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## Executive Summary

The Under Secretary of Defense for Personnel and Readiness and the United States Air Force sponsored *The Role of Cross-Cultural Competence in Organizational & Mission Success Symposium* from 30 June through 1 July 2009 at Patrick Air Force Base, Florida. The Symposium brought together approximately 90 participants with a range of experience in government organizations and across the Services. The purpose was to discuss the role of cross-cultural competence in achieving mission and organizational success.

*“The Services have been working on the importance of cultural capabilities for our Total Force for several years, and I applaud them for taking the initiative to provide the requisite training and education for their members in order to meet their operational requirements. This symposium offers us a unique opportunity to take stock of what is already being done, to identify those best practices that have proven their worth on both the training fields and the battlefields, and to build on those successes to address the challenges and opportunities of today’s global security environment.”*

**Mrs. Gail McGinn, Deputy Under Secretary of Defense (Plans)  
Performing the Duties of the USD (Personnel & Readiness)  
Keynote Address to the DoD Symposium on the Role of 3C in  
Organizational and Mission Success  
June 30, 2009**

The keynote address described a systematic approach for advancing the concepts of cross-cultural competence (3C) within the department. The executives, senior leaders, and panel members who presented at the symposium believed that a critical juncture in how we train, educate and lead the General Purpose Force to succeed in complex Stability Operations contexts had been reached. Speaker after speaker provided empirical and anecdotal evidence to support the assertion that 3C contributes to readiness and can be acquired and sustained over the course of a career. They highlighted several trends and pointed out initiatives that had been observed. In addition, at the end of formal presentations and discussions, working groups representing four areas of interest – research, training, education, and leadership – were tasked to isolate key issues, formulate a solution, and identify actions that would achieve results.

The research working group suggested the need for a coherent program of research that revealed the underlying components of 3C. They offered evidence that current research

was producing initial results that could be transferred to operational settings. They also noted the importance of seeking guidance from operational commanders on priorities and issues that should be studied, analyzed and assessed so that solutions could be found.

The training working group provided examples describing how training in 3C was being implemented to prepare forces for deployment, noting, however, that such preparation was neither mandatory nor commonplace. The approaches varied from training in general, to the length of time in training, to an innovative tiered approach based on specific mission requirements. The working group differentiated between general and specific culture training and suggested that the training needs might vary by Service and mission area.

The education working group assessed the development of instructional strategies in innovative programs to create awareness and perspective of other cultures through the curriculum, to include Humanities, Sociology and Language instruction. These benchmark efforts are costly but judged necessary for the education of young leaders. They endorsed a greater investment in the behavioral sciences by the commissioning programs in order to create a continuous learning environment that would endure throughout a career.

Lastly, the leadership working group examined a broad scope for creating 3C initiatives, with a goal to identify ways to make 3C a valued leadership asset across the Total Force. They concluded that until departmental leadership was convinced that the 3C capability contributed to readiness or mission success, 3C would be marginalized. Initiatives pointed to the need for a 3C champion to persuade others, an investment in a Capabilities-Based Assessment to provide objective and tangible measures of the benefits, and opportunities to link 3C initiatives with other programs.

In summary, the Symposium dealt with new ideas and perspectives for opening the mindset of the DOD to recognize cross-cultural competence as a decisive capability. With these new ideas and themes, the participants identified measures that are needed to accomplish these challenges. Through the institutionalization of 3C at the strategic, operational, and tactical levels, all four communities -- research, education, training, and leadership -- will receive the emphasis, support and attention required to insure our military and civilian personnel develop and maintain the skill set necessary to meet emerging needs for national security in the new global environment. This summary expands upon the progress made at the Symposium to identify issues as well as actions needed to advance ideas and concepts for achieving mission success in not only Stability Operations but all aspects of military operations. More importantly, the information

contained in the summary serves as input to the development of a Cross-Cultural Competence (3C) White Paper.

# The Role of Cross-Cultural Competence in Organizational & Mission Success Symposium: Summary of Proceedings

## Introduction

The Office of the Under Secretary of Defense for Personnel and Readiness and the United States Air Force sponsored *The Role of Cross-Cultural Competence in Organizational & Mission Success Symposium* from 30 June through 1 July 2009 at Patrick Air Force Base, Florida. The Symposium brought together approximately 90 participants from a range of government organizations and across the Services to discuss the role of cross-cultural competence in achieving mission and organizational success. The purpose of this summary report is to detail the progress made in identifying potential barriers and gaps within organizations and to serve as a resource for the development of a Cross-Cultural Competence (3C) White Paper.

## Background and Purpose

*We have entered a period of 4<sup>th</sup> Generation Warfare, where ideological conflicts are the rule and we find ourselves in a struggle of competing narratives. Our success depends on achieving influence over diverse populations. The challenge is to develop and train a generation of small unit leaders who are prepared to imaginatively and successfully perform tasks that leverage 3C in every situation.*

**Lt Gen (Select) Allardice  
J5, US CENTCOM**

The goal for the Symposium participants was to provide the “way ahead” to institutionalize cross-cultural competence within a culture policy framework for the Department of Defense. To achieve this, the desired outcomes of the Symposium were to socialize the concept of 3C; provide the linkages of 3C to Equal Opportunity and Diversity and language and regional proficiency; and identify the doctrinal and policy implications for institutionalizing 3C. The panel members and speakers were DoD civilian and military senior leaders and operators, researchers, academicians, and an Ambassador; and the participants were leaders and practitioners from the education, training, research, intelligence, language and culture communities in the Department. The Symposium agenda is at Appendix A.

The panel and speaker presentations and the open discussion forum socialized the concept of 3C to the rather disparate audience (some of whom were only vaguely familiar with the term 3C, much less the concepts), and the open exchange of experiences and insights of the participants allowed 3C to be discussed along several dimensions. These dimensions included (1) the synergistic relationship of 3C and equal opportunity and diversity, (2) the relationship between 3C and language proficiency and regional expertise, and (3) the role of 3C in DOD and interagency operations, as well as the considerations from the four communities of research, training, and education and leadership.

Because the DoD definition of 3C is still being discussed in other forums, an operational definition to organize symposium discussions and the subsequent working group deliberations was required. Therefore, a working definition of 3C, drawn from the work of Dr. Brian Selmeski, was provided for the participants' consideration.<sup>1</sup>

***Working Definition of Cross-Cultural Competence***

***The ability to quickly and accurately comprehend, then appropriately and effectively act, in any culturally complex environment in order to achieve the desired effect, without necessarily having prior exposure to a particular group, region, or language.***

***Dr. Brian Selmeski  
Air Force Culture and Language Center***

Because the Symposium participants represented such diverse communities, there was a need to establish a common 3C lexicon for Symposium, and thus a set of working definitions on the components of 3C was also provided in the Symposium booklet. These definitions were developed by researchers presently involved in 3C-related projects, as well as literature and data collected as part of current research efforts. The definitions were divided into three components of 3C—cognitive, affective or attitudinal, and behavioral – and are provided in Appendix B. The three categories were not intended to be a comprehensive set of all constructs currently under consideration in the current research, or to reflect precise scientifically worded definitions. Rather, they were provided so all participants would have a common frame of reference when discussing 3C and its components.

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<sup>1</sup> Selmeski, B. R. (2007). *Military cross-cultural competence: Core concepts and individual development*. Kingston: Royal Military College of Canada Centre for Security, Armed Forces, & Society.

To address the institutionalization of 3C across the Department, four focus areas were identified, with each being the topic of a Working Group:

1. Research Implications
2. Training Considerations
3. Education Considerations
4. 3C & Leadership

Descriptions of the four Working Group focus areas (Appendix C) were provided via the website for the participants during the registration process. Each participant was instructed to rank choices for Working Group participation. Every group had a chairperson, a facilitator, and a recorder (note taker) and followed a basic agenda that was prepared in advance to guide the discussions. The goal of each Working Group was to develop informed suggestions and potential initiatives for DOD review with regard to institutionalizing 3C in the respective Working Group issue areas. Each Working Group presented an out-brief summarizing their collective efforts to the Symposium co-sponsors and attendees on the last day.

## **Discussion**

The Symposium provided a common context for all participants through a range of presentations that examined 3C from a variety of perspectives. Topics included:

- Organizational impacts
- Variety of concepts included in 3C performance
- Research being conducted on 3C
- Operational perspective of 3C
- Relationship between 3C and equal opportunity and diversity
- Need to incorporate 3C in DOD doctrine

To set the context for the Symposium, the keynote speaker, and the guest speakers and panels who followed, provided their perspectives on the challenges and opportunities for creating a Total Force capable of demonstrating cross-cultural competence. The presentations were from three perspectives: (1) Senior leaders who provide policy and guidance; (2) Researchers who work to understand the challenges of 3C by outlining the skills necessary and developing the assessment tools needed to move forward; and (3) Operational commanders who lead and direct civil-military operations. In their presentations, they all discussed the impact of 3C on performance and readiness and indicated where gaps and barriers might exist. The common theme pointed to the need for mechanisms for defining the role of 3C in operations, determining what policies,

processes or programs are necessary to formalize and support 3C initiatives across the Services and other government organizations, and proposing actions to improve mission and organizational performance in the future.

More specifically, in the keynote presentation and opening remarks by senior leadership, both stressed how operations that are expeditionary in nature require the rapid deployment of highly capable forces to be able to respond to crises wherever they emerge. It was noted that in ideal circumstances, policy and decision makers would anticipate these operational requirements, and Joint operations would respond quickly and decisively. However, they conceded that the ability to predict with any reliability where the next crisis requiring U.S. intervention would be unproven. Therefore, a Total Force capable of quickly adapting to foreign cultures and working as interagency teams in achieving successful outcomes is crucial.

The challenges expressed by senior leader presenters at the Symposium addressed implementation of 3C as a principal component, as well as the need to revamp Service training and professional military education systems. Paramount to achieving this goal is providing the DOD policy guidelines and the necessary resources for implementing specific organizational and mission needs under Title 10 of the United States Code. However, altering how the DOD perceives 3C capabilities cannot and will not come into effect until there is agreement that 3C not only contributes to but improves overall readiness. As institutional changes are adopted, policymakers and leaders will require evidence that the investments in 3C solutions do indeed have an effect on readiness. The speakers concluded that a key role of the Symposium was to set the stage for 3C institutional changes. In essence, the attendees at the symposium represented the first wave of 3C stakeholders who will help shape this transformation across the Department.

In the first panel, the presenters discussed the theoretical foundation for 3C; the development, application, and assessment tools of 3C; and the research challenges for 3C. Topics included the definition of 3C, the synergy of 3C and equal opportunity and diversity; the 3C competencies and the links to performance; and the use of examples of research findings and emerging results to underscore the relevancy of 3C to mission and organizational success. This discussion provided the foundational knowledge to the participants of the “what-how-why” of cross-cultural competence.

The operational perspective was presented in the second panel as a series of narratives that demonstrated and accentuated the impact 3C can have on operational environments, along with how a lack of 3C can negatively impact operations. These compelling, personal narratives included accounts of small unit members who understood how to operate and coexist within another culture. It was noted that negative behaviors are often

the result in high stress, complex settings where the civilian population and the insurgent co-exist. In such environments, inappropriate behavior is frequently the result of the inability to perceive and process the cues and factors of the environment, also known as sense making, which is one of the positive variables in 3C. Presenters recounted lessons learned from operations that drove home the need to understand the human terrain aspects of the operational environment, e.g.,

- The indigenous population is very observant
- They detect insincerity quickly
- They hold us accountable for our promises
- We must have a willingness to engage
- We must operate with respect for others

Similarly, it was noted that successful Stability Operations are characterized by a team activity that focuses on the populace as the center of gravity. Patience and the ability to take on the perspective of others are included in tactical problem solving in Stability Operations. Additionally, relationship building and learning to navigate the human terrain are key enablers for the operating forces to earn the support and respect of the civil population. These valuable lessons learned are consistent, relevant, and applicable in all cultures. Lastly, to reinforce such lessons, the chain of command must model the types of behavior and actions that produce a climate for 3C to thrive.

The operators who shared their experiences also postulated that pre-deployment training was the primary source of information, and that a balance of knowledge, skills, and attitudes are required for successful operations. They did, however, report significant shortfalls and variation in the training received before deployments, confirming the need for updated and improved modes of instruction and preparation.

## **Summary of Outcomes**

Without exception, the participants at the July 2009 3C Symposium advocated for institutionalizing 3C in the Department of Defense through research, training, education and leadership development initiatives. There was some debate, but general concurrence, that the organizational culture within the Department must change and recognize 3C and its contributions, not only to organizational and mission success, but also to readiness. The first and most difficult step in this process is to implement the concept of 3C in DOD policy and doctrine. Speaker and panel presentations, as well as participants' comments, described several trends that will lay the foundation for the 3C White Paper.

Trend 1. Culture, and its vast complexities, is not a phenomenon; it is a mission planning factor. The ability to engage others on the basis of values, beliefs, language, history, etc., can provide significant leverage in one-on-one contacts, as well as multi-lateral negotiations. These engagements, once the purview of the diplomatic corps, have become part of building partnership capacity at all levels.

Trend 2. Stability Operations will be conducted at the small unit level. Therefore, small unit leaders must acquire and use 3C within new contexts. The training and preparation of these leaders must include a cultural component that augments their professional development throughout their career.

Trend 3. The scope and depth of the mission requirements is great and the need is ever increasing. Thus, a Total Force perspective is needed, at a minimum. In addition, a whole-of-government approach that involves teaming with other Departments and Agencies may be necessary to achieve collective solutions. As the level of involvement and the need for collaborative efforts increase, efforts focused on Building Partnership Capacity should be encouraged. The total team must have the capability to interact effectively with other cultures, This shared understanding of each other's culture is critical, and must become part of the policies, processes and programs that are used to guide the development and preparation of the intergovernmental and interagency teams.

Trend 4. Look inward and know yourself. An important first step in using 3C is the development and use of a conceptual framework of one's own culture. We must understand ourselves and how our culture influences performance. If we achieve this ability, we will better transfer this knowledge of ourselves into other contexts and visualize how others perceive us.

Trend 5. Diversity and cultural competence translate into readiness. There exists a great deal of anecdotal evidence that supports this cause and effect relationship.

Beyond the five trends, the panels and working groups identified several significant actions across the four areas of interest – research, training, education, and leadership. When implemented, these initiatives would shape the scope and content of the 3C White Paper. The next step is the preparation of a White Paper that is supported by policies, programs, processes and priorities. Several actions were identified in the outbriefs, and have been classified into five categories: Requirements for 3C, Leadership, Education & Training, Personnel Planning, and Research.

### ***Requirements for 3C***

- Formalize the need for cross-cultural competence in the DOD through a well-funded, methodologically sound Capabilities Based Assessment (CBA) or similar Senior-Level Advanced Study.
- Provide the Services with a framework of 3C knowledge, skills and attitudes (KSAs) for effective performance at all levels of operations in the range of Joint, interagency, coalition, and multinational missions, coupled with the guidance to build a general purpose force 3C capability.
- Develop the message that 3C matters and can save lives. Use the message to influence attitudes and beliefs within the warfighter communities at Commander's Conferences, in the DoD Strategic Communication (STRATCOM), and in operational capabilities documents.

### ***Leadership***

- Show leaders that 3C matters. Educate leaders on the importance of 3C to mission and organizational success to ensure “buy-in” and support of 3C institutionalization.
- Identify key stakeholders who embrace 3C and who might serve as “champions.”
- Take an Interagency perspective and ensure it includes 3C as an element of “whole-of-government” approaches to building partnership capacity, as well as collaborative solutions to similar cross-cutting issues where 3C can have impact.

### ***Education & Training***

- Establish a DoD-level effort to coordinate and synthesize culture-related education and training efforts, Support these efforts with definitions and learning objectives so as to provide an accessible conduit for information-sharing to further define terms and requirements for 3C and distribute information on current and emerging efforts.
- Leverage existing knowledge portals to enable the transfer of knowledge and information about 3C for training and education.
- Develop training standards that teach small unit members and their leadership what to do in situations requiring 3C and that contribute to the continual improvement of small unit performance.

- Define and adopt a universal training strategy, as one approach to training does not fit all requirements.
- Promulgate policy that requires 3C be included in a member's professional development, and make it an area emphasis in educational curricula and performance assessments.
- Don't re-invent the wheel—look to the Service Academies for 3C-related educational experiences that work.

### ***Personnel Planning and Management***

- Take a Total Force perspective when it comes to 3C professional development as part of the organizational culture. If 3C is to be part of the DOD organizational culture, the values, beliefs and attitudes should extend to the General Purpose Forces and civilians, not just specialists.
- Incentivize the development of 3C abilities across the General Purpose Force.
- Insure that Departmental policies and resultant Service implementing directives underscore the Total Force – military and civilian -- implementation of 3C as a capability.
- Work with doctrine and policy proponents to insure they include explicit references to 3C as a capability and 3C implications as planning factors.

### ***Research***

- Establish a Center for 3C Research that coordinates and synthesizes research efforts, as well as facilitates discussions and information exchanges.
- Conduct a needs assessment to determine the 3C content and interface requirements for knowledge-management architecture.
- Develop and implement a research program that integrates the ongoing and planned research in the Human, Social and Behavioral sciences and their related disciplines

and is linked to the overarching context presented in the Joint Operating Environment.

- Invest in applied research initiatives that target the attributes of leaders who have already developed and demonstrated the ability to work with other cultures.

## Appendix A: Agenda

### *The Role of Cross-Cultural Competence in Organizational and Mission Success*

*DEOMI – Patrick Air Force Base  
Cocoa Beach, FL*

TUESDAY, June 30, 2009

<b>7:00 am – 8:00 am</b>	<b>Registration / Coffee &amp; Refreshments</b>
<b>8:00 am – 8:05 am</b>	<b>Introductions &amp; Opening Remarks</b>
<b>8:05 am – 8:10 am</b>	<b>Welcome - Captain Kathlene Contres, Commandant of the Defense Equal Opportunity Management Institute (DEOMI)</b>
<b>8:10 am – 8:30 am</b>	<b>Keynote Address - Mrs. Gail McGinn, Performing the Duties of the Under Secretary of Defense for Personnel and Readiness</b>
<b>8:30 am – 8:45 am</b>	<b>“The Challenge” - Lieutenant General (sel) Robert R. Allardice, USAF</b>
<b>8:45 am – 9:00 am</b>	<b>Break</b>
<b>9:00 am – 9:05 am</b>	<b>Explanation of Working Groups</b>
<b>9:05 am – 10:30 am</b>	<b>Panel Discussion - “3C: What, How &amp; Why?”</b> <u>Presenters</u> <b>CHAIR: Dr. Brian Selmeski, Director, Cross-Cultural Competence, Air Force Culture &amp; Language Center</b> <b>Dr. Dan McDonald, Director of Research J-9, DEOMI</b> <b>Dr. Karol Ross, Chief Scientist, Cognitive Performance Group</b>
<b>10:30 am – 10:45 am</b>	<b>Break</b>

TUESDAY, June 30, 2009 (cont)

<b>10:45 am – 12:15pm</b>	<p><b>Panel Discussion - “Operational Perspectives on 3C”</b>  <u>Presenters</u>  <b>CHAIR: Ambassador Marisa Lino (Ret)</b>, Corporate Director, Federal Agencies, Northrop Grumman  <b>Colonel Noel Nicolle</b>, Director, Training &amp; Doctrine Development, U.S. Army Fires Center of Excellence  <b>Colonel George Dallas, USMC (Ret)</b> Director, USMC Center for Advanced Operational Culture &amp; Language  <b>Ms. Ariel Dean</b>, Intel Analyst, Army’s 1<sup>st</sup> Information Operations Command; Former PRT member</p>
<b>12:15 pm – 1:45 pm</b>	<b>Lunch</b>
<b>1:45 pm – 2:15 pm</b>	<b>Guest Speaker - Brigadier General (ret) Amnon Sofrin</b> , Former Head of Intelligence Directorate, ISIS, Israel
<b>2:15 pm – 2:45 pm</b>	<b>Presentation - “Relating 3C to Language Proficiency &amp; Regional Expertise”</b> <b>Dr. Allison Abbe</b> , Army Research Institute (ARI)
<b>2:45 pm – 3:00 pm</b>	<b>Break</b>
<b>3:00 pm – 4:00 pm</b>	<b>Discussion Forum – “The Role of 3C in...”</b> * <i>Building Partnership Capacity (BPC)</i> * <i>Irregular Warfare (IW)</i> * <i>Counterinsurgency (COIN)</i> * <i>Security, Stability, Transition, and Reconstruction Operations (SSTRO)</i>
<b>4:00 pm – 4:15 pm</b>	<b>Break</b>
<b>4:15 pm – 4:30 pm</b>	<b>End of Day Senior Synthesis - Lieutenant General (sel) Robert R. Allardice, USAF</b>
<b>4:30 pm – 4:45 pm</b>	<b>Administrative Remarks / Working Groups Assemble</b>
<b>4:45 pm – 5:30 pm</b>	<p><b>Working Groups Meet</b></p> <ol style="list-style-type: none"> <li><b>1. Research Implications</b></li> <li><b>2. Training Considerations</b></li> <li><b>3. Education Considerations</b></li> <li><b>4. 3C &amp; Leadership</b></li> </ol> <p><i>NOTE: Working groups will discuss 3C in the context of each working group topic. Discussions will focus on identifying the doctrinal and policy implications for institutionalizing 3C in each topic area to inform the Concept of Operations paper.</i></p>

WEDNESDAY, July 1, 2009

<b>8 : 0 0 a m - 8 : 0 5 a m</b>	<b>Administrative Remarks</b>
<b>8 : 0 5 a m - 1 1 : 3 0 a m</b>	<b>Working Groups Meet</b>
<b>1 1 : 3 0 a m - 1 1 : 4 5 a m</b>	<b>Break</b>
<b>1 1 : 4 5 a m - 1 2 : 0 0 p m</b>	<b>Outbrief - Working Group 1</b>
<b>1 2 : 0 0 p m - 1 2 : 1 5 p m</b>	<b>Outbrief - Working Group 2</b>
<b>1 2 : 1 5 p m - 1 2 : 3 0 p m</b>	<b>Outbrief - Working Group 3</b>
<b>1 2 : 3 0 p m - 1 2 : 4 5 p m</b>	<b>Outbrief - Working Group 4</b>
<b>1 2 : 4 5 a m - 1 : 0 0 p m</b>	<b>Closing Remarks - <i>Lieutenant General (sel) Robert R. Allardice, USAF</i></b>

## Appendix B: Cross-Cultural Definitions for Reference

### Definitions: Cognitive

- Awareness of own cultural and of cultural differences – Knowledge and awareness that culture shapes beliefs, values, and behavior—both for oneself and for others with whom one interacts.
- Self-monitoring – An individual’s motivation and ability to observe and adjust his/her behavior in a socially appropriate way depending on situational cues.
- Perspective-taking – “the ability to see events as another person sees them.” (Abbe, et al., 2007, p. 20)
- Flexibility– The ability to detect changes in a cross-cultural situation and adjust your perception of the situation accordingly, resulting in the ability to switch easily from one strategy to another during assessment, decision-making, and problem-solving to achieve you goals.
- Sensemaking/Interpreting - Ability to derive meaning out of perceptual cues and factors within a cross-cultural environment/interaction (including verbal and nonverbal cues and gestures).

### Definitions: Affective/Attitude

- Openness – The ability to withhold judgment in the face of novel experiences and novel or opposing points of view presented by others.
- Willingness to engage –The tendency to actively seek out and explore unfamiliar cross-cultural interactions and to regard them positively as a challenge
- Self-efficacy – Belief in one’s capabilities to mobilize the motivation, cognitive resources, and courses of action needed to meet situational demands” (Wood & Bandura, 1989, p. 408).
- Tolerance for uncertainty – The ability to perceive vagueness in information and behavior in a neutral and open way.
- Emotional self-regulation – The ability to regulate or control one’s emotions and manage stress effectively so that emotions do not interfere with one’s performance.

### Definitions: Behavioral

- Self-presentation – The ability to consciously modify overt behaviors and appearance in response to changing demands of the cross-cultural interaction.
- Rapport building – The ability to rapidly build a positive, short-term interpersonal cross-cultural relationship such as to gain information or to seek immediate support.
- Relationship building – The ability to create enduring associations with members of another culture to support broad mission goals.
- Manipulate/ Negotiate/Persuade/Influence – Using interpersonal and cognitive skills to proactively direct the structure and/or outcome of cross-cultural interactions to achieve individual or higher level goals.
- Integrate cultural knowledge and skills– The ability to apply cultural competence to all facets of a mission—communicating, intelligence preparation of the battlefield, planning, sharing information, executing.

## **Appendix C: Working Group Descriptions**

### **3C & Leadership**

This working group will examine how leaders integrate 3C as part of their required competencies in order to not only lead and work with personnel, who may be from various cultures, but also to plan operations, and negotiate with foreign military and civilians. Objectives include addressing the following questions: How do leadership skills within the unit overlap with 3C skills needed to plan and execute operations? How do good leadership, diversity, and EO practices and beliefs overlap with 3C practices, and how can the DOD capitalize on these similarities in policy and practice? How might we take a different approach to how we select and develop our leaders based on 3C? How might the realization of the need for cross-cultural competence help reinforce the arguments made with respect to EO and diversity and mission-relevance? Since leadership with 3C skills is a cross-cutting issue, how does it impact research, training, and education for the Department? Following a discussion of these issues, this group will develop suggested processes, programs and policies to ensure leaders are cross-culturally competent and projecting solid 3C practices within their organizations, including barriers to implementation. The expected output from this group is a proposed action plan for institutionalizing 3C in Leadership programs and polices across the Department.

### **3C Education Considerations**

This working group will identify how 3C can be inserted into the curricula for ROTC, Service Academy, Joint Professional Military Education, and Services' Professional Military Education, considering programmatic and topical perspectives. This group will discuss the following issues: How can we ensure 3C requirements, near-real time and valid critical incidents, and lessons learned are captured, developed and translated into education? How much 3C is enough and how do we best meet these needs with limited time and an already jam-packed education schedule? What metrics and assessment methods should be employed? Following a discussion of these issues, the group will develop suggested processes and programs for establishing 3C education requirements, identifying gaps, and continuity of development and delivery for meeting 3C education needs, including barriers to success. The expected output from this group is a proposed action plan for institutionalizing 3C in all levels of education (officers and enlisted) across the Department.

### **3C Training Considerations**

This working group will identify how 3C can be inserted into specialized and pre-deployment training programs across the Services, considering programmatic and topical perspectives. This group will discuss the following issues: How can we ensure 3C

requirements, near-real time and valid critical incidents, and lessons learned are captured, developed and translated into training? How much 3C is enough, and how do we best meet these needs with limited time and a "full training plate"? What metrics and assessment methods should be employed? Following a discussion of these issues, the group will develop suggested processes and programs for establishing 3C training requirements, identifying gaps, and continuity of development and delivery for meeting 3C training needs, including barriers to success. The expected output from this group is a proposed action plan for institutionalizing 3C in all levels of training (officers and enlisted) across the Department.

### **3C Research Implications**

This working group will identify initial 3C research requirements and the short and long term major areas of research and development needed to support enhanced DOD 3C capabilities. This group will then construct a framework for suggested processes and programs to clarify the research requirements, identify gaps between existing research programs and actual requirements, identify gaps in current capabilities, maintain continuity in research efforts, and implement continuous transition of research results. The group will then develop a proposed way ahead for institutionalizing this framework, including identification of potential barriers. The expected output from this group is a proposed action plan for 3C research objectives for the Department.