	• Provides interpreters with clear boundaries of what they can and cannot say and/or do. • Establishes expectations and common understanding with interpreters to ensure accurate translation of both meaning and emotion. • Evaluates nonverbal cues to evaluate information veracity and effectively communicate important information with host national personnel despite language barriers. • Maintains an open relationship with interpreter facilitating the provision of effective performance feedback and collection of interpreter impressions regarding the meeting.
Level 1 Awareness	• Demonstrates a basic awareness of concepts and processes. • Applies the competency in the simplest situations. • Individuals operating at this level of proficiency require close and extensive guidance to perform tasks associated with this competency.	• Requires feedback on the proper utilization of interpreters. • Recognizes the need to ensure interpreters convey both meaning and emotion accurately when translating. • Understands proper nonverbal behaviors are required when interacting with host national personnel, despite the need to communicate through an interpreter. • Evaluates interpreter performance and recognizes whether interpreter is operating at an appropriate level for mission requirements.

Building Strategic Networks		
Definition	Builds alliances and develops collaborative information-sharing networks with colleagues in own organization and counterparts across other host/foreign nation/private organizations; works effectively with diverse others as a representative of own organization to accomplish mission requirements and achieve common goals.	
Examples	• Establishes and maintains relationships with others in order to achieve mutually sought goals. • Manages and resolves individual and organizational conflicts and disagreements in a constructive manner to achieve a unified effort. • Develops and leverages a diverse range of key relationships to build bridges across institutional divides. • Leverages contacts at other organizations to improve access to resources and expertise. • Organizes and attends meetings or events with locals as an opportunity to build rapport and strengthen one's network. • Establishes alliances across cultural and organizational boundaries. • Develops networks, and collaborates effectively across organizational boundaries to build relationships. • Accommodates a variety of interpersonal styles and perspectives in order to partner effectively, achieve objectives, and remove barriers. • Breaks down polarizing or stove-piped perspectives within and across cultural and organizational boundaries.	
Proficiency Level	Definition	Illustrative Behaviors
Level 5 Master	• Demonstrates extensive depth and breadth of expertise in advanced concepts and processes. • Applies the competency in highly complex and ambiguous situations within and across disciplines. • Individuals operating at this level of proficiency serve as an acknowledged authority, advisor, and key resource across the agency in relation to this competency.	• Possesses wide network of trusted acquaintances that can be leveraged for specific and/or valuable information. • Spans organizational boundaries to obtain resources and expertise for subordinates. • Facilitates introductions and relationship building among subordinates and key counterparts. • Interacts with locals at meetings and events to strengthen one's network. • Conducts high-level, complex negotiations resulting in beneficial long-term goals. • Adjusts interpersonal style in order to partner effectively with others who hold adversarial positions to U.S. national interests.
Level 3 Fully Proficient	• Demonstrates thorough understanding of core concepts and processes. • Applies the competency in routine and non-routine situations. • Individuals operating at this level of proficiency work independently with minimal guidance and direction to perform tasks associated with this competency.	• Points out to subordinates their own cultural perspective. • Reaches out to the correct people for information. • Often seeks others' perspectives. • Makes acquaintances with individuals across organizational boundaries. • Actively seeks to build relationships with key counterparts. • Learns the names of many locals at meetings and events. • Negotiates with others to achieve mutual short-term goals. • Actively engages in practice behaviors intended to broaden personal style (in order to more effectively interact with diverse individuals).
Level 1 Awareness	• Demonstrates a basic awareness of concepts and processes. • Applies the competency in the simplest situations. • Individuals operating at this level of proficiency require close and extensive guidance to perform tasks associated with this competency.	• Criticizes subordinates for not challenging their cultural perspective. • Reaches out to any other people for information. • Occasionally seeks others' perspectives. • Recognizes motivations of individuals across organizational boundaries. • Recognizes the potential value of building relationships with key counterparts. • Attends meetings or events with locals to strengthen one's network. • Acknowledges the goals of others and recognizes how these many align with one's own. • Acknowledges constraints of one's own personal style, and its potential to limit interpersonal interactions.

Strategic Agility		
Definition	Makes strategic decisions and assesses the impact and secondary/tertiary effects of U.S. actions in the region by using logic, analysis, synthesis, creativity, and judgment to gather and evaluate multiple sources of information; establishes a course of action to accomplish a long-range goal or vision in the region/country, effectively anticipating future consequences and trends.	
Examples	• Develops mission plans that consider both short-term and long-term goals in the region. • Plans and/or executes missions in such a way that regional organizations and entities are empowered and gain legitimacy (e.g., local government receives credit). • Analyzes the effect of previous military action in an area or region and applies this information to develop appropriate goals and strategies for the current mission. • Maintains situational awareness of political and military trends in the area/region and plans for changes. • Considers second and third order effects of decisions and actions on local or regional stability. • Gathers information from multiple sources regarding local/regional beliefs and norms and applies this information in developing mission goals and plans. • Applies creative solutions to solve challenging local or regional conflicts.	
Proficiency Level	Definition	Illustrative Behaviors
Level 5 Master	• Demonstrates extensive depth and breadth of expertise in advanced concepts and processes. • Applies the competency in highly complex and ambiguous situations within and across disciplines. • Individuals operating at this level of proficiency serve as an acknowledged authority, advisor, and key resource across the agency in relation to this competency.	• Displays deep understanding of recent military history for a broad array of regions. • Generates creative solutions and implements plans to address local and regional conflicts. • Gathers information from multiple sources regarding local/regional beliefs and norms, and applies this information when developing and conducting missions. • Recognizes second and third order effects of decisions and actions on local or regional stability. • Establishes multiple resources to maintain full situational awareness of political and military trends. • Plans and executes missions that elevate the responsibility and legitimacy or local governments. • Guides others to consider short-term and long-term goals in a region when developing missions.
Level 3 Fully Proficient	• Demonstrates thorough understanding of core concepts and processes. • Applies the competency in routine and non-routine situations. • Individuals operating at this level of proficiency work independently with minimal guidance and direction to perform tasks associated with this competency.	• Displays deep understanding of recent military history for a specific region. • Generates creative solutions and implementation plans for local and regional conflicts. • Reads published information and talks to others regarding local/regional beliefs and norms, and considers this information in the context of mission planning. • Recognizes second order effects of decisions on local or regional stability. • Establishes a few resources to maintain situational awareness of political and military trends. • Plans and executes missions successfully, but gives local governments the credit. • Considers short-term and long-term goals of a region when developing missions.
Level 1 Awareness	• Demonstrates a basic awareness of concepts and processes. • Applies the competency in the simplest situations. • Individuals operating at this level of proficiency require close and extensive guidance to perform tasks associated with this competency.	• Displays basic understanding of recent military history for a few general regions. • Generates creative ideas and partial solutions to local and regional conflicts. • Reads published information regarding local/regional beliefs and norms and considers this information in the context of mission operations. • Recognizes causes of local or regional instability in hindsight from previous actions. • Recognizes the importance of political and military situational awareness and takes steps to maintain situational awareness. • Suggests ways of planning missions to give local governments the credit. • Provides input concerning short-term and long-term goals of a regions to help others develop missions.

Systems Thinking		
Definition	Understands how joint, coalition, non-state actors and other variables in the regional system interact with one another and change over time; applies this understanding to conduct analysis, planning, decision making, and problem solving.	
Examples	• Understands the key organizations/groups in an area/region and each of their roles. • Leverages the goals and needs of key organizations/groups in the regional system to influence the decisions and actions they take. • Demonstrates knowledge and understanding of the actors (e.g., joint, coalition, nonstate) within a region as well as the key operational partnerships. • Is familiar with different organizational power structures, communication styles, and technologies, and understands their potential impact on goal focus, information sharing, planning, and decision making. • Comprehends the interdependencies between systems, decisions, and organizations and the tools that support their management. • Considers multiple facets of a situation or problem, how they relate to one another, and the perspectives and needs that the key players contribute. • Considers the impact of the regional interaction of local government, opposition parties, and other groups, on mission planning and execution. • Leverages knowledge of formal and informal leadership, systems, and organizational dynamics in the local area to accomplish the unit's mission. • Can describe the roles and structure of the various joint, coalition, nongovernmental organizations and other players involved in the area of operations and considers their role when planning or executing missions.	
Proficiency Level	Definition	Illustrative Behaviors
Level 5 Master	• Demonstrates extensive depth and breadth of expertise in advanced concepts and processes. • Applies the competency in highly complex and ambiguous situations within and across disciplines. • Individuals operating at this level of proficiency serve as an acknowledged authority, advisor, and key resource across the agency in relation to this competency.	• Demonstrates extensive operational knowledge of all organizations/groups in the area/region and their interconnecting roles. • Describes in great detail how organizations/groups in a region partner and work together. • Provides training to other on the different organizational power structures, communication styles, and technologies among all regional players. • Advises and provides guidance to others on the informal leadership structures and organizational dynamics in local area, and ensures others take these factors into consideration when planning and conducting missions.
Level 3 Fully Proficient	• Demonstrates thorough understanding of core concepts and processes. • Applies the competency in routine and non-routine situations. • Individuals operating at this level of proficiency work independently with minimal guidance and direction to perform tasks associated with this competency.	• Demonstrates deep awareness of most organizations/groups in the area/region and their roles. • Demonstrates deep awareness of partnerships among most organizations/group in the region. • Displays familiarity with different organizational power structures, communication styles, or technologies among most regional players. • Contributes information on the likely reactions of local governments, opposition parties, and other groups to US action; uses this information to forecast and plan missions. • Displays thorough understanding of informal leadership structures and organizational dynamics in local area, and uses this understanding to create and carry out missions.
Level 1 Awareness	• Demonstrates a basic awareness of concepts and processes. • Applies the competency in the simplest situations. • Individuals operating at this level of proficiency require close and extensive guidance to perform tasks associated with this competency.	• Demonstrates basic awareness of the key organizations/groups in the area/region and their roles. • Demonstrates basic awareness of partnerships among some organizations/group in the region. • Gathers basic information on the different organizational power structures, communication styles, or technologies among some regional players. • Gathers feedback on how US action affected local government, opposition parties, and other groups. • Displays a basic understanding of informal leadership structures and organizational dynamics in the local area.

Cross-Cultural Influence		
Definition	Applies influence techniques that are consistent with local social norms and role expectations in order to establish authority, change others' opinions or behavior, and convince them to willingly follow own leadership or guidance; understands how cultural values, behaviors, beliefs, and norms impact cross-cultural negotiations.	
Examples	• Has an understanding of how members from other cultures approach influence and negotiation. • Recognizes which influence and negotiation strategies and tactics are culturally acceptable in specific situations; avoids techniques that could be considered offensive. • Researches, anticipates, and applies influence styles and behaviors that are relevant and meaningful to people from different cultural backgrounds. • Builds influence potential through building rapport in culturally sensitive ways. • Recognizes what bases of influence power are appropriate and uses them as leverage to influence others. • Uses knowledge of how various roles are defined in a particular culture in order to affect influence. • Takes into account culturally relevant motivators and rewards in influencing people from another culture. • Applies information about others' cultural assumptions, interests, and values to identify what each party wants from a negotiation. • Applies local norms and customs to influence situations.	
Proficiency Level	Definition	Illustrative Behaviors
Level 5 Master	• Demonstrates extensive depth and breadth of expertise in advanced concepts and processes. • Applies the competency in highly complex and ambiguous situations within and across disciplines. • Individuals operating at this level of proficiency serve as an acknowledged authority, advisor, and key resource across the agency in relation to this competency.	• Trains others on effective influence and negotiation tactics for a number of cultures. • Demonstrates an extensive array of culturally appropriate negotiation techniques to consistently obtain compliance. • Effectively builds rapport with others regardless of others' diverse cultural backgrounds by applying culturally sensitive rapport building styles. • Displays deep understanding of how roles are defined in a particular culture and effectively adjusts influence attempts based on this understanding. • Demonstrates proficiency diagnosing others' needs by integrating individual specific information with cultural assumptions and values, and uses this information to negotiate effectively.
Level 3 Fully Proficient	• Demonstrates thorough understanding of core concepts and processes. • Applies the competency in routine and non-routine situations. • Individuals operating at this level of proficiency work independently with minimal guidance and direction to perform tasks associated with this competency.	• Demonstrates understanding of how different cultures differ in their approach to influence and negotiation. • Demonstrates culturally appropriate negotiation techniques to often obtain compliance in routine situations. • Effectively researches and applies influence styles and behaviors that are appropriate for people of different cultural backgrounds. • Attempts and is often successful adjusting rapport building styles based on cultural requirements. • Displays understanding of how certain roles are defined in a particular culture and uses this information to adjust influence attempts. • Considers a broad range of culturally relevant motivators and rewards to effectively influence others. • Demonstrates ability to diagnose others' needs based on cultural assumptions and values, and uses this information to improve the favorability of negotiation outcomes.
Level 1 Awareness	• Demonstrates a basic awareness of concepts and processes. • Applies the competency in the simplest situations. • Individuals operating at this level of proficiency require close and extensive guidance to perform tasks associated with this competency.	• Demonstrates awareness that influence and negotiation tactics differ by culture. • With significant guidance, is able to apply one or two culturally appropriate negotiation techniques. • Anticipates variability in influence styles and behaviors for people from different cultural backgrounds. • Observes others adjusting their rapport building style based on different cultural requirements. • Displays awareness of how different roles are defined in a particular culture and recognizes the importance of role definition in influence. • Actively observes influence attempts by others and notes culturally relevant motivators and rewards. .

Organizational Cultural Competence		
Definition	Assesses cultural capabilities of own organization; develops the cultural competence required of personnel in order to support the organization's mission; ensures that the organization's cross-cultural competence is sustained and improved to meet future mission requirements.	
Examples	• Identifies regional expertise and culture requirements for unit's primary mission or pending deployment. • Determines and evaluates regional expertise and culture training and education requirements of staff needed to meet mission requirements. • Evaluates cultural capabilities of unit, identifying individuals' proficiency levels. • Identifies the cultural competency training requirements of individuals or units within the organization. • Identifies providers of cultural competence training. • Incorporates regional expertise and culture elements in unit training. • Ensures regional expertise and culture education requirements are supported. • Creates a unit climate that supports multicultural competence.	
Proficiency Level	Definition	Illustrative Behaviors
Level 5 Master	• Demonstrates extensive depth and breadth of expertise in advanced concepts and processes. • Applies the competency in highly complex and ambiguous situations within and across disciplines. • Individuals operating at this level of proficiency serve as an acknowledged authority, advisor, and key resource across the agency in relation to this competency.	• Identifies regional and cultural expertise requirements needed for unit's mission and ensures that unit obtains this expertise by developing current unit or recruiting additional experts. • Coaches others on the evaluation and determination of needed regional expertise, and remediation of weaknesses through training. • Uses behavioral benchmarks to rate proficiency level of entire units. • Designs approaches to evaluate providers of cultural competence training. • Incorporates training that includes hands-on experience interacting with individuals from different cultures. • Stresses the importance of multicultural competence in the unit, provides developmental opportunities, and rewards individuals for broadening their cultural competence
Level 3 Fully Proficient	• Demonstrates thorough understanding of core concepts and processes. • Applies the competency in routine and non-routine situations. • Individuals operating at this level of proficiency work independently with minimal guidance and direction to perform tasks associated with this competency.	• Identifies strengths and weaknesses of unit's regional and cultural expertise, and recognizes when additional experts are needed. • Recognizes regional expertise and culture training needs of staff, implements objectives to develop staff in these areas. • Uses past performance to identify individuals' proficiency level in cultural competence. • Identifies cultural competency training providers based on feedback from others. • Incorporates training that includes material on different cultural assumptions and values. • Stresses the importance of multicultural competence in the unit and provides developmental opportunities in cultural competence.
Level 1 Awareness	• Demonstrates a basic awareness of concepts and processes. • Applies the competency in the simplest situations. • Individuals operating at this level of proficiency require close and extensive guidance to perform tasks associated with this competency.	• Recognizes the importance of regional and cultural expertise. Seeks guidance from superiors on how to determine unit's mission requirements. • Assists superior/s in determining the regional and cultural expertise training needs of the unit. • Researches and identifies probable providers of cultural competence training. • Incorporates training that includes discussion of the importance of being culturally flexible. • Stresses the importance of multicultural competence in the unit.

Appendix D:

Addendum Provided for Inclusion in CJCSI 3126.01

Appendix XX1. Tools to Describe Regional Expertise and Culture Requirements

Purpose

Planners must identify the regional expertise and culture requirements for missions in order to enable the services to train and resource appropriately in the mission planning process. This entails identifying: (1) the types of capabilities or skills required, and (2) the level of capability or skill required.

The types of capabilities are referred to as ***Competencies***.

The levels of capabilities are referred to as ***Proficiency Levels***.

DoDI 5160.70, Management of DoD Language and Regional Proficiency Capabilities, establishes policies for the management of DoD foreign language and regional proficiency capabilities. This appendix operationalizes the guidelines published in the DoDI and provides examples to planners for application. This appendix also describes the competencies and proficiency levels associated with regional expertise and culture, provides instructions for planners to create profiles, and demonstrates how regional and cultural expertise and language proficiency link to the Regional Proficiency Skill Level Guidelines found in DoDI 5160.70.

Intended Users

This appendix is designed for planners who need to identify REGIONAL EXPERTISE AND CULTURE requirements for missions they are planning.

REC Competency Domains

There are three competency domains for regional expertise and culture:

(1) Core

(2) Regional/Technical

(3) Leader Functions

Each of these domains has multiple competencies associated with it, which can be seen in Table 1. Following Table 1 there is a more detailed definition and set of examples provided for each competency.

Table 1. Competencies Associated with each Domain

1.0 Core	2.0 Regional/Technical	3.0 Leader Functions
1.1 Understanding Culture 1.2 Applying Organizational Awareness 1.3 Cultural Perspective-Taking 1.4 Cultural Adaptability	2. 1 Applying Regional Information 2. 2 Operating in a Regional Environment 2. 3 Utilizing Interpreters	3. 1 Building Strategic Networks 3. 2 Strategic Agility 3. 3 Systems Thinking 3. 4 Cross-Cultural Influence 3. 5 Organizational Cultural Competence

Detailed Competency Definitions and Examples

1.0 Core Competencies

These are competencies required by personnel in an organization, regardless of job series or rank, to perform effectively in cross-cultural environments. Core competencies provide consistency and common language to describe the requirements needed for successful performance. Core competencies require understanding the different dimensions of culture and how cultures vary, as well as understanding one's own organization's mission and functions within a multi-cultural environment. Individuals must demonstrate an awareness of their own cultural assumptions, values, and biases, and understand how the U.S. is viewed by members of other cultures. They must gather and interpret information about people and surroundings and adjust their behavior in order to interact effectively with others.

1.1 Understanding Culture	
Definition	Understands the different dimensions of culture, how cultures vary according to key elements such as interpersonal relations, concept of time, attitude towards interpersonal space, thinking style, tolerance and authority as well as values, beliefs, behaviors and norms; uses this information to help understand similarities and differences across cultures.
Examples	• Can explain the core properties of culture (e.g., it is a facet of society, it is acquired through acculturation or socialization, it encompasses every area of social life). • Possesses a working knowledge of the kinds of shared systems that comprise culture (e.g., symbols, beliefs, attitudes, values, expectations, and norms of behavior). • Can describe how different cultures vary according to certain characteristics, such as interpersonal relations, concept of time, attitudes towards interpersonal space, thinking style, tolerance, and authority. • Recognizes how culture influences an individual's perceptions and thoughts. • Understands how cultural stereotypes and differences can distort cues and cause misunderstandings.

	• Has an understanding of how a Host Nation's culture might affect the planning and conduct of operations.

1.2 Applying Organizational Awareness	
Definition	Understands own organization's mission and functions, particularly within the context of multi-cultural, multi-actor environments; is knowledgeable about own organization's programs, policies, procedures, rules, and regulations, and applies this knowledge to operate effectively within and across organizations.
Examples	• Understands and can explain to others how a standard U.S. military organization functions and is structured. • Demonstrates an understanding of own organization's capabilities and how these can be applied to the operational environment. • Recognizes when local norms or rules clash with those of own organization and takes appropriate action to minimize conflict. • Understands similarities and differences between own organization and other organizations in the operating environment. • Understands how own organization needs to interact with U.S. ambassadors and their staff.

1.3 Cultural Perspective-Taking	
Definition	Demonstrates an awareness of own cultural assumptions, values, and biases, and understands how the U.S. is viewed by members of other cultures; applies perspective-taking skills to detect, analyze, and consider the point of view of others, and recognizes how own actions may be interpreted.
Examples	• Understands the needs and values of individuals/groups from other cultures. • Considers the different perspectives of the involved parties when conducting multinational meetings. • Recognizes the importance of norms for interaction and how violating these norms in a culture can negatively impact interactions (e.g., treatment of personal space). • Correctly predicts how personnel from different ethnic or organizational cultures will interpret own words or actions. • Considers local norms, values, beliefs and behaviors when considering how other personnel will respond to one's own actions and comments. • Takes cultural context into consideration when interpreting environmental cues and conversations.

1.4 Cultural Adaptability	
Definition	Gathers and interprets information about people and surroundings and adjusts behavior in order to interact effectively with others; integrates well into situations in which people have different beliefs, values, and customs and develops positive rapport by showing respect for the culture; understands the implications of one's actions and adjusts approach to maintain appropriate relationships.
Examples	• Adjusts actions and interaction style to match or be appropriate for different people in different situations. • Observes behavior of locals and changes own behavior to better fit in. • Modifies behavior depending on rules and local norms for appropriate gender/rank/status interactions. • Adjusts behavior as appropriate to comply with those of the local population. • Adjusts own approach to develop and maintain positive relationships with other groups and/or cultures. • Sets others at ease by demonstrating respect for local interaction formalities and styles (both verbal and non-verbal) • Exchanges meaningful information across cultural boundaries through verbal and non-verbal means.

2.0 Technical/Regional Competencies

These competencies provide greater detail about the requirements needed by personnel to operate effectively in a specific region of the world or in a certain job. Regional/technical competencies require an understanding of the cultural requirements needed to operate in a specific region of the world, or in a certain job. This includes demonstrating knowledge about the components of culture for a specific region and understanding key cultural values, behaviors, beliefs, and norms for the area. Individuals must be able to describe, assess, and apply country and/or region-specific information into plans, actions, and decisions and effectively convey intended messages to persons of another culture through the use of an interpreter.

2.1 Applying Regional Information	
Definition	Knows about the components of culture for a specific region; understands key cultural values, behaviors, beliefs, and norms for the area. Applies knowledge about a country/region's historical and current social, political, and economic structures to the operational mission.
Examples	• Takes the initiative to learn more about a particular country, culture, or region. • Demonstrates a well developed cultural competence in a specific region. • Maintains a working knowledge of the features of a specific region's economic, religious, legal, governmental, political, social and infrastructure. • Applies knowledge of regional sensitivities regarding gender, race, ethnicity, local

	observances and local perception of the U.S. and allies to mission planning and preparation. • Considers the similarities and differences between own culture and others cultures when preparing for or engaged in a deployment. • Applies relevant terms, factors, concepts, and regional information to tasks and missions. • Considers local national or religious holidays when conducting planning or scheduling that involves locals. • Understands the concept of time that operates in a region/location and its impact on plans, meetings, and mission execution. • Considers the impact of local beliefs and customs on how locals will interpret military actions. • Identifies exceptions to local social norms and rules, and applies them when working in the region.

2.2 Operating in a Regional Environment	
Definition	Can describe, assess, and apply country/region-specific information about the population, enemy and other relevant forces, U.S. national security interests, U.S. command relationships, and commander's intent; understands and keeps up-to-date on local, national, and regional events, policies, and trends that affect U.S. interests; effectively incorporates this information into plans, actions, and decisions .
Examples	• Learns about local press, their influence in the country, and political connections they may have. • Applies knowledge of host nation military structure and capabilities when planning and carrying out missions or events. • Considers the impact of current events inside and outside of the region on planning. • Considers current organizational and political situations, the media, and special interests when making decisions. • Describes how the structures and operation of the host nation organizations are similar to or different from one's own organization. • Learns about the interests and opinions of the local populace and takes these into consideration in planning and interactions. • Identifies key players in the area, their role in local society, sources of power, and their role in local government, military, or civil society. • Defines local political and power structures and applies these to planning and interactions.

2.3 Utilizing Interpreters	
Definition	Effectively conveys the intended message through the use of an interpreter; recognizes and monitors interpreter's delivery of message to ensure it is being communicated as intended, both in terms of content and emotion; conducts

	appropriate interpreter selection and preparation for a given job or mission.
Examples	• Plans future meetings with interpreter, explaining to interpreter what they can or cannot say and/or do. • Understands and adheres to proper protocols for using an interpreter (e.g. when one can or cannot have a side conversation with the interpreter). • Ensures that the interpreter conveys both meaning and proper emotions when translating. • Maintains proper nonverbal interactions with host nation personnel when using interpreter (e.g. maintaining eye contact). • Conducts debriefings with interpreter after meetings to collect information/impressions from the interpreter regarding the meeting. • Requests an interpreter that is an appropriate level for mission requirements.

3.0 Leader Function Competencies

Leader function competencies are additional competencies required by personnel in leadership positions in order to effectively perform in cross-cultural environments, including building and maintaining the cultural competence of their subordinates. Leader competencies require building alliances and developing collaborative networks, applying influence and negotiation techniques consistent with local social norms, and understanding how joint, coalition, and non-state actors in the regional system interact with one another and change over time. Applying this knowledge in planning, decision making, and problem solving and assessing the impact and secondary/tertiary effects of U.S. actions in the region are also important.

3.1 Building Strategic Networks	
Definition	Builds alliances and develops collaborative information-sharing networks with colleagues in own organization and counterparts across other host/foreign nation/private organizations; works effectively with diverse others as a representative of own organization to accomplish mission requirements and achieve common goals.
Examples	• Establishes and maintains relationships with others in order to achieve mutually sought goals. • Manages and resolves individual and organizational conflicts and disagreements in a constructive manner to achieve a unified effort. • Develops and leverages a diverse range of key relationships to build bridges across institutional divides. • Leverages contacts at other organizations to improve access to resources and expertise. • Organizes and attends meetings or events with locals as an opportunity to build rapport and strengthen one's network. • Establishes alliances across cultural and organizational boundaries. • Develops networks, and collaborates effectively across organizational boundaries

	to build relationships. • Accommodates a variety of interpersonal styles and perspectives in order to partner effectively, achieve objectives, and remove barriers. • Breaks down polarizing or stove-piped perspectives within and across cultural and organizational boundaries.

3.2 Strategic Agility	
Definition	Makes strategic decisions and assesses the impact and secondary/tertiary effects of U.S. actions in the region by using logic, analysis, synthesis, creativity, and judgment to gather and evaluate multiple sources of information; establishes a course of action to accomplish a long-range goal or vision in the region/country, effectively anticipating future consequences and trends.
Examples	• Develops mission plans that consider both short-term and long-term goals in the region. • Plans and/or executes missions in such a way that regional organizations and entities are empowered and gain legitimacy (e.g., local government receives credit). • Analyzes the effect of previous military action in an area or region and applies this information to develop appropriate goals and strategies for the current mission. • Maintains situational awareness of political and military trends in the area/region and plans for changes. • Considers second and third order effects of decisions and actions on local or regional stability. • Gathers information from multiple sources regarding local/regional beliefs and norms and applies this information in developing mission goals and plans. • Applies creative solutions to solve challenging local or regional conflicts.

3.3 Systems Thinking	
Definition	Understands how joint, coalition, non-state actors and other variables in the regional system interact with one another and change over time; applies this understanding to conduct analysis, planning, decision making, and problem solving.
Examples	• Understands the key organizations/groups in an area/region and each of their roles. • Leverages the goals and needs of key organizations/groups in the regional system to influence the decisions and actions they take. • Demonstrates knowledge and understanding of the actors (e.g., joint, coalition, nonstate) within a region as well as the key operational partnerships. • Is familiar with different organizational power structures, communication styles, and technologies, and understands their potential impact on goal focus, information sharing, planning, and decision making. • Comprehends the interdependencies between systems, decisions, and organizations

	and the tools that support their management. • Considers multiple facets of a situation or problem, how they relate to one another, and the perspectives and needs that the key players contribute. • Considers the impact of the regional interaction of local government, opposition parties, and other groups, on mission planning and execution. • Leverages knowledge of formal and informal leadership, systems, and organizational dynamics in the local area to accomplish the unit's mission. • Can describe the roles and structure of the various joint, coalition, nongovernmental organizations and other players involved in the area of operations and considers their role when planning or executing missions.

3.4 Cross-Cultural Influence	
Definition	Applies influence techniques that are consistent with local social norms and role expectations in order to establish authority, change others' opinions or behavior, and convince them to willingly follow own leadership or guidance; understands how cultural values, behaviors, beliefs, and norms impact cross-cultural negotiations.
Examples	• Has an understanding of how members from other cultures approach influence and negotiation. • Recognizes which influence and negotiation strategies and tactics are culturally acceptable in specific situations; avoids techniques that could be considered offensive. • Researches, anticipates, and applies influence styles and behaviors that are relevant and meaningful to people from different cultural backgrounds. • Builds influence potential through building rapport in culturally sensitive ways. • Recognizes what bases of influence power are appropriate and uses them as leverage to influence others. • Uses knowledge of how various roles are defined in a particular culture in order to affect influence. • Takes into account culturally relevant motivators and rewards in influencing people from another culture. • Applies information about others' cultural assumptions, interests, and values to identify what each party wants from a negotiation. • Applies local norms and customs to influence situations.

3.5 Organizational Cultural Competence	
Definition	Assesses cultural capabilities of own organization; develops the cultural competence required of personnel in order to support the organization's mission; ensures that the organization's cross-cultural competence is sustained and improved to meet future mission requirements.

Examples	• Identifies regional expertise and culture requirements for unit's primary mission or pending deployment. • Determines and evaluates regional expertise and culture training and education requirements of staff needed to meet mission requirements. • Evaluates cultural capabilities of unit, identifying individuals' proficiency levels. • Identifies the cultural competency training requirements of individuals or units within the organization. • Identifies providers of cultural competence training. • Incorporates regional expertise and culture elements in unit training. • Ensures regional expertise and culture education requirements are supported. • Creates a unit climate that supports multicultural competence.

Regional Expertise and Culture Proficiency Levels

There are three levels of proficiency:

(1) Basic
(2) Fully Proficient
(3) Master

Table 2. Proficiency Level Descriptions

Basic	• Demonstrates a basic awareness of concepts and processes. • Applies the competency in the simplest situations. • Individuals operating at this level of proficiency require close and extensive guidance.
Fully Proficient	• Demonstrates thorough understanding of core concepts and processes. • Applies the competency in routine and non-routine situations. • Individuals operating at this level of proficiency work independently with minimal guidance and direction.
Master	• Demonstrates extensive depth and breadth of expertise in advanced concepts and processes. • Applies the competency in highly complex and ambiguous situations within and across disciplines. • Individuals operating at this level of proficiency serve as an acknowledged authority, advisor, and key resource across the agency.

Integrating Language Ratings

In addition to regional expertise and culture ratings, planners will assess the language proficiency associated with the tasks and regional expertise and culture activities.

There are four dimensions of language that are considered: listening, reading, speaking, and writing. These are rated on a scale from 0 to 5 based on the current language rating guidelines.

The Department of Defense uses the Interagency Language Roundtable (ILR) descriptions at http://www.govtilr.org/ to determine the appropriate proficiency level required for a given job. A description of the skill levels can also be found in Table 2 of Enclosure E (CJCSI 3126.01).

As described in Enclosure 1 of DODI 5160.70, the guidelines for Regional Proficiency skill levels include language proficiency as one component that should be considered in selecting an LREC skill level, when relevant. As described in Enclosure 1, a range of language skill levels is applicable to each Regional Proficiency skill level. These ranges are reflected in Table 3.

Instructions for Planners

1. Read the competency information located in Table 1 and the specific competency definitions and examples.
2. Read the definitions provided in Table 2 for the proficiency levels.
3. Review the associated range of language proficiencies.
4. For each mission task that has been identified in your planning process, or for each regional expertise and culture activity that is associated with the mission task, determine the proficiency level that is required for each competency domain (**Core**, **Regional/Technical** and **Leader Function**) to successfully accomplish that task.
5. Next, if language proficiency is required, determine the range of language proficiencies that is associated with that task or regional expertise and culture activitiy.
6. This will result in three regional expertise and culture ratings for each mission task or each regional expertise and culture activity and four language ratings.
7. An example is provided in the following section.

Example

As an example:

Mission Task: Assist host nation in populace and resource control
Regional Expertise and Culture Activity: Conduct key leader engagements
Ratings for each Competency Domain:

Competency Domain	Planner Rating
Core:	Fully Proficient
Regional/Technical:	Fully Proficient
Leader Function:	Basic
Language:	1L/0R/1S/0W

Linking the Competencies to DODI 5160.70

Enclosure 1 of DODI 5160.70 describes Regional Proficiency skill levels, which include both REC competencies as well as language, as relevant. The Competency ratings made by planners in the planning process can be translated into these skills levels. Information regarding this translation process can be found in Table 3.

The profiles in Table 3 are comprised of various logical combinations of proficiency ratings across the three REC Competency Dimensions (Core, Regional/Technical, and Leader Functions) and four language dimensions. These are based on the skill level descriptions provided in the DODI 5160.70 as well as results derived from mission planning exercises.

Table 3. Language and REC Profiles Associated with each DODI 5160.70 Skill Level.

DODI 5160.70 Skill Levels	ILR Profile Range	Proficiency Required for each Competency Dimension		
		Core	***Regional/Technical***	***Leader Functions***
0+ (Pre-Novice)	0 – 2 L/R/S/W	Basic	N/A	N/A
		Basic	Basic	N/A
1 (Novice)	0 – 2+ L/R/S/W	Basic	Basic	Basic
		Basic	Basic	Fully Proficient
		Basic	Fully Proficient	Basic
		Fully Proficient	Basic	Basic
2 (Associate)	0 – 3 L/R/S/W	Basic	Fully Proficient	Fully Proficient
		Fully Proficient	Basic	Fully Proficient
		Fully Proficient	Fully Proficient	Basic
3 (Professional)	0 – 5 L/R/S/W	Fully Proficient	Fully Proficient	Fully Proficient
		Fully Proficient	Fully Proficient	Master
		Fully Proficient	Master	Fully Proficient
		Master	Fully Proficient	Fully Proficient
4 (Senior Professional)	0-5 L/R/S/W	Fully Proficient	Master	Master
		Master	Fully Proficient	Master
		Master	Master	Fully Proficient
5 (Expert)	0-5 L/R/S/W	Master	Master	Master

Appendix E:

Example of Behavioral Anchored Rating Scales (BARS) for Use in Assessing REC Proficiency

Defense Language Office
Regional Expertise and Culture (REC)
Competency Assessment Ratings

This form asks you to provide competency ratings in the area of regional expertise and culture (REC) for each of your employees whose job has a cross-cultural component.

Overview of Rating Scales

Each rating scale appears on a separate page and is structured in the same way. At the top of each page, just below the REC competency title, is the definition of the competency and a 7-point rating scale, where 1 is the lowest possible rating and 7 is the highest.

Below the rating scale are statements that describe example behaviors at three levels of proficiency – *Awareness*, *Fully Proficient*, and *Master*. These behaviors are to be used as examples to help anchor the level of proficiency. Depending on the job, these examples will vary.

***Awareness*:** These examples describe proficiency that would be rated a 1. Performance at this level demonstrates a basic awareness of concepts and processes. Individuals operating at this level of proficiency require close and extensive guidance to perform tasks associated with this competency.

Fully Proficient: These examples describe proficiency that would be rated a 4. Performance at this level demonstrates a thorough understanding of core concepts and processes. Individuals operating at this level of proficiency work independently with minimal guidance and direction to perform tasks associated with this competency.

Master: The examples describe proficiency that would be rated a 7. Performance at this level demonstrates an extensive depth and breadth of expertise in advanced concepts and processes. Individuals operating at this level of proficiency serve as an acknowledged authority, advisor, and key resource across the organization in relation to this competency.

Below each rating scale is a list of subordinates that you are being asked to rate.

Beside each name is a scale with which to rate his/her performance.

Making Competency Assessment Ratings

Please use each scale to rate your subordinate's **typical level of** proficiency **during the past year**. If you have been supervising the individual for less than a year, consider that individual's proficiency over the time you have supervised him or her. Please follow the steps listed below when making a rating on each REC competency:

Step 1: Read the definition at the top of the page describing the competency.

Step 2: Read the behavioral statements that describe *Awareness*, *Fully Proficient*, and *Master* behavior.

Step 3: Decide which set of behavioral statements best describes each individual's typical job behavior.

Step 4: Use the behavior statements you chose as most descriptive of the individual you are rating to help determine the appropriate numeric rating from 1 to 7 to be assigned to the individual.

If all the behavior statements you chose are at the *Awareness* level, the appropriate rating is a 1. Similarly, if all the behavior statements you chose are at the *Fully Proficient* level, the appropriate rating is a 4. If all are at the *Master* level, the appropriate rating is a 7.

A rating of 2, 3, 5, or 6 would be appropriate if an individual's proficiency is best described by some of the examples at one level ***and*** some of the examples at another level. In this situation, let the level at which the majority of the statements fall guide your rating, and adjust it by considering the level at which the rest of the statements fall.

For example, assume there are three sets of behavior statements for a particular dimension. If two behavior statements from the *Fully Proficient* level and one behavior statement from the *Master* level best describe the employee's performance, the appropriate rating is a 5. This is because the majority of the statements chosen are at a level that would be rated a 4, but the one *Master* statement bumps the rating up to a 5.

Similarly, a rating of 6 would be appropriate if one behavior statement from the *Fully Proficient* level and two behavior statements from the *Master* level best describe the employee's performance, because the majority is at a level that would be rated a 7, but the one *Fully Proficient* statement brings the rating down to a 6.

Remember there is no precise formula for combining your ratings. Consider the requirements of your subordinate's job and the relative importance of the behavioral examples. Then choose the rating that best reflects your subordinate's performance on that dimension.

Step 5: Rate the proficiency of each subordinate. Next to each subordinate's name, choose the number of the rating on the 1 to 7 scale that best describes that subordinate's proficiency for that specific competency.

If the competency being rated is not part of the job of the subordinate you are evaluating, choose the Not Applicable (NA) option.

1.1 Understanding Culture

Understands the different dimensions of culture, how cultures vary according to key elements such as interpersonal relations, concept of time, attitude towards interpersonal space, thinking style, tolerance and authority as well as values, beliefs, behaviors and norms; uses this information to help understand similarities and differences across cultures.

Awareness — **Fully Proficient** — **Master**

1 — 2 — 3 — 4 — 5 — 6 — 7

- Demonstrates a basic awareness of the core properties of culture.
- Builds awareness of the most critical systems that comprise culture.
- With guidance, develops an understanding of how culture influences an individual's perceptions and thoughts.
- Demonstrates a rudimentary understanding of how cultural stereotypes and differences can cause misunderstandings in very simple situations.

- Can thoroughly explain the core properties of culture.
- Can identify and understands most of the kinds of shared systems that comprise culture (e.g., symbols, beliefs, attitudes, values, expectations, and norms of behavior).
- Articulates how culture influences an individual's perceptions and thoughts, forecasting how these can impact behavior under routine situations.
- Independently provides input on the impact of culture and its components on plans and/or operations.

- Provides expert knowledge of the many properties of culture, and is frequently consulted for depth and/or breadth of expertise in this area.
- Possesses extensive knowledge of the full range of shared systems that comprise culture.
- Demonstrates a complex understanding of how culture influences an individual's perceptions and thoughts; uses this knowledge to anticipate people's behavior in complex and ambiguous situations.
- Provides expert input on the impact of culture and its components on the most complex and critical strategic plans and/or operations.

	1	2	3	4	5	6	7	NA
Please rate Gary Williams on XX	☐	☐	☐	☐	☐	☐	☐	☐
Please rate Julie Smith on XX	☐	☐	☐	☐	☐	☐	☐	☐

1.2 Applying Organizational Awareness

Understands own organization's mission and functions, particularly within the context of multi-cultural, multi-actor environments; is knowledgeable about own organization's programs, policies, procedures, rules, and regulations, and applies this knowledge to operate effectively within and across organizations.

Awareness — **Fully Proficient** — **Master**

1 — 2 — 3 — 4 — 5 — 6 — 7

- Can explain to others in general terms a standard U.S. military organization's basic functions and how it is structured.
- Within scope of responsibility, is aware of own organization's capabilities and how these can be applied to the operational environment.
- With guidance, recognizes when local norms or rules clash with those of own organization and understand the implications for certain basic situations.
- Demonstrates a basic awareness of the key similarities and differences between own organization and other organizations working in the same area of operations.

- Fully understands and can explain to others in clear and precise terms how a standard U.S. military organization functions and is structured.
- Demonstrates a broad understanding of own organization's capabilities and how these can be effectively and efficiently applied to the operational environment.
- When local norms or rules clash with those of own organization and takes immediate and effective action to minimize conflict.
- Uses depth or breadth of understanding about the similarities and differences between own and other organizations to effectively navigate the operating environment.

- Demonstrates extensive knowledge and understanding of the functions and structure of U.S. military organizations; develops new structures or functions to meet new missions/needs.
- Demonstrates a comprehensive understanding of own organization's capabilities; applies this knowledge to positively contribute to mission objectives and priorities.
- Anticipates when local norms or rules will likely clash with those of own organization and takes the initiative to mitigate potential problems in advance of even the most complex and ambiguous situations.
- Represents organization at high level, high impact meetings; effectively representing and explaining the organization's capabilities and functions.

	1	2	3	4	5	6	7	NA
Please rate Gary Williams on XX	☐	☐	☐	☐	☐	☐	☐	☐
Please rate Julie Smith on XX	☐	☐	☐	☐	☐	☐	☐	☐

1.3 Cultural Perspective-Taking

Demonstrates an awareness of own cultural assumptions, values, and biases, and understands how the U.S. is viewed by members of other cultures; applies perspective-taking skills to detect, analyze, and consider the point of view of others, and recognizes how own actions may be interpreted.

Awareness — **Fully Proficient** — **Master**

1 — 2 — 3 — 4 — 5 — 6 — 7

- Demonstrates a basic understanding of the needs and values of individuals/groups from a limited number of cultures.
- Is generally familiar with the key norms for interaction and understands that violating these norms can negatively impact interactions.
- With guidance, can project how personnel from different ethnic or organizational cultures will respond to own words or actions.
- With guidance, uses the most apparent and simple local norms, values, beliefs and behaviors to guide own behavior.

- Demonstrates an understanding of the needs and values of individuals/groups from major cultural groups.
- Thoroughly considers the different perspectives of the involved parties when conducting meetings with individuals from other cultures.
- Readily identifies the importance of adhering to specific interaction norms in both routine and non-routine situations; recognizes how violating these norms in a culture can negatively impact interactions.
- Anticipates how personnel from different ethnic or organizational cultures will interpret own words or actions.

- Is a subject matter expert with respect to understanding the needs and values of individuals/groups from other cultures.
- Leads multinational meetings with confidence and credibility by taking the different perspectives of various stakeholders and parties into consideration.
- Is well-versed in a wide range of norms for interaction (e.g., treatment of personal space), and uses them effectively to promote positive interactions in highly complex and ambiguous situations.
- Accurately predicts how personnel from different ethnic or organizational cultures will interpret own words or actions; leverages this insight to promote collaboration and advance mission goals.

	1	2	3	4	5	6	7	NA
Please rate Gary Williams on XX	☐	☐	☐	☐	☐	☐	☐	☐
Please rate Julie Smith on XX	☐	☐	☐	☐	☐	☐	☐	☐

1.4 Cultural Adaptability

Gathers and interprets information about people and surroundings and adjusts behavior in order to interact effectively with others; integrates well into situations in which people have different beliefs, values, and customs and develops positive rapport by showing respect for the culture; understands the implications of one's actions and adjusts approach to maintain appropriate relationships.

Awareness **Fully Proficient** **Master**

1 — 2 — 3 — 4 — 5 — 6 — 7

- Has a limited range of interaction styles for appropriate behavior in non-complex situations.
- With guidance, notices important behaviors in others and modifies own behavior to better fit in.
- Puts forth the effort to adjust behavior and adhere with key local rules and norms; develops and maintains some positive relationships with members of the local community.
- With guidance, demonstrates respect for the most essential local interaction formalities and styles.
- Exchanges basic verbal and non-verbal information across cultural boundaries.

- Adjusts actions and interaction style to effectively match or be appropriate for different people in different situations.
- Makes keen observations about the behavior of locals and changes own behavior to better adhere to rules and local norms for appropriate interactions.
- Adjusts own approach to develop and maintain positive relationships with other groups and/or cultures in both routine and non-routine situations.
- Maintains a positive climate in routine and non-routine situations by demonstrating appropriate deference to local interaction formalities and styles.

- Fluidly makes even subtle adjustments to actions and interaction style based on astute observations of the behavior of locals.
- Appropriately modifies own behavior according to specific gender/rank/status interaction rules and norms in range of potentially complex or ambiguous situations.
- Promotes positive relationships with executive leaders from other groups and/or cultures by consistently demonstrating the ability to adjust behavior in culturally appropriate ways.
- In crisis or difficult situations, consistently sets others at ease by demonstrating (both verbally and non-verbally) utmost respect for local interaction formalities and styles.

	1	2	3	4	5	6	7	NA
Please rate Gary Williams on XX	☐	☐	☐	☐	☐	☐	☐	☐
Please rate Julie Smith on XX	☐	☐	☐	☐	☐	☐	☐	☐

2.1 Applying Regional Information

Knows about the components of culture for a specific region; understands key cultural values, behaviors, beliefs, and norms for the area. Applies knowledge about a country/region's historical and current social, political, and economic structures to the operational mission.

Awareness — **Fully Proficient** — **Master**

1 — 2 — 3 — 4 — 5 — 6 — 7

- Demonstrates basic knowledge of culture as it applies to a specific region.
- Considers some local observances regarding gender, race, or ethnicity when planning missions.
- Able to recognize some of the main differences between own culture and others' cultures; does not fully incorporate this information when preparing for or engaging in a deployment.
- Recognizes local conceptualization of time may differ from one's own; experiences minimal frustration over punctuality of locals.
- Recognizes key social norms and rules and applies them when working in the region.

- Demonstrates broad knowledge of culture as it applies to a specific region.
- Considers many local observances regarding gender, race, and ethnicity when planning missions.
- Recognizes differences between own culture and a specific culture; effectively incorporates this information when preparing for or engaging in a deployment.
- Understands local concept of time and adjusts own concept to match local pace.
- Understands most of the key social norms and rules for a specific region, also recognizing exceptions to these rules

- Is a subject matter expert with in-depth knowledge of culture as it applies to a specific region.
- Considers the full range of local observances regarding gender, race, and ethnicity when planning difficult and/or high visibility missions.
- Advises others on the similarities as well as differences between own culture and others' cultures; fully incorporates this information when preparing for or engaging in a deployment.
- Adjust complex plans to ensure seamless integration and mission effectiveness by considering local concept of time and its impact on mission requirements.

	1	2	3	4	5	6	7	NA
Please rate Gary Williams on XX	☐	☐	☐	☐	☐	☐	☐	☐
Please rate Julie Smith on XX	☐	☐	☐	☐	☐	☐	☐	☐

2.2 Operating in a Regional Environment

Can describe, assess, and apply country/region-specific information about the population, enemy and other relevant forces, U.S. national security interests, U.S. command relationships, and commander's intent; understands and keeps up-to-date on local, national, and regional events, policies, and trends that affect U.S. interests; effectively incorporates this information into plans, actions, and decisions.

Awareness — **Fully Proficient** — **Master**

1 — 2 — 3 — 4 — 5 — 6 — 7

- Has an awareness of the local press and how it can affect the unit's mission.
- With guidance from subject matter experts, can use knowledge of the key political and power structures to determine the impact of these on mission planning and other decisions.
- Applies basic information regarding host nation military structure and capabilities in mission planning or execution.
- Makes an effort to learn about the interests and opinions of the local populace.

- Knowledgeable of the structure and key members of the local press; applies this information in mission planning.
- Evaluates the key political and power structures in a region that are relevant to a mission or decision and provides ideas for how these should be leveraged or mitigated.
- Considers the impact of regional current events on planning.
- Meets with some of the key players in the regional area and can describe their roles in society, government and the military.

- Establishes relationships with key individuals in the local press to build support for U.S. interests.
- Diagrams or describes details of all local political and power structures and the complexity of how these impact a mission or decision that is being planned.
- Is an established expert regarding host nation military structures, capabilities, and personnel, providing useful information for mission planning and/or execution.
- Identifies and is able to coordinate with most of the key government, military, or societal players in the region.
- Learns extensively about the interests and opinions of the local populace and leverages this in planning and interactions.

	1	2	3	4	5	6	7	NA
Please rate Gary Williams on XX	☐	☐	☐	☐	☐	☐	☐	☐
Please rate Julie Smith on XX	☐	☐	☐	☐	☐	☐	☐	☐

2.3 Utilizing Interpreters

Effectively conveys the intended message through the use of an interpreter; recognizes and monitors interpreter's delivery of message to ensure it is being communicated as intended, both in terms of content and emotion; conducts appropriate interpreter selection and preparation for a given job or mission.

Awareness — **Fully Proficient** — **Master**

1 — 2 — 3 — 4 — 5 — 6 — 7

- Requires feedback on the proper utilization of interpreters.
- Recognizes the need to ensure interpreters convey both meaning and emotion accurately when translating.
- Understands proper nonverbal behaviors are required when interacting with host national personnel, despite the need to communicate through an interpreter.
- Evaluates interpreter performance and recognizes whether interpreter is operating at an appropriate level for mission requirements.

- Provides interpreters with clear boundaries of what they can and cannot say and/or do.
- Establishes expectations and common understanding with interpreters to ensure accurate translation of both meaning and emotion.
- Evaluates nonverbal cues to evaluate information veracity and effectively communicate important information with host national personnel despite language barriers.
- Maintains an open relationship with interpreter facilitating the provision of effective performance feedback and collection of interpreter impressions regarding the meeting.

- Effectively plans future meetings with high level personnel, such that communication occurs seamlessly without interference from the interpreter.
- Develops protocols and training for others on proper ways to effectively use interpreters across a variety of situations.
- Attends to nonverbal cues to seamlessly negotiate with and influence key host national personnel despite the need to communicate through an interpreter.
- Maintains a network of skilled and trusted interpreters to ensure high quality translation services for self and subordinates.

	1	2	3	4	5	6	7	NA
Please rate Gary Williams on XX	☐	☐	☐	☐	☐	☐	☐	☐
Please rate Julie Smith on XX	☐	☐	☐	☐	☐	☐	☐	☐

3.1 Building Strategic Networks

Builds alliances and develops collaborative information-sharing networks with colleagues in own organization and counterparts across other host/foreign nation/private organizations; works effectively with diverse others as a representative of own organization to accomplish mission requirements and achieve common goals.

Awareness — **Fully Proficient** — **Master**

1 — 2 — 3 — 4 — 5 — 6 — 7

- Reaches out to any other people for information.
- Recognizes motivations of individuals across organizational boundaries.
- Recognizes the potential value of building relationships with key counterparts.
- Attends meetings or events with locals to strengthen one's network.
- Acknowledges the goals of others and recognizes how these many align with one's own.
- Manages conflict by separating conflicting parties.
- Acknowledges constraints of one's own personal style, and its potential to limit interpersonal interactions.

- Builds relationships with peers across important organizations.
- Makes acquaintances with individuals across organizational boundaries.
- Learns the names of many locals at meetings and events.
- Negotiates with others to achieve mutual short-term goals.
- Actively engages in practice behaviors intended to broaden personal style (in order to more effectively interact with diverse individuals).

- Helps subordinates to understand their own cultural perspective.
- Possesses wide network of trusted acquaintances who can be leveraged for specific and/or valuable information
- Spans organizational boundaries to obtain resources and expertise for subordinates.
- Facilitates introductions and relationship building among subordinates and key counterparts.
- Conducts high-level, complex negotiations resulting in beneficial long-term goals.
- Adjusts interpersonal style in order to partner effectively with others who hold adversarial positions to U.S. national interests.

	1	2	3	4	5	6	7	NA
Please rate Gary Williams on XX	☐	☐	☐	☐	☐	☐	☐	☐
Please rate Julie Smith on XX	☐	☐	☐	☐	☐	☐	☐	☐

3.2 Strategic Agility

Makes strategic decisions and assesses the impact and secondary/tertiary effects of U.S. actions in the region by using logic, analysis, synthesis, creativity, and judgment to gather and evaluate multiple sources of information; establishes a course of action to accomplish a long-range goal or vision in the region/country, effectively anticipating future consequences and trends.

Awareness — **Fully Proficient** — **Master**

1 — 2 — 3 — 4 — 5 — 6 — 7

- Displays basic understanding of recent military history for a few general regions.
- Assists in developing ideas and partial solutions to local and regional conflicts.
- Reads published information regarding local/regional beliefs and norms and considers this information in the context of mission operations.
- Recognizes the importance of political and military situational awareness and takes steps to maintain situational awareness.
- Suggests ways of planning missions to give local governments the credit.
- Provides input concerning short-term and long-term goals of a regions to help others develop missions.

- Displays thorough understanding of recent military history for a specific region.
- Generates solutions and implements plans for local and regional conflicts.
- Reads published information and talks to others regarding local/regional beliefs and norms, and considers this information in the context of mission planning.
- Recognizes second order effects of decisions on local or regional stability.
- Establishes a few resources to maintain situational awareness of political and military trends.

- Displays deep understanding of recent military history for a broad array of regions.
- Generates creative solutions and implements plans to address complex local and regional conflicts.
- Accurately forecasts the second and third order effects of decisions and actions in complex environments.
- Establishes multiple resources to maintain full situational awareness of political and military trends.
- Guides others to consider short-term and long-term goals in a region when developing missions.

	1	2	3	4	5	6	7	NA
Please rate Gary Williams on XX	☐	☐	☐	☐	☐	☐	☐	☐
Please rate Julie Smith on XX	☐	☐	☐	☐	☐	☐	☐	☐

3.3 Systems Thinking

Understands how joint, coalition, non-state actors and other variables in the regional system interact with one another and change over time; applies this understanding to conduct analysis, planning, decision making, and problem solving.

Awareness — **Fully Proficient** — **Master**

1 — 2 — 3 — 4 — 5 — 6 — 7

- Demonstrates basic awareness of the key organizations/groups in the area/region and their roles.
- Demonstrates basic awareness of partnerships among some organizations/group in the region.
- Gathers basic information on the different organizational power structures, communication styles, or technologies among some regional players.
- Gathers feedback on how US action affected local government, opposition parties, and other groups.
- Displays a basic understanding of informal leadership structures and organizational dynamics in the local area.

- Demonstrates an awareness of most organizations/groups in the area/region and their roles.
- Demonstrates an awareness of partnerships among most organizations/group in the region.
- Displays familiarity with different organizational power structures, communication styles, or technologies among most regional players.
- Displays thorough understanding of informal leadership structures and organizational dynamics in local area, and uses this understanding to create and carry out missions.

- Demonstrates extensive operational knowledge of all organizations/groups in the area/region and their interconnecting roles.
- Describes in great detail how organizations/groups in a region partner and work together.
- Provides training to other on the different organizational power structures, communication styles, and technologies among all regional players.
- Advises and provides guidance to others on the informal leadership structures and organizational dynamics in local area, and ensures others take these factors into consideration when planning and conducting missions.

	1	2	3	4	5	6	7	NA
Please rate Gary Williams on XX	☐	☐	☐	☐	☐	☐	☐	☐
Please rate Julie Smith on XX	☐	☐	☐	☐	☐	☐	☐	☐

3.4 Cross-Cultural Influence

Applies influence techniques that are consistent with local social norms and role expectations in order to establish authority, change others' opinions or behavior, and convince them to willingly follow own leadership or guidance; understands how cultural values, behaviors, beliefs, and norms impact cross-cultural negotiations.

Awareness **Fully Proficient** **Master**

1 — 2 — 3 — 4 — 5 — 6 — 7

- Demonstrates awareness that influence and negotiation tactics differ by culture.
- With significant guidance, is able to apply one or two culturally appropriate negotiation techniques.
- Acknowledges variability in influence styles and behaviors for people from different cultural backgrounds.
- Observes others adjusting their rapport building style based on different cultural requirements.
- Actively observes influence attempts by others and notes culturally relevant motivators and rewards.

- Demonstrates understanding of how different cultures differ in their approach to influence and negotiation.
- Demonstrates culturally appropriate negotiation techniques to often obtain compliance in routine situations.
- Effectively researches and applies influence styles and behaviors that are appropriate for people of different cultural backgrounds.
- Attempts and is often successful adjusting rapport building styles based on cultural requirements.
- Considers a broad range of culturally relevant motivators and rewards to effectively influence others.

- Trains others on a range of effective influence and negotiation tactics for use in complex cultural situations.
- Demonstrates an extensive array of culturally appropriate negotiation techniques to consistently obtain compliance.
- Effectively builds rapport with others regardless of others' diverse cultural backgrounds by applying culturally sensitive rapport building styles.
- Displays deep understanding of how roles are defined in a particular culture and effectively adjusts influence attempts based on this understanding.
- Demonstrates proficiency diagnosing others' needs by integrating individual specific information with cultural assumptions and values, and uses this information to negotiate effectively.

	1	2	3	4	5	6	7	NA
Please rate Gary Williams on XX	☐	☐	☐	☐	☐	☐	☐	☐
Please rate Julie Smith on XX	☐	☐	☐	☐	☐	☐	☐	☐

3.5 Organizational Cultural Competence

Assesses cultural capabilities of own organization; develops the cultural competence required of personnel in order to support the organization's mission; ensures that the organization's cross-cultural competence is sustained and improved to meet future mission requirements.

Awareness — **Fully Proficient** — **Master**

1 — 2 — 3 — 4 — 5 — 6 — 7

- Recognizes the importance of regional and cultural expertise. Seeks guidance from superiors on how to determine unit's mission requirements.
- Assists superior/s in determining the regional and cultural expertise training needs of the unit.
- Researches and identifies probable providers of cultural competence training.
- Incorporates training that includes discussion of the importance of being culturally flexible.
- Stresses the importance of multicultural competence in the unit.

- Identifies strengths and weaknesses of unit's regional and cultural expertise, and recognizes when additional experts are needed.
- Recognizes regional expertise and culture training needs of staff, implements objectives to develop staff in these areas.
- Uses past performance to identify individuals' proficiency level in cultural competence.
- Identifies cultural competency training providers based on feedback from others.
- Stresses the importance of multicultural competence in the unit and provides developmental opportunities in cultural competence.

- Identifies regional and cultural expertise requirements needed for unit's mission and ensures that unit obtains this expertise by developing current unit or recruiting additional experts.
- Coaches others on the evaluation and determination of needed regional expertise, and remediation of weaknesses through training.
- Uses behavioral benchmarks to rate proficiency level of entire units.
- Designs approaches to evaluate providers of cultural competence training.
- Stresses the importance of multicultural competence in the unit, provides developmental opportunities, and rewards individuals for broadening their cultural competence.

	1	2	3	4	5	6	7	NA
Please rate Gary Williams on XX	☐	☐	☐	☐	☐	☐	☐	☐
Please rate Julie Smith on XX	☐	☐	☐	☐	☐	☐	☐	☐