A Proposed Developmental Sequence for Cross-Cultural Competence Training in the Department of Defense

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Executive Summary

Study Objective:

This study has compiled the emergent cross-cultural competencies (3C) and supporting enablers into a specific developmental sequence. The sequence begins with culture-general concepts and knowledge, and builds upon that foundation with the subsequent acquisition of skills, abilities, and attitudes (KSAAs) that deepen and further augment an individual's cross-cultural competence across a learning continuum timeline via training, education, and experience.[1]

Background:[1]

Many studies in a variety of disciplinary fields have sought to "crack the nut" on how to be effective in cross-cultural contexts, ranging from basic interactions to highly complex exchanges. The fields of communication, anthropology, psychology, and linguistics, along with their applied subfields, are just a few that have produced vast literature on the topic. From this multidisciplinary research, a range of competencies and supporting enablers has emerged that provide a foundation for education and/or training for various practitioners, extending from Peace Corps volunteers to expatriates in corporate industry. These competencies and enablers have often been explored within the realm of a behavioral framework that serves as the basis for successful interpersonal interaction and collaboration with multinational teams and "cultural others." While cross-cultural competence has been known to enhance proficiency in cultural interactions and improve readiness in operational environments, incorporating these skills in the cultural learning process for the Department of Defense (DoD) personnel operating in joint, interagency, inter-governmental, and multinational contexts remains a nascent endeavor. Studies across the DoD have consistently identified certain competencies that can assist in making sense of cross-cultural scenarios involving alternate world views such as "cultural self-awareness" and other aspects of cultural relativism. Still, none have identified a codified developmental sequence that would provide DoD personnel—military and civilian—the ability to "successfully work in DoD's richly diverse organization and to better understand the global environment in which [they] operate."[2]

Procedure:

For this final report, our team conducted an independent review of the pertinent literature to develop a theoretically-sound developmental sequence for cross-cultural competence (3C) training. Specifically, we first conducted a content analysis that entailed an extensive survey of the extant literature to derive a broad compilation of competencies and enablers that have been identified as vital to the development of cross-cultural competence. Based on the information obtained from the content analysis, we performed a frequency analysis to determine which competencies and enablers were most prevalent across the various studies/reports. Once the key cross-cultural competencies were compiled, we conducted a reduction analysis to eliminate redundancies, and condense the competencies based on distinct theoretical and logical rationales, as well as conceptual overlap. This effort resulted in a refined set of emergent competencies that were not merely comprehensive, but representative of the gamut of knowledge, skills, abilities

and attitudes that have been empirically identified as critical for the development of cross-cultural competence.

Our researchers subsequently compared the resultant core competencies to the feedback provided by the 3C Advisory Board, which had convened at the Defense Language Office in March of 2011 to discuss the findings in the Naval Air Warfare Center Training Systems Division (NAWCTSD) report. The team of researchers meticulously incorporated the pertinent comments that were vital to the developmental progression of 3C in the final proposed training sequence. As well, a review of key developmental learning theories and training media was conducted to provide a logical, theory-based and practical sequence for the developmental categorization of cross-cultural competence training. Upon subsequent review of the Applied Research Associates, Inc. (ARA) report, it became apparent that the findings herein substantially converged with the findings detailed in the ARA report. Finally, some examples of learning recommendations specific to the emergent cross-cultural competencies were cited from the NAWCTSD and ARA reports, supporting their relevance to, and similarity with our model. Additional learning recommendations that were also considered to be essential for 3C development were independently generated by the research team.

Developmental Model:

Based on the comprehensive review of the literature and the content and reduction analyses, eight constructs deemed critical to the development of cross-cultural competency emerged. They include:
- Self-awareness
- Self-regulation
- Acquisition of cultural knowledge
- Cultural perspective-taking
- Communication
- Self-efficacy
- Interpersonal skills
- Cultural relativism

Moreover, there were various sub-facets that were considered to be vital to the development of each emergent 3C (see Appendix IV). This developmental model asserts that there are four stages of learning: novice, primary, intermediate, and senior. It is believed that, as an individual advances in his or her career, different skill-sets are acquired or reinforced that enhance the development of 3C.

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[1] Greene-Sands, A. & Reid, P. A. (2011). *A developmental sequence for cross-cultural competence.* Abstract submitted to the 8th Biennial Defense Equal Opportunity Management Institute Research Symposium. Patrick Air Force Base, FL.

[2] Memorandum from the Secretary of Defense, "Language Skills, Regional Expertise, and Cultural Capabilities in the Department of Defense," 10 August 2011.

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Introduction

This final report identifies a codified 3C developmental sequence, which details the knowledge, skills, abilities and affective components that comprise effective cross-cultural performance (see Appendix II). Cross-cultural competence is important to all personnel as it equips individuals with the requisite knowledge, skills, abilities, and personal characteristics that enable them to function effectively in culturally diverse contexts. Cross-cultural competence also prepares individuals with the requisite skills for conflict resolution, communication, stress coping, language acquisition, tolerance for ambiguity, and the experience of living in other cultures (McDonald, McGuire, Johnston, Selmeski, & Abbe, 2008). Likewise, 3C improves the individual's ability to cope with unexpected or ambiguous events, in addition to reducing the stress and disorientation associated with the culture shock of operating in a new culture (Zakaria, 2000). Therefore, the established benefits of 3C lends credence to the fact that it is necessary to construct a 3C developmental model, which provides a training sequence for both military and civilian personnel to aspire to high levels of 3C, which in turn supports mission success.

To support this goal, this research effort examined a collection of findings from an extensive survey of the extant literature. A content analysis of twenty-two sources that were identified as being pertinent to the development of cross-cultural competence was conducted (see Appendix I). Subsequent to this thorough analysis of the literature, our researchers initially identified 72 competencies that have been broached as being integrally linked to the development of 3C. Based on a reduction analysis, the initial list of 72 competencies was refined to determine the competencies that have been consistently addressed as critical constructs in the domain of 3C development. The top 25% of emergent competencies and KSAAs that surfaced as being most frequently mentioned in the existing literature were chosen as primary competencies, while other notable competencies were subsumed under these primary competencies based on relatedness and construct correspondence. Concurrent with these analyses, various 3C developmental models were reviewed to provide theoretical support and preliminary validation for the 3C developmental sequence proposed herein.

In general, the operationalization and subsequent measurement of behaviorally based cross-cultural competencies is at a relatively rudimentary stage (Dinges & Baldwin, 1996). Researchers have conducted various needs assessments in an effort to determine the prerequisites for the development of behavioral competencies needed for successful cross-cultural performance (Abbe et al., 2007; Ross, Thornson, McDonald, & Arrastia, 2009). This research effort therefore serves as an initial step to addressing this objective, in part. Cross-cultural competence is a life-long process, and this study asserts that such competencies are not discrete, but instead, builds on one another in a complementary and synchronous manner. Consequently, practical considerations and recommendations that should be accounted for in the implementation of the theorized 3C developmental sequence are included, to provide guidance to key stakeholders.

A Summary of Cross Cultural Competence (3C) Models

During recent years, the impact and value of cross-cultural competence (3C) has been methodically investigated in the military. Given that this is a nascent endeavor, various researchers have attempted to develop models that help define and conceptualize cogent cross-cultural competence frameworks. The studies discussed below are noteworthy in terms of their scope and impact toward this end:

Russell, Crafts, and Brooks (1995) conducted a 3C study where they identified critical performance dimensions for intercultural communication in the Special Forces (SF). The researchers examined the critical incidents specified in previous SF job analyses, indentifying those that required intercultural communication (Russell, Crafts, Tagliareni, McCloy, & Barkely, 1994). Their findings yielded eight intercultural communication performance categories considered vital for the development of intercultural interaction. The emergent categories were: (1) Building rapport; (2) Using MOS-specific skills to enhance rapport with indigenous people; (3) Engaging in culture-appropriate customs; (4) Negotiating; (5) Dealing with stressful cultural situations; (6) Using language skills; (7) Using non-verbal communication; and (8) Adapting training methods to the culture. The most common types of experiences reported for successful intercultural communication included an individual's ability to build rapport, the use of language skills, and the use of MOS-specific skills to enhance rapport.

According to Abbe (2008), there are vital components of cultural knowledge and skills that Army leaders and soldiers need to perform effectively across cultures. Abbe (2008) provides the following recommendations as fundamental to the development of cross-cultural competence: (1) Learn about and know the culture; (2) Emphasize good interpersonal skills, flexible thinking, and self-regulation (e.g., emotional intelligence), as well as understand the importance of affect, motivation, and attitudes; (3) Encourage learning a foreign language to enhance interaction and increase positive affect and motivation; (4) Understand that culture is relevant throughout all Department of Defense (DoD) operations; (5) Train and educate personnel on the topic of culture at all command levels; (6) Incorporate culture into the overall strategy in the military; and (7) Support self-development of language proficiency and cultural capability.

In an effort to define and develop a cogent theory on 3C in a military context, Abbe, Gulick, Herman, and Halpin (2008) provided a general framework of the construct. This framework provided insight into the antecedents, components, and outcomes of 3C. As described by Abbe et al. (2008), 3C has three main components: knowledge, affect/motivation, and skills. The model specifically emphasizes how individuals think, feel, and behave in cross-cultural settings. Each dimension of 3C was comprised of several sub-dimensions that have been linked to cross-cultural effectiveness. The first component, *Knowledge and Cognition*, integrated cultural awareness, cross-cultural schema, and cognitive complexity into a single 3C dimension. The next component, *Affect and Motivation*, consisted of empathy, need for closure, and attitudes and initiative. The final component of cross-cultural competence, *Skills*, subsumed interpersonal skills, self-regulation, and flexibility. This was one of the first theoretical models of 3C specifically applied to military research. This study also served as the foundation for subsequent 3C military research.

Complementary to this effort, McDonald, McGuire, Johnston, Selmeski, and Abbe (2008) participated in the Defense Regional and Cultural Capabilities Assessment Working group (RACCA WG 2) with the aim of advancing the inclusion of 3C in the career development of military and civilian personnel. They identified 40 learning statements and recommendations pertinent to the development and assessment of 3C across the DoD. These researchers assert that an individual's cross-cultural knowledge, skills, and personal characteristics are the first requisite components to perform effectively within one's own culture, in joint and coalition teams, as well as in other countries. The RACCA WG 2 researchers refined and discussed 3C, building on the findings from Abbe's et al.'s (2008) model. They conceptualized 3C as being defined as the knowledge, skills and personal characteristics needed to thrive in diverse contexts. Specifically, *Knowledge* was defined as the information (i.e., facts and procedures) that helps an individual perform effectively. *Skills* were defined as the explicit verbal and non-verbal behaviors required to perform. For example, the integration of culture into the planning and execution for mission success; sense-making and interpreting verbal and non-verbal communication; building rapport; and taking others' perspectives on concepts; applying cultural knowledge and skills to learn about a specific culture; and anticipating others' behaviors. Finally, *Personal Characteristics* were defined as the individual's attitude, affect/feelings, or behavioral tendencies that influence one's actions.

In an effort to synthesize McDonald's et al. (2008) work, Ross, MacNulty, Bencaz, Thornson, and Johnston (2010) developed a framework for cross-cultural competence. Based on a literature review, and using unstructured interviews with military personnel, they identified six core cross-cultural competencies: (1) Cultural Awareness; (2) Information Processing; (3) Attitude; (4) Communication; (5) Engagement; and (6) Leadership. The authors also identified a baseline of competencies that were applicable across job categories in the military service field; these included the Cognitive, Affective/Attitude, and Behavioral components. The cognitive dimension includes cultural awareness and information processing; the affective dimension subsumes attitude; and the behavioral dimension involves communication, engagement, and leadership. Specifically, the cognitive dimension includes conceptual knowledge about the impact of cross-cultural interactions, as well as understanding the culture, declarative regional knowledge, and critical thinking skills. The affective/attitude dimension included willingness to engage, openness, and self-efficacy. Lastly, the behavioral dimension consisted of active listening and collaboration skills.

In line with the previous studies, a 3C task analysis was developed by McCloskey (2008) and further extended by research conducted by McCloskey, Grandjean, Behymer, and Ross (2009), and McCloskey, Behymer, Papautsky, Ross and Abbe (2010). Researchers identified common cross-cultural themes from critical incidents during interviews with subject matter experts (SMEs). Twenty-nine competencies were identified, and findings were categorized according to KSAAs (see McCloskey et al., 2010).

To further refine those findings, McCloskey et al. (2010) conducted additional semi-structured interviews. The authors' analysis of these interviews revealed five critical components of cross-cultural competence: Cultural Maturity, Cognitive Flexibility, Cultural Knowledge, Culture Acuity, and Interpersonal Skills. Cultural Maturity refers to an "individual's ability to remain confident, calm, and dedicated in cross-cultural settings, and to further seek interactions to promote mission success" (p.20). Cognitive Flexibility refers to an "individual's ability to

withhold judgment in the face of limited information, remain open to alternative explanations and easily adjust perceptions based on new information" (p. 20). Cultural Knowledge is defined as an individual's "knowledge that cultural differences are deeper than customs, with an awareness of how they influence one's own behaviors and perceptions and those of others" (p.20). Cultural Acuity is defined as "the ability to form accurate cross-cultural understandings and assessment of situational dynamics, the perspectives of others, and the impact of cultural actions on the broader" (p.20). Finally, Interpersonal skills represent an individual's ability to "consistently present oneself in a manner that promotes positive short-and long-term relationships in order to achieve mission objectives" (p. 20). The studies conducted by McCloskey and colleagues represent some of the fundamental efforts to develop a behaviorally-based model of 3C.

Another noteworthy study that was based on previous findings from the aforementioned research was conducted by Johnston, Paris, McCoy, Severe, and Hughes (2010). The researchers conducted an extensive review of studies on 3C in both a military and non-military context. Based on their review, Johnson et al. (2010) indentified a framework that includes a set of *core competencies*, a cluster of cognitive, behavioral, and affective/attitudinal characteristics that are relevant and required by all personnel in an organization. In addition, they identified a set of *core enablers*, a cluster of personal characteristics (e.g., attitudes, affect, or behavioral tendencies) that influence an individual's choices, and predispose them to act in a certain way under particular circumstances. Within the core competencies, Johnston et al. (2010) distinguished between two competency dimensions: "thinking" and" "connecting." The "thinking" category includes cognitive factors such as applying cultural knowledge, organizational awareness, and cultural perspective-taking. On the other hand, the "connecting" category focuses on social interaction, and includes communication, interpersonal skills, and cultural adaptability.

Cross-cultural research has also focused on the role that leaders play in advancing the study. Laurence (2011) argues that military leaders must be socioculturally competent to successfully complete today's military missions, since military members must frequently interact with host nationals of the country in which they operate. Subsequently, military leaders are faced with the challenge of balancing interactions with their own troops and local population (Laurence; 2011; Yammarino, Mumford, Connelly, & Dionne, 2010). The author identifies the following skills leaders need to succeed: communication and diplomatic skills; empathy; respect; interest in others; behavioral flexibility; tolerance for ambiguity; initiative; open-mindedness; and sociability. Furthermore, the author argues that it is important to understand one's own culture, values, and beliefs in order to avoid making culturally-insensitive mistakes (e.g., demonstrate knowledge and respect for other countries). Another important skill noted is one's ability to understand the social norms involved when engaging and communicating with host nationals. Additionally, learning the language is necessary—but not sufficient—because communication entails a more complex interaction than just knowing how to speak a language. That is, misunderstandings can result from different cultural display rules that dictate the appropriate nonverbal behavior. Effective communication relies on both verbal (e.g., tone of voice) and non-verbal (e.g., facial expressions and personal distance) skills. Therefore, it is imperative to attend to emotion and convey rapport, mutual attentiveness, positivity, and coordination (Laurence, 2011; Beatty, 2001; Early & Ang, 2001; Yrizarry, Matsumoto, Imai, Kooken, & Takeuchi, 2001). Laurence (2011) argues that "strategic leaders must advocate educating, training, and rewarding (e.g., through career development pathways) sociocultural

competence, and they must shape the organization and allocate necessary resources and trainee time toward this goal" (p. 499).

From a performance standpoint, it is critical that researchers begin to empirically investigate and validate the role that 3C plays in producing performance-related outcomes. Caligiuri, Noe, Nolan, Ryan, and Drasgow (2011) identified learning outcomes and methods for developing culture-general capabilities that apply in intercultural settings. According to Caligiuri et al. (2011), 3C has two components: cultural learning and cultural agility. Cultural learning is a Service member's ability to quickly gain an understanding of a new and unfamiliar cultural environment. Cultural agility, which builds on cultural learning, is an individual's ability to quickly and effectively use cultural understanding to work with people from different cultures. These two facets of 3C work together in three important ways: (1) reading the situation in another country and accurately assessing the meaning in a given context; (2) effectively responding through *cultural adaptation*, *culture minimalism*, or *cultural integration*. *Cultural adaptation* occurs when an individual uses the most appropriate behavioral response in order to adapt to the local norm. *Culture minimalism* entails reducing the perceived influence of cultural differences in one's own or others' behavior. *Cultural integration* refers to compromising or creating operating norms in order to effectively interact with others in a culturally diverse setting; and (3) anticipating and addressing challenges from the response in the situation, which is one's ability to effectively engage in cultural minimalism and cultural integration.

Finally, Hardison, Sims, Ali, Villamizar, Mundell, & Howe (2009) sought to determine cross-cultural performance to establish a baseline training and education for the Air Force. The authors first conducted a literature review, followed by discussions (i.e., focus groups, interviews, and meetings) with Air Force personnel to determine (1) the demand for cross-cultural training, and (2) the types of cross-cultural training that are currently available within the Air Force. Although the participants reported that cross-cultural training was important, there was no agreement on what type of training was needed to improve performance. In order to better understand the Air Force's cross-cultural training needs, the researchers conducted a basic needs assessment to identify the specific behaviors required to improve performance. The researchers found 14 emergent categories of cross-cultural behavior that were deemed important for on-the-job cross-cultural performance, including nine enabling behaviors and five goal-oriented behaviors (Hardison et al., 2004). Finally, 21,000 previously-deployed airmen validated the relevance of the 14 performance-related categories (see Hardison et al., 2004).

Outcomes of Cross-Cultural Competence

Numerous studies have found a relationship between the proposed competencies and work-related outcomes such as adjustment, work performance, and satisfaction. Cross-cultural competence can equip individuals with the requisite abilities needed to cope with multi-cultural situations, engage in cross-cultural interactions, and perform in culturally diverse work groups (Van Dyne, 2005). Individuals who capitalize on such competencies can enhance their sensitivity to cultural differences, reduce the use of overly simplistic stereotypes, enhance adjustments and relationships, and improve decision-making and work performance in multi-cultural contexts.

In terms of cultural knowledge, a study conducted using students found that informing them of cultural differences in nonverbal behavior could minimize culture bias in deception judgments (Castillo & Mallard, 2011). Researchers have also found that when expatriates display greater self-efficacy, it is linked to higher general adjustment (Hechanova, Behr, & Christiansen, 2003) and work adjustment (Bhaskar-Shrinivas, Harrison, Shaffer, & Luk, 2005). Furthermore, interpersonal and communication skills have both been considered integral to successful interactions in cross-cultural contexts. A study conducted by the Peace Corps on teachers working in Ghana found that interpersonal skills (e.g., warmth towards students and showing consideration to local adults) was found to be related to effective work performance (Abbe et al., 2008; Smith, 1966). Interpersonal skills have also been shown as predictive of general adjustment (Hechanova et al., 2003) and work adjustment (Bhaskar-Shrinivas et al., 2005).

Likewise, research indicates that self-regulation is important for personal adjustment (Abbe et al., 2008). Self-regulation involves several other constructs, including emotion regulation, stress management, and coping strategy. Numerous empirical studies bolster the importance of these constructs. Research and theory suggests that emotion regulation plays a huge role in predicting positive outcomes such as job performance, adjustment, and a higher quality of social interaction (Joseph & Newman, 2010; Lopes, Salovey, Cote, Beers, 2005; van Oudenhoven, Mol, Van der Zee, 2003). In expatriate and immigrant samples, emotion regulation also reliably predicted perceived adjustment, life satisfaction, and culture shock (Matsumoto, LeRoux, Iwamoto, Choi, Rogers, Tatani, & Uchida, 2003).

A Review of Developmental Learning Models

Given the ever-changing global landscape and the adaptive nature of military operations in dynamic and asymmetric warfare environments, cross-cultural competence (3C) has emerged as a vital asset that equips military personnel to optimally execute designated mission objectives, both at home and abroad. In the present effort, the proposed pedagogical model of 3C is based on developmental learning theories that incorporate extant literature to provide a practical sequence of 3C training that will equip military personnel and civilians in the DoD with the requisite cross-cultural knowledge, skills, abilities, and attitudes to function effectively in a diverse range of cross-cultural settings. Subsequent to an extensive content analysis of the extant literature, the 3C competencies that emerged as critical for optimal cross-cultural functioning include:

- Self awareness
- Self-regulation
- Acquisition of cultural knowledge
- Cultural perspective-taking
- Communication
- Self-efficacy
- Interpersonal skill
- Cultural relativism

The use of developmental learning models in the creation of 3C training has been well documented (McCloskey, Grandjean, Behymer, & Ross, 2010). There is evidence that suggests military and civilian employees possess inherently different levels of 3C upon entry into DoD

service, and require varying levels of 3C as they progress throughout their careers (McCloskey et al., 2010). In view of this, a pedagogical model of 3C is not only timely, but indispensable, in order to maintain the competitive edge of the United States military on the global front. Consequently, the five key developmental learning models that form the fundamental theoretical basis for the proposed pedagogical model of 3C include: (1) Stage Model of Cognitive Skill Acquisition; (2) Developmental Model of Intercultural Sensitivity (DMIS); (3) Conscious/Competent Developmental Model; (4) Alexander's Model of Domain Learning; and (5) Thomas' Cultural (CQ) Model (McCloskey et al., 2010). The subsequent sections will provide a broad overview of the five developmental models, and address prominent model features that have informed the sequencing and theorized progression of 3C across the proposed levels of expertise (i.e., novice, primary, intermediate, and senior).

Stage Model of Cognitive Skill Acquisition

Five developmental stages characterize the Stage Model of Cognitive Skill Acquisition (Ross et al., 2005). In this framework, learners progress from the novice stage to the expert stage by using relevant experience and displaying increased independence and refined thought patterns as they advance (McCloskey et al., 2010; Ross et al., 2005). Individuals at the first stage (novice) have negligible expertise in their operating domains, and are dependent on limited, inflexible rules and operating protocols to guide their behavior; they lack the ability to exercise discretion accounting for situational contingencies. As they move to the second stage (advanced beginner), learners gain applicable domain experience and begin to formulate internal guidelines. However, these guidelines are still based on inadequate and rigid rules, which limit discretionary judgment capabilities. Learners at the third stage (competent) tend to exhibit a shift in their interpersonal interactions, and progress from displaying reactive behaviors to more thoughtful behaviors (McCloskey et al., 2010). Individuals in this stage possess the capability to adopt a broad view of a given situation, and assess the time-bound sequence in which actions need to occur, in order to ensure effectiveness. Nevertheless, in this stage, individuals still do not display adaptability in adjusting to situational contingencies, and continue to substantially rely on fixed plans that control their behaviors. In the fourth stage (proficient), learners display an advanced integrated knowledge set that allows them to gain a global understanding of the situational context, as opposed to simply focusing on discrete portions of events. Individuals in this stage can seamlessly modify their evaluations and actions to match dynamic situational demands (McCloskey et al., 2010). Once learners transition to the fifth stage (expert), they use their experiential knowledge and skill to assess situations, and subsequently use their discretionary judgment to rapidly and efficiently formulate problem solutions. Prior research indicates that this model has been applied in military operational contexts, and has proven effective in portraying developmental phases in various operational environments.

Developmental Model of Intercultural Sensitivity (DMIS)

Created by Bennett (1986, 1993), the DMIS framework explains the nature of an individual's interpersonal reactions in cultural settings. It is characterized by six stages that are based on the fundamental premise that, as an individual's experience of cultural differences becomes increasingly refined, the individual will gain enhanced competence in interacting with others from foreign cultures (Bennett, 1986, 1993; McCloskey et al., 2010). Given that

individuals in the first three stages, namely denial, defense, and minimization, typically believe their cultural word-view represents the core of reality in general, the initial three stages are categorized as ethnocentric (McCloskey et al., 2010). Conversely, the subsequent three stages that include acceptance, adaptation, and integration are considered to be ethnorelative, in view of the fact that the individual progresses to realize that his or her cultural worldview is not superior to any other when interpreting reality.

Conscious/Competent Developmental Model

Adapted from prior research (Howell, 1986; McCloskey et al., 2010), the Conscious/Competent Developmental Model deals with a person's awareness of his/her competence. This personal awareness of competence lies at the core of the developmental model. Within this framework, an individual progresses from a state of being unaware of his/her personal, cognitive, behavioral, and affective shortcomings, to becoming cognizant of these deficiencies. As soon as individuals become conscious of these weaknesses, they become prepared to engage in active learning. In this model, the process of obtaining knowledge and skill is one characterized by conscious effort and deliberation (McCloskey et al., 2010). Once the individual has acquired sufficient skill and domain expertise to automatically determine what is required for competence, executing skill-related tasks and expert decision-making becomes more automatic, and does not necessarily require conscious thought. The "unconscious competent" mode is an addition that has been included in revised versions of the model (McCloskey et al., 2010). This designation refers to a higher stage, where experts can interrupt the automatic "unconscious competent" state, and consciously examine fine elements of their proficiency or behavior. This higher order ability enables these individuals to optimally instruct trainees, as they are able to articulate portions of skilled performance to those possessing less expertise.

Alexander's Model of Domain Learning (MDL)

The MDL is based on assessing the progression of learners from the novice to expert level, by tracking learners' progress in a variety of academic contexts (Alexander, 2003). A crucial characteristic of this model is the observed relationship between personal interest and advancement of learning. Specifically, a positive relationship exists between these two variables, such that the level of advancement increases as a function of interest. In *acclimation*, the first stage, learners have low personal interest and domain knowledge, as they orient themselves to a broad, novel domain (McCloskey et al., 2010). When an individual enters the second stage of *competence*, he/she tends to display enhanced personal interest, a stronger base of domain knowledge, and a range of high-level and low-level processing approaches.

Thomas' Cultural Intelligence (CQ) Model

Thomas' Cultural Intelligence Model is based on the fundamental principle that cultural intelligence (CQ) is a requisite skill for individuals to successfully interact with other individuals from dissimilar cultural backgrounds (Thomas, 2006). Essentially, CQ refers to an individual's capability to productively interact with culturally diverse others. CQ can be conceptualized in terms of its three components: knowledge, mindfulness, and behavioral abilities (McCloskey et al., 2010). Thomas derived the five stages of this model from various psychology-oriented

developmental theories, including Kohlberg's stages of moral development, and Piaget's Model of Cognitive Development (Kohlberg, 1984; Piaget, 1985). Although this model appears to be conceptually plausible, based on prior research, a substantial amount of cultural and developmental research is still needed to provide crucial validation evidence for this model (McCloskey et al., 2010).

The first stage, *reactivity,* is characterized by an individual instinctively manifesting behaviors based his or her personal cultural rules and norms in various scenarios, without deliberately considering the nature of the cultural context. The person progressing to the second stage, *recognition*, acquires increased contact with other cultures and, as a result of the ensuing experience, becomes inquisitive about other cultures, and gains a keen sense of awareness.

The next stage, *accommodation,* is attained when individuals possess a complex understanding of the notion of culture, and—despite challenges—deliberately modify their behaviors to reflect their deep level of cultural understanding in novel cultural situations (McCloskey et al., 2010). Principally, these individuals are able to effectively apply their cultural knowledge to meet situational demands laden with cultural complexity. An individual enters the *assimilation* stage at the point that they become unperturbed in a range of cultural circumstances. These individuals have developed a substantial base of cultural expertise, and are able to accurately respond to various cultural cues, thereby effortlessly displaying the appropriate behaviors required in diverse cultural environments. Finally, *proactivity* is the highest stage of this model, in which individuals have obtained a very high level of expertise in cultural settings, and possess the knowledge and skills to instinctively adapt to cultural situational demands (McCloskey et al., 2010). At this last stage, individuals have developed an extraordinarily sophisticated cultural knowledge and skill base that enables them to be culturally fluid, and accurately forecast the impact and consequences of their behaviors during cultural interactions.

Classification Benchmarks

Given that self-awareness, self-regulation, acquisition of cultural knowledge, cultural perspective-taking, communication, self-efficacy, interpersonal skill, and cultural relativism, were the eight competencies that emerged from the literature, it is imperative to note that Anderson and Krathwohl's (2000) learning taxonomy—based on Bloom's taxonomy—will apply to the cognitive development of each of these cross-cultural competencies (McDonald, McGuire, Johnston, Semelski, Abbe, 2008). Anderson and Krathwohl's (2000) learning taxonomy consists of six levels of mastery, namely remembering, understanding, applying, analyzing, evaluating, and creating. Regarding the progression of these eight competencies, extant research supports that the novice level of training should be concerned with mastering pertinent cultural knowledge, and the primary level of training should focus on understanding the rationale behind this acquired cultural knowledge. Furthermore, the intermediate level of training should emphasize the application and analysis of the obtained cultural knowledge foundation. Finally, the senior level of training should emphasize evaluating culture-based situational contingencies and creating effective responses to optimally function in various cross-cultural settings.

Theorized Progression of 3C Competencies

Self-Awareness

The notion of self-awareness refers to the awareness of one's self, including personality attributes, cultural assumptions, values, attitudes, and biases that one possesses (see Appendix III). Based on the Conscious/Competent Developmental Model, self-awareness should be a fundamental competency that individuals encounter during the novice level of 3C training (Howell, 1986; McCloskey et al., 2010). Individuals at the novice level are typically unaware of their personal, cognitive, affective, or behavioral inadequacies. Thus, at this level, individuals will be trained to gain an understanding of what culture entails, how their personal characteristics influence their self concept, and the importance of cross-cultural competence. As individuals progress to the primary level, they generally possess an increased level of self-awareness, and should be trained to understand the differences in cultural processes and variations in areas such as communication and decision making, among others. Persons at this secondary level should also be trained to comprehend the impact of how their initial socialization (derived from family members, peers, and friends), and re-socialization to military service (via military indoctrination), have shaped their conceptualization of themselves. Furthermore, individuals at this primary level should be able to account for the perception of others, and understand the value of using their personality attributes during cultural interactions, as they engage in active learning. As trainees gain a solid knowledge base of themselves and the pertinent culture, they advance to the intermediate level, where they dedicate effort to consciously processing and distinguishing how their own worldview, cultural assumptions, values, and biases differ from others. Operating at this tertiary level, individuals should be trained to realize that their own worldviews or opinions are not necessarily valid, and are influenced by personal background, history, and culture. Finally, individuals at the senior level of cross-cultural training should possess a high degree of self-awareness, such that self-awareness becomes automatic, and they can combine their cultural knowledge and high level of skill to derive accurate self-perceptions in a range of cultural contexts.

Acquisition of Cultural Knowledge

The acquisition of cultural knowledge is a process by which one acquires knowledge of the history, demographics, religion, beliefs, political systems, social rules, norms, and values of pertinent groups contingent on situational needs (see Appendix III). Regarding this competency, Alexander's Model of Domain Learning provides a practical framework for illustrating the advancement of individuals from the novice to senior level in the domain of cultural knowledge. At the primary level, individuals have low personal interest in cultural knowledge, as they have encountered little to no exposure with the foreign culture. Hence, at the novice level, individuals should be trained to gather and interpret information regarding people within the cultural domain, to increase their awareness of diverse cultures (*acclimation*). As trainees advance in the primary level of training, their interest in cultural knowledge increases, and their information-seeking skills are sufficient to facilitate information-gathering to decipher social display rules and norms. In the intermediate level of training, trainees begin to display increased interest and learning advancement in cultural knowledge.

Thus, individuals should be trained to analyze environmental cues in the relevant cultural context, to respond appropriately to culture-specific situational demands. Once trainees progress to the senior level of training, they typically possess a high level of interest in cultural knowledge and demonstrate advanced learning. Consequently, individuals at the senior level should be trained to apply their cultural knowledge to frame questions and solicit applicable additional information in a fashion that is appropriate for the culture of interest (*competence*).

Self-Regulation

Self-regulation denotes the process by which an individual modifies behaviors to achieve desired goals, by monitoring discrepancies and progressing towards those specific goals (see Appendix III). In line with the Conscious/Competent Developmental Model, self-regulation training should commence at the novice level, as existing research suggests it is a fundamental competency (McCloskey et al., 2010). At this novice level, trainees should be taught to identify slight variations in their personal verbal and nonverbal behaviors, and ensure that they alter their overt behaviors according to relevant social norms and expectations. At the primary level of training, individuals should be trained to become aware of negative attitudes that may arise in cultural contexts, and utilize the requisite skills to convert these negative attitudes into positive ones, enabling them to adaptively respond to situational challenges in cultural scenarios. By the intermediate level of training, individuals should be trained to use their acquired skills to maintain their task or goal focus and persevere towards goal accomplishment, despite encountering obstacles or experiencing failures. Trainees that advance to the senior level of training are equipped to view themselves and their actions from an external perspective (i.e., as others view them) within a cultural setting. Furthermore, these individuals have become skilled at automatically regulating or controlling their emotional displays to align with the relevant prescribed cultural expectations, values, and norms, thereby performing effectively.

Cultural Perspective-Taking

Cultural perspective-taking refers to a cognitive process that enables individuals to think about the world from another person's viewpoint (see Appendix III). Thomas' Cultural Intelligence (CQ) Model supports the progression of cultural perspective-taking training from the primary to senior level, given that cultural intelligence consists of knowledge, mindfulness, and behavioral abilities (McCloskey et al., 2010). During training conducted at the primary level, individuals should learn to transcend beyond instinctual reactivity, and account for the cultural context in their interpretation of situational cues encountered in cultural settings. In addition, individuals at this level should become cognizant that individuals from other cultural backgrounds possess unique perspectives that will probably not match the trainee's perspective.

Additionally, at the primary level of cultural perspective training, trainees gain an awareness that their perception of a given situation is not exclusively valid; therefore, they should be trained to identify and comprehend how their perceptions of cultural situations differ from others', and realize that it is unrealistic to anticipate all the diverse ways in which others may construe situations in cultural contexts (*recognition*). Trainees at the intermediate level should learn to examine their own cultural assumptions, biases and values, and understand how their views and actions may be interpreted by others from a different cultural background. Furthermore, individuals at this level should learn to utilize their cultural knowledge to decipher

the beliefs and needs of culturally diverse others, as well as the rationale behind their actions or decisions in cultural scenarios (*accommodation*).

Once individuals progress to the senior level, they possess the requisite skills to use their cultural knowledge to identify, analyze and contemplate the perspectives of others, and accurately anticipate the ways that others may perceive their actions or behaviors. Hence, individuals striving to achieve the senior level should hone their capability to integrate cultural knowledge with their conceptualization of a given situation, to proactively develop accurate conceptions of the viewpoints of culturally different others in various cultural circumstances.

Communication

Communication entails a fundamental understanding of the diverse verbal and nonverbal (e.g., facial expressions and gestures) cues that apply in different cultural contexts (see Appendix III). In the domain of communication, the Developmental Model of Intercultural Sensitivity is particularly useful, since the model maintains that individuals progress from using ethnocentric mental models to more appropriate ethnorelative communication (McCloskey et al., 2010). Consequently, at the primary level of training, military and civilian personnel should be trained to increase their awareness of appropriate methods of verbal and nonverbal communication, particularly in the use of gestures, facial expressions, and silence as communication tools. Trainees should also learn to understand diverse communication styles that are distinct to cultures of interest, and the appropriate paralanguage (i.e., tone of voice, pitch, and volume) associated with them. As the communication complexity increases, individuals at the intermediate level should be educated on the adherence to culture-relevant socio-communicative norms, particularly with regard to language use, patience, and assertiveness. For individuals to progress to the senior level of communication training, they should undergo training to effectively engage in information seeking, and adapt their communication styles based on the demands of the cultural situation. Furthermore, it is critical that training helps individuals leverage their cultural knowledge to effectively communicate across various cultural settings and exert their desired influence over culturally diverse others.

Self-Efficacy

The notion of self-efficacy is the belief that one is capable of functioning effectively in a culturally diverse context to achieve targeted goals (see Appendix III). The Conscious/Competent Developmental Model supports the progression of self-efficacy from the intermediate level to the senior level of cross-cultural training. Specifically, prior to the intermediate level, individuals are essentially unsure of their capability to operate effectively in novel cultural settings (McCloskey et al., 2010). Thus, trainees at the intermediate level should be trained to forecast positive outcomes, and frame problems in diverse cultural settings as challenges that can be surmounted, which provide valuable learning opportunities. Trainees should also be taught effective strategies to successfully apply their cultural knowledge to build their confidence in their ability to operate in foreign cultural settings, while adapting to situational contingencies that may arise during the course of those interactions. Once trainees reach the senior level of training, they should possess strategies that reinforce the belief in their ability to automatically marshal the requisite motivation and cognitive resources, to successfully meet situational demands in novel cultural contexts.

Interpersonal Skills

Interpersonal skills denotes one's ability to develop and maintain positive rapport with others from different cultural backgrounds, build beneficial relationships, and aptly exert influence during complex cultural interactions (see Appendix III). Based on the Conscious/Competent Developmental Model, individuals at the intermediate level are typically unaware of how they may present themselves to others in a way that helps them achieve a desired effect. Consequently, trainees at the intermediate level should be trained to be aware of ways to present themselves in a favorable light during cross-cultural interactions, by appropriately initiating and sustaining optimal relationships with culturally different others (McCloskey et al., 2010). During the intermediate level of training, individuals should be trained to express themselves in line with cultural norms and expectations, and to respect cultural differences, as this is critical to building interpersonal relationships in cross-cultural settings. In this vein, individuals should be trained to possess a keen understanding of techniques that should be applied to understand contingencies in their operating environment that may foster or hinder the development of strategic relationships. Furthermore, individuals at the intermediate level should be trained to leverage their cultural knowledge to interact effectively in novel cultural settings. At the point that trainees advance to the senior level, they generally become keenly aware of how they are perceived in relevant cultural contexts, and use their cultural knowledge to proactively pursue opportunities to engage with others, who may be instrumental in achieving their specific goals in a given cultural setting. Thus, at the senior level, personnel should be trained to use their cultural knowledge to skillfully modify their self-presentation to build trust, and optimally interact with others in a wide range of cultural circumstances.

Cultural Relativism

Cultural relativism entails the understanding that cultural beliefs, values, and activities must be understood to successfully operate in a specific cultural context (see Appendix III). The Developmental Model of Intercultural Sensitivity provides strong support for the notion that a high level of cultural sensitivity enables individuals to function seamlessly in cross-cultural settings (McCloskey et al., 2010). Given that cultural relativism is a relatively complex competency to acquire, trainees should be introduced to the notion of cultural relativism at the intermediate level, and they should be trained to identify opportunities to hone their cultural conceptualization by posing thought-provoking questions and testing cultural assumptions. Additionally, individuals at the intermediate level should be trained to exercise sensitivity in cultural matters, reserve their personal opinions, and perceive information objectively, until adequate information has been obtained to make accurate cultural assessments. Trainees advancing to the senior level of training should be trained to recognize the value of accepting and including others who are culturally diverse, and to strategically integrate cultural knowledge to decode ambiguous cultural situations, enabling them to respond adaptively and achieve mission-related objectives.

Practical Considerations and Recommendations

Motivational Considerations Underlying 3C Training

Motivational considerations should be noted throughout the training and progression for each of the emergent competencies. Specifically, during all stages of competency development, it is necessary to consider the role of self-efficacy, or the belief in one's own capacity to perform. Successful training often monitors trainees' self-efficacy in order to ensure that the training intervention will be effective. It may prove valuable to formally monitor self-efficacy through a self-report measure of task-related efficacious behavior which can be achieved through computer-based training methodologies. If this option is pursued, it would be useful to adapt an existing pre-validated scale to the particular task (e.g., Phillips & Gully, 1997). This measurement may be completed as a pre-assessment, post-assessment, and perhaps, midway through training. Additionally, less formal assessments of self-efficacy can be collected from a skilled trainer who simply asks how confident the trainee is feeling about the particular goal at hand. Finally, it may prove useful to operationalize task-related self-efficacy by creating behavioral anchors that illustrate various levels of self-efficacy throughout different stages of training. Thus, the trainer can observe the trainee's behaviors, providing standardized ratings.

Trainee motivation is a key determinant on whether the trainee will be receptive to the idea of training, or will put forth effort throughout the training, or ultimately whether the trainee will transfer the developed competencies to a "real world" context. Before training is provided, pretests can reveal gaps in the trainee's level of the competency compared to that of the desired level. This initial assessment can shed light on the need for such training. Moreover, incorporating goals of the trainees into the training can help gain trainee buy-in. During the actual training, it is necessary to demonstrate the importance and value of these competencies in order to build both intrinsic and extrinsic motivation. Furthermore, trainees should be tasked with creating goals, as well as be provided with the necessary tools to monitor their own progress towards these set goals. Finally, when training is complete, rewards should be set in place for using and honing newly developed competencies. Trainees should therefore be given opportunities to demonstrate these cross-cultural competencies, which would in turn, provide reinforcement of such behaviors.

Considering Sub-facets as States rather than Traits

In the cross-cultural competence literature, it is common to consider the sub-facets as more immutable trait-like constructs; however, there is emerging theory and literature—e.g., Mischel and Shoda's (1995) Cognitive Affective Personality System and DeShon and Gillespie's (2005) Motivated Action Theory—that provide support for taking a more dynamic approach to understanding these sub-facets. Specifically, these models note the intricate interaction between the person/individual differences and the environment such that environmental stimuli are encoded through an individual's perception. As the environment is processed through various cognitive and affective pathways (for e.g., schemas, self-regulatory plans, or expectancies), there will be consistency in which pathways are activated. The extent to which these cognitive processes are consistently activated will reliably predict a similar behavior. However, it is possible to redirect cognitive pathways through learning and attitude change. When an individual

becomes consciously aware of how the environmental stimuli is perceived, and the line of reasoning (both cognitive and affective) that is activated, then the awareness of one's perceptions, learning new information, and changing one's attitudes, can redirect the course of activation and subsequent behavior. This literature sheds new light on the malleability of trait-like constructs. In light of this theory, the proposed model will take a more dynamic, state-like approach in conceptualizing such individual differences.

Recommendations for Future Development

Training for cross-cultural competence must consider the following contingencies to ensure the successful return on investment for the development of KSAAs:

1.   All DoD personnel should receive the 3C baseline training (i.e., novice) and progress to subsequent levels based on functionality, MOS/rate, rank, etc. (see recommendation #2). Standardized developmental guidelines must be developed which detail how individuals sequentially progress from novice to senior performance proficiency standards (McDonald et al., 2008).

2.   The frequency of the task (i.e., seldom versus routine), the student's MOS/rate, functionality, rank, and assignment must be considered when identifying which competencies should be trained, and at what level. Furthermore, the training medium should be contingent on the contextual environment (e.g., sea duty vs. shore duty, combat vs. non-combat, deployed vs. non-deployed) and time constraints.

3.   Civilian training should be modified based on experience, time within grade, point of entry into agency, and geographic location. Unlike military personnel, civilians can enter service mid-grade and may not have received the pre-requisite training that corresponds to their point of entry.

4.   Training should be interactive to reinforce core concepts. Additionally, the training effectiveness should not be compromised by cost and time constraints.

5.   Services must consider remedial and accelerated training given changes in responsibility and mission focus. Training should, therefore, regard personal background and experiences in a multicultural environment as a means to identifying individuals who may be best suited for a varied pace of training.

6.   Training should provide appropriate assessments that are reliable and valid, and most suitable to the development of the competency being trained. These competencies should be used to develop a practical and empirically-based "theory" of effective job performance (Campion, 2011), which should also be validated accordingly (see McDonald et al., 2008, recommendation #5).

7.   Training should be aligned with best practices when organizing, presenting, and using competency information. Furthermore, trainers should capitalize on existing resources which complements their training efforts.

8.   Training media should accommodate individual and team-based training for the various competencies. Furthermore, the training medium should integrate the various learning styles (auditory, visual, and kinesthetic) when training the competencies and sub-facets.

9.   Leaders should consider the future-oriented job requirements (i.e., strategic/regional focus) when prioritizing advanced competencies to be trained.

10. Training must utilize technological advances to enhance the usability of competency models (Campion, 2011).

11. Training should be linked to policy requirements, organizational values, and mission-specific objectives (McDonald et al., 2008). Also, Services should coordinate their efforts to support/augment the inter-organizational environment in which they work.

12. A tracking system should be developed to monitor 3C training progress/proficiency levels for civilian and military personnel (McDonald et al., 2008). Furthermore, the Services should ensure that 3C proficiency is incorporated into talent management and succession management initiatives.

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Appendix I: 3C Content Analysis

#	KSSAs & Emergent Competencies	RACCA WG SG2 Report (2008)	Special Forces Teams (Russell et al., 1995)	Air Force (Hardison et al., 2003)	Navy (Chandler, 2005)	Marines (Castro, 2009)	Army (Lewis, 2006)	Abbe et al. (2008)	Army (Stringer, 2009)	Army (McCloskey et al., 2009)	Ross et al. (2010)	Johnston et al. (2010)	McCloskey et al., (2010a)	McCloskey et al., (2010b)	Caligiuri et al. (2011)	Laurence (2011)	Pulakos et al. (2000)	Vasilopolous & Swartout (2009)	Ross (2008)	Hardison et al. (2009)
1	Adapting Training Methods to the Culture		x																	
2	Anticipate/Predict Outcomes												x							
3	Applying Cultural Knowledge	x	x					x				x								x
4	Assessment of Operational Application and Impact				x	x				x										
5	Attitudes	x		x				x	x	x	x									
6	Big Five Personality Traits							x												
7	"Big Picture" Mentality												x	x						
8	Building trust																			x
9	Cognitive complexity							x												
10	Communication	x	x	x				x	x	x	x	x						x		x
11	Complex Interactions	x																		
12	Conflict Resolution																			x
13	Cultural Acuity													x						
14	Cultural Adaptability	x		x			x			x	x	x					x			x
15	Cultural Agility														x					
16	Cultural Awareness	x		x	x	x	x	x	x	x	x		x	x		x				
17	Cultural Empathy							x					x	x		x			x	
18	Cultural Learning														x					
19	Cultural Maturity													x						
20	Cultural Openness												x							
21	Cultural Perspective-Taking	x										x	x	x						

#	KSAAs & Emergent Competencies	RACCA WG SG2 Report (2008)	Special Forces Teams (Russell et al., 1995)	Air Force (Hardison et al., 2003)	Navy (Chandler, 2005)	Marines (Castro, 2009)	Army (Lewis, 2006)	Abbe et al. (2008)	Army (Stringer, 2009)	Army (McCloskey et al., 2009)	Ross et al. (2010)	Johnston et al. (2010)	McCloskey et al., (2010a)	McCloskey et al., (2010b)	Caligiuri et al. (2011)	Laurence (2011)	Pulakos et al. (2000)	Vasilopolous & Swartout (2009)	Ross (2008)	Hardison et al. (2009)
22	Dedication (going "above & beyond")												x	x						
25	Diagnose nature of resistance												x							
26	Emotional endurance												x							
27	Emotional stability														x					
28	Engagement	x		x						x	x									
29	Establishing authority																			x
30	Extraversion														x					
31	Flexibility	x						x					x		x				x	
32	Frame Shifting												x							
33	Handling Emergencies or Crisis Situations																x			
34	Information Processing	x		x	x	x				x	x									
35	Inquisitiveness														x					
23	Interpersonal Adaptability																x			
36	Interpersonal Skills	x	x					x				x		x		x			x	
37	Interpretation												x							
38	Language Training		x													x			x	x
39	Leadership										x							x		
40	Learning new tasks, technologies, and procedures																x			
41	Learning through Observation																			x
42	Leveraging own personality attributes												x							
24	Low need for closure	x											x						x	

No	KSSAs & Emergent Competencies	RACCA WG SG2 Report (2008)	Special Forces Teams (Russell et al., 1995)	Air Force (Hardison et al., 2003)	Navy (Chandler, 2005)	Marines (Castro, 2009)	Army (Lewis, 2006)	Abbe et al. (2008)	Army (Stringer, 2009)	Army (McCloskey et al., 2009)	Ross et al. (2010)	Johnston et al. (2010)	McCloskey et al., (2010a)	McCloskey et al., (2010b)	Caligiuri et al. (2011)	Laurence (2011)	Pulakos et al. (2000)	Vasilopolous & Swartout (2009)		Ross (2008)	Hardison et al. (2009)
43	Manipulate/Persuade/Influence Others												x	x					43		x
44	Mental Models																			x	
45	Negotiation skills		x																45		x
46	Observation												x								
47	Open-mindedness	x											x		x						
48	Organizational Awareness	x								x								x			
49	Patience	x											x								
50	Physically-Oriented Adaptability																x				
51	Planning												x								
52	Problem solving																x	x			
53	Rapport building												x								
54	Relationship-building												x								
55	Resilience												x								
56	Respecting cultural differences																				x
57	Self/Emotional regulation	x						x					x	x		x				x	
58	Self-Awareness/Self-monitoring							x					x	x							
59	Self-efficacy	x						x					x	x						x	
60	Self-initiated learning																				x
61	Self-monitoring (meta-cognition)																			x	

Appendix II: 3C Developmental Sequence

3C EMERGENT COMPETENCIES	SUB-FACETS OF CROSS-CULTURAL COMPETENCE			
	NOVICE (Pre-Requisite)	PRIMARY (101)	INTERMEDIATE (201)	SENIOR (301)
Self-Awareness in a Cultural Context	* Leveraging personality attributes * Self-identification	* Self-identification in a cultural context * Socialization/ Re-socialization to Service * Perception of others	* Self-identification in a cultural context	* Self-identification in a cultural context
Self-Regulation	* Self-monitoring	* Self-monitoring * Emotional regulation	* Self-monitoring * Emotional regulation * Resilience	* Self-monitoring * Emotional regulation * Resilience
Acquisition of Cultural Knowledge		* Learning through observation * Self-initiated learning * Inquisitiveness	* Learning through observation * Self-initiated learning * Cultural learning	* Learning through observation * Self-initiated learning * Cultural learning
Cultural Perspective-Taking		* Suspending judgment * Mental models & Schema development * Cultural sensemaking	* Cognitive flexibility * Socialization * Low need for closure * Suspending judgment * Cultural sensemaking	* Cognitive complexity * Suspending judgment * Cultural sensemaking
Communication		* Nonverbal & verbal communication * Patience * Language proficiency	* Nonverbal & verbal communication * Patience * Inquisitiveness * Cognitive complexity	* Nonverbal & verbal communication * Patience * Inquisitiveness * Cognitive complexity
Self-Efficacy			* State optimism * Self-confidence	* State optimism * Self-confidence
Interpersonal Skills			* Self-presentation * Respect for cultural differences * Relationship & rapport building * Willingness to engage * Cognitive complexity	* Self-monitoring * Building trust * Negotiation * Relationship & rapport building * Willingness to engage * Cognitive complexity
Cultural Relativism			* Cultural sensemaking * Inclusiveness * Suspending judgment	* Cultural sensemaking * Inclusiveness * Suspending judgment

Appendix III: 3C Definitions, Training and Learning Recommendations

Self-Awareness in a Cultural Context

Definition:

The awareness of one's self, including personality attributes, cultural assumptions, values, attitudes, and biases. Understands that one's own way of viewing the world is a result of his/her unique background, personal history, and culture, and recognizes that people with different backgrounds view the world differently. Continually seeks to understand how one views himself/herself and how his/her own culture, in general, is viewed by members of other countries.[1]

Examples of Learning Recommendations:

- Understands what culture entails, as well as the varied ways in which it can be defined. *(Self-identification in a cultural context)*
- Understands what cross-cultural competence is, and why it is important.[2] *(Self-identification in a cultural context)*
- Understands the differences between cultural processes and variations (e.g., communication, decision-making, perception).[2] *(Self-identification; Perceptions of others; leveraging personality attributes)*
- Understands how operational cultures (e.g., language, political, economic, military systems, etc.) are changed or maintained over time. *(Self-identification; Perceptions of others)*
- Develops an understanding that individuals, including one's self, view the world in a particular way based on their background, personal history, and culture.[1] *(Self-identification; Perceptions of others)*
- Demonstrates an awareness of one's own cultural assumptions, values, and biases and how they differ from other people in the world.[2] *(Self-identification; Leveraging personality attributes)*
- Integrates cultural knowledge into the perception of one's self. *(Self-identification; Leveraging personality attributes)*

Training Media:

Classroom Instruction and Computer-Based Training. Historically, the process of self-awareness has been best acquired through face-to-face interaction. People need other individuals to use as mirrors and as scaffolds, especially during the earlier stages of self-awareness. This is why the person-to-group interaction method of learning (i.e., social learning, cooperative learning, and collaborative learning) is best for training this competency. Nonetheless, more recent technologies such as Skype and other video/online interactive tools allow "face-to-face" and "person-to-group interactions" that are comparable to actual (direct) face-to-face (traditional) interactions (i.e., classroom). Also, these online options may provide training enhancements (e.g., playback/review, recording, creation of unique scenarios, enormous efficiency/distribution gains) that far exceed traditional, "real-world"/classroom instruction.

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[1] Applied Research Associates, Inc. (2011). *Data collection and analysis for a cross-cultural competence model.* Fairburn, Ohio: Rasmussen, L., Sieck, W., Crandall, B., Simpskins, B., & Smith, J.

[2] Naval Air Warfare Center Training Systems Division. (2010). *A framework for cross-cultural competence and learning recommendations.* Orlando, FL: Johnston, J., Paris, C., McCoy-Fisher, C., Severe, G., & Hughes, S.

Self-Regulation

Definition:

Adjusts behavior to achieve desired goals by monitoring discrepancies and progress towards such goals.

Examples of Learning Recommendations:

- Recognizes subtle changes in one's own verbal and nonverbal behaviors and adjust outward behaviors accordingly. *(Self-monitoring)*

- Recognizes negative attitudes and employs the necessary skills to transform them into positive attitudes to meet situational demands. *(Emotion regulation)*
- Maintains task focus despite repeated setbacks or failures in goal accomplishment. *(Resilience)*
- Demonstrates the ability to see one's self as others see you. *(Self-monitoring)*
- Demonstrates the ability to regulate/control one's own emotions and emotional expression to support mission performance. *(Emotion regulation)*

Training Medium:

Computer-Based Training (Situational Judgment Training). The most ideal training design would be a gaming environment where problems are presented in a "rapid-fire" manner and the student has to quickly respond by providing a viable solution. Students could be scored and evaluated throughout the program receiving performance feedback at various junctures.

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[1] Applied Research Associates, Inc. (2011). *Data collection and analysis for a cross-cultural competence model.* Fairburn, Ohio: Rasmussen, L., Sieck, W., Crandall, B., Simpskins, B., & Smith, J.
[2] Naval Air Warfare Center Training Systems Division. (2010). *A framework for cross-cultural competence and learning recommendations*. Orlando, FL: Johnston, J., Paris, C., McCoy-Fisher, C., Severe, G., & Hughes, S.

Acquisition of Cultural Knowledge

Definition:

Acquires knowledge of the history, demographics, religion, beliefs, political systems, social rules, norms, values, etc., of relevant groups based on situational demands.

Examples of Learning Recommendations:

- Gathers and interprets information about people and surroundings to increase awareness about different cultures.[2] *(Learning through observation)*
- Seeks out information to make sense of social display rules and norms. *(Inquisitiveness)*
- Analyzes environmental cues to know how to act or respond appropriately in a multi-cultural context.[2] *(Cultural learning)*

- Demonstrates an ability to frame questions in a manner that is consistent with seeking answers relevant to aspects of culture. *(Inquisitiveness; Self-initiated learning)*

Training Media:

Computer-Based Training (CBT) and Simulation-Based Training (SBT). Past research has shown that learning through observation requires guided learning. Having the computer act as an instructor/mentor/coach, the student can be placed in a simulated environment (either micro-world or virtual world) where he/she receives guidance from a senior leader in a face-to-face encounter. As well, a problem-based learning (PBL) approach in a CBT environment may be useful for honing self-initiated learning and problem-solving skills.

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[1] Applied Research Associates, Inc. (2011). *Data collection and analysis for a cross-cultural competence model.* Fairburn, Ohio: Rasmussen, L., Sieck, W., Crandall, B., Simpskins, B., & Smith, J.
[2] Naval Air Warfare Center Training Systems Division. (2010). *A framework for cross-cultural competence and learning recommendations*. Orlando, FL: Johnston, J., Paris, C., McCoy-Fisher, C., Severe, G., & Hughes, S.

Cultural Perspective-Taking

Definition:

Perspective-taking is a cognitive process that allows individuals to think about the world from another person's point of view.[1]

Examples of Learning Recommendations:

- Considers the cultural context when interpreting environmental cues.[2] *(Suspending judgment)*
- Recognizes that other people from dissimilar backgrounds may interpret one's actions differently. *(Cognitive flexibility)*
- Understands and appreciates how one's own view of a situation is not exclusively valid.[1] *(Socialization; Perceptions of others)*
- Understands that it is not possible to anticipate all the ways in which other people think and behave differently from one's self.[1] *(Low need for closure)*
- Understands how one's culture is viewed by members of another culture in order to develop an understanding of situations and how they will be viewed by others. *(Cognitive flexibility)*
- Detects, analyzes, and considers the point of view of others.[2] *(Cognitive complexity; Cognitive flexibility)*
- Uses cultural knowledge to understand or make sense of how members of a culture make decisions, what they believe, and what they want.[1] *(Cultural sensemaking; Cognitive complexity)*

Training Media:

Computer-Based Training (Situational Judgment Training) and Artificial Intelligence. It is difficult to "create" a natural environment where someone can interact with people from diverse cultures or backgrounds in an immersive situation to get a mastery of cultural perspective-taking. Given that Constructivist Learning Environments (CLEs) lend themselves to higher-level cognition or problem-solving, the student can be placed in an artificial or virtual world where varied choices can lead to diverse sets of outcomes. Hence, the training medium needs to move beyond the Level I Interactivity into something that causes the student to search for viable solutions. The latest innovations using computer-based technology and software, along with exceptional instructional design theory and practice are ideal. Strategies such as gaming, artificial role play, and exploration can enable the student to modify his/her own mental models and schemata to help morph their basic conceptual model into a more global one.

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[1] Applied Research Associates, Inc. (2011). *Data collection and analysis for a cross-cultural competence model.* Fairburn, Ohio: Rasmussen, L., Sieck, W., Crandall, B., Simpskins, B., & Smith, J.

[2] Naval Air Warfare Center Training Systems Division. (2010). *A framework for cross-cultural competence and learning recommendations*. Orlando, FL: Johnston, J., Paris, C., McCoy-Fisher, C., Severe, G., & Hughes, S.

Communication

Definition:

Interpreting display rules and using a range of acceptable behaviors, as well as understanding how different methods of nonverbal (e.g., facial expressions, gestures, personal distance, sense of time, etc.) and verbal communication are relevant in different contexts.

Examples of Learning Recommendations:

- Knows acceptable behaviors and different methods of nonverbal and verbal communication that are appropriate in diverse contexts.[2] *(Communication adaptability)*
- Understands different communication styles (e.g., high- vs. low-context cultures). *(Cognitive complexity)*
- Understands how paralanguage (e.g., tone of voice, volume, pitch, etc.) influences the way we perceive, and are perceived by others. *(Nonverbal communication)*
- Understands how kinesics (i.e., body language) and proxemics (i.e., personal space) influence the way we perceive, and are perceived by others. *(Nonverbal communication)*
- Demonstrates patience while listening carefully to others, paying close attention to the speaker's point of view.[2] *(Patience)*
- Demonstrates the ability to endure waiting, delay, or provocation without becoming annoyed or upset or to persevere calmly when faced with difficulties. *(Patience)*
- Demonstrates an elementary proficiency (i.e., Level 1) in survival foreign language skills, specifically spoken and comprehension/listening skills. *(Language proficiency; Verbal communication)*
- Communicates thoughts and ideas in a way that is relevant to the listener.[2] *(Communication adaptability)*
- Seeks additional clarifying information when necessary.[2] *(Inquisitiveness)*
- Adjusts communication style to meet expectations of audience.[2] *(Nonverbal and verbal communication)*
- Integrates cultural knowledge into the facilitation of communication skills. *(Cognitive complexity)*

Training Medium:

Computer-Based Training. The CBT approach to training communication skills is the latest endeavor in comparison to past research undertaken in the mass communications and film area. The TV program *Sesame Street*, for example, in the late twentieth century, was the most researched program available, and it was highly effective in teaching culture. As the computer began to emerge as the preferred medium of practice, more and more programs emerged to impart cultural effectiveness. It therefore stands to reason, that this medium—using a CBT approach—would continue in this endeavor.

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[1] Applied Research Associates, Inc. (2011). *Data collection and analysis for a cross-cultural competence model.* Fairburn, Ohio: Rasmussen, L., Sieck, W., Crandall, B., Simpskins, B., & Smith, J.

[2] Naval Air Warfare Center Training Systems Division. (2010). *A framework for cross-cultural competence and learning recommendations*. Orlando, FL: Johnston, J., Paris, C., McCoy-Fisher, C., Severe, G., & Hughes, S.

Self-Efficacy

Definition:

Self-efficacy is the belief that one is capable of operating in a certain manner to attain specific goals.

Examples of Learning Recommendations:

- Anticipates positive outcomes, views problems as solvable challenges, and as exciting learning opportunities.[2] *(State optimism)*
- Uses cultural knowledge to build confidence. *(Self-confidence)*
- Develops the self-confidence in one's capabilities to interact and engage with those from another culture to meet situational demands.[2] *(Self-confidence)*
- Demonstrates a belief in one's capability to mobilize the motivation, cognitive resources, and courses of action needed to meet situational demands.[2] *(Self-confidence; State optimism)*

Training Medium:

Computer-Based Training (Scenario-based Instruction and Situational Judgment Training). In general, confidence is based on experience, so the more a person is exposed to situations, the more confident he/she becomes. Evidently, there are stages of development from inexperienced to expert; however, there are developmental anchors at various stages of development where confidence is built, and to where a person can return for "recovery" if he/she experiences a sense of failure. CBT can be constructed to provide everything from drill-and-practice (i.e., basic mathematics) to complex problem-solving (i.e., situational judgment interactions). As students are exposed to various levels of application, they are able to establish cornerstones upon which to build various cognitive and emotional structures. As these structures improve, they provide support for higher levels of achievement that can be applied within CBT as well as human relationships.

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[1] Applied Research Associates, Inc. (2011). *Data collection and analysis for a cross-cultural competence model.* Fairburn, Ohio: Rasmussen, L., Sieck, W., Crandall, B., Simpskins, B., & Smith, J.
[2] Naval Air Warfare Center Training Systems Division. (2010). *A framework for cross-cultural competence and learning recommendations.* Orlando, FL: Johnston, J., Paris, C., McCoy-Fisher, C., Severe, G., & Hughes, S.

Interpersonal Skills

Definition:

Develops and maintains positive rapport and relationships by showing respect, courtesy, and tact with others. Engages in impression management through words, body language, posture, dress, social context and actions to exert influence during complex cultural interactions.

Examples of Learning Recommendations:

- Creates and manages enduring interpersonal cross-cultural relationships. *(Relationship building)*
- Controls presentation of self so as to achieve intended effect with diverse audiences. *(Self-presentation)*
- Expresses one's self purposefully in intercultural interactions, and respects cultural differences. *(Respect for cultural differences)*
- Understands the operational environment in order to build strategic relationships. *(Relationship building; Rapport building)*
- Integrates cultural knowledge into the facilitation of interpersonal skills. *(Relationship building; Rapport building)*
- Seeks out opportunities to engage. *(Willingness to engage)*
- Uses cultural knowledge to build trust. *(Building trust; Cognitive complexity)*
- Uses cultural knowledge to facilitate negotiations. *(Negotiation skills; Cognitive complexity)*
- Integrates cultural knowledge into the facilitation of interpersonal skills. *(Cognitive complexity)*

Training Media:

Classroom Instruction, Computer-Based Training, and Simulation-Based Training. Face-to-face interaction is ideal for eliciting behaviors that exhibit character or personality traits. Nonetheless, there exists CBT programs where students can select/self-identify personality traits and apply them to the context being presented. Simulations, videos, CBT, and classroom instruction can be used to harness effective cross-cultural interactions as students leverage their personality attributes as a means to building trust, gaining compliance, developing rapport and fostering relationships to meet mission needs. The use of artificial intelligence can also help to build mental models as a preliminary step to honing these interpersonal skills, followed by the reinforcement of effective skills in a face-to-face interaction/classroom setting.

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[1] Applied Research Associates, Inc. (2011). *Data collection and analysis for a cross-cultural competence model.* Fairburn, Ohio: Rasmussen, L., Sieck, W., Crandall, B., Simpskins, B., & Smith, J.

[2] Naval Air Warfare Center Training Systems Division. (2010). *A framework for cross-cultural competence and learning recommendations*. Orlando, FL: Johnston, J., Paris, C., McCoy-Fisher, C., Severe, G., & Hughes, S.

Cultural Relativism

Definition:

The understanding that cultural beliefs, values and activities must be understood in order for one to operate optimally in a specific cultural context. Suspends judgment temporarily until cultural understanding is achieved.

Examples of Learning Recommendations:

- Recognizes opportunities to improve cultural understanding by challenging and testing assumptions. *(Sensemaking)*
- Perceives information neutrally and withholds opinions until sufficient information has been obtained.[2] *(Suspending judgment)*
- Seeks out information to create better cultural sense-making. *(Sensemaking; Inclusiveness)*
- Modifies initial understanding based on novel information. *(Sensemaking; Inclusiveness)*
- Displays sensitivity to cultural differences in the environment. *(Sensemaking)*
- Displays an acceptance and inclusion of others. *(Inclusiveness)*
- Uses cultural knowledge to facilitate the development of cultural relativism skills. *(Sensemaking)*
- Understands specific ways in which cultural knowledge can be applied to accomplish mission objectives. *(Sensemaking)*
- Integrates cultural knowledge into the facilitation of cultural relativism. *(Cognitive complexity)*

Training Media:

Computer-Based Training and Simulation-Based Training. The CBT and Simulation-Based Training can focus on placing the student in a predicament where they have to use their understanding of the cultural context to make sense of a situation/issue. The student can also be tested on his/her ability to change stance on the basis of newly available, context-relevant information.

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[1] Applied Research Associates, Inc. (2011). *Data collection and analysis for a cross-cultural competence model.* Fairburn, Ohio: Rasmussen, L., Sieck, W., Crandall, B., Simpskins, B., & Smith, J.

[2] Naval Air Warfare Center Training Systems Division. (2010). *A framework for cross-cultural competence and learning recommendations*. Orlando, FL: Johnston, J., Paris, C., McCoy-Fisher, C., Severe, G., & Hughes, S.

Appendix IV: Glossary of 3C Sub-Facets

Definitions

Building Trust	Develops reliance based on integrity, strength and ability in order to establish effective social exchange with key personnel who may exert high levels of influence.
Cognitive Complexity	The ability to comprehend and integrate fundamental and dynamic components operating in cultural interactions, as well as anticipate the consequences of one's actions in cultural settings.
Cognitive Flexibility	The ability to switch easily from one strategy to another, adjusting behaviors as the situation demands.
Cultural Learning	Demonstrates the capacity to acquire and retain culture-specific facts, norms, traditions, and other aspects of the culture of interest.
Cultural Sensemaking	The use of cognitive processes that allow individuals to improve their cultural understanding as well as effectively manage confusion/surprises.[1]
Emotion Regulation	Regulates/controls one's own emotions and emotional expression to support mission performance.[2]
Inclusiveness	The tendency to cognitively include and accept things (including people) based on commonalities rather than dividing things into groups or categories, thus, emphasizing commonalities and minimizing differences.[2]
Inquisitiveness	The act of being receptive towards, and takes an active pursuit of understanding ideas, values, norms, situations, and behaviors that are new and different. Demonstrates curiosity about different cultures, as well as an interest in world and international events.[2]
Language Proficiency	Displays knowledge of pertinent language, and possesses the capability to communicate using the language in oral and written forms.
Learning through Observation	Gathers and interprets information about people and surroundings to increase awareness about one's own treatment, and how to treat others. The individual is motivated to make sense of inconsistent information about social rules and norms, and continually updates own knowledge base as new situations are encountered.[2]
Leveraging Personality Attributes	Exhibits the ability to employ personality characteristics to effectively interact with others, in order to achieve desired objectives in cross-cultural settings.
Low Need for Closure	Restrains from settling on immediate answers and solutions, and remains open to any new information that conflicts with those answers.[2]
Mental Models & Schema Development	Exhibits an understanding of how personal background, values and beliefs impact the development of the cultural template that individuals use as the primary basis for cross-cultural interactions.

Definitions (cont'd.)

Negotiation	Using both cognitive and behavioral skills to share information directly or indirectly whether within one's own culture or another culture. Negotiation processes (e.g., deal-making and dispute resolution) are influenced by roles, teams, constituents, the communication form (e.g., email or face-to-face) and the use of third parties.
Nonverbal & Verbal Communication	Demonstrates the ability to effectively display accurate non-verbal gestures and engage in verbal statements during communications with people from different cultures.
Patience	Demonstrates the ability to tolerate arduous circumstances without getting angry or upset; Acts as a calming influence.
Perception of Others	Displays an understanding of the ways in which social categories, group memberships, and other affiliations both make people unique and connect individuals to others.[3]
Relationship & Rapport Building	Uses culturally appropriate encoding and decoding of verbal and nonverbal behavior. Uses cognitive and behavioral skills to rapidly building a positive, short-term interpersonal cross-cultural relationship.[4]
Resilience	Mentally tolerates emotionally shocking, frustrating, or exhausting circumstances (due to repetition); is able to "bounce back" and persevere in spite of stressful challenges, that is, to retain task focus and enthusiasm, even when faced with repeated setbacks, failures and/or obstacles to success; Avoids adopting stress-induced perspectives and opinions that overly simplify culture; demonstrates tendency to experience positive emotional states and to respond calmly and steadfastly to stressful events.[2]
Respect for Cultural Differences	Demonstrates an awareness of, and respect for cultural differences that may exist in cultural scenarios, and refrains from dealing with others based on personal biases.
Self-Confidence	Believes in one's capabilities to mobilize the motivation, cognitive resources, and courses of action needed to meet situational demands.[2]
Self-Identification	Demonstrates the ability to maintain personal values independent of situational factors.[2]
Self-Identification in a Cultural Context	Displays an understanding of the ways in which one's personal values influence one's perceptions and interactions in varied cultural contexts.
Self-initiated Learning	Voluntarily solicits learning opportunities to enhance one's cultural knowledge and understanding, and actively seeks out avenues to practice cultural skills.
Self-monitoring	The ability to see oneself as others see the individual, and recognize subtle changes in one's personal affect, as well as adjust outward behaviors accordingly.
Self-Presentation	The ability to control self-relevant images by finding effective ways to present oneself in a manner consistent with how one wants to be perceived by others.[1]

Definitions (cont'd.)	
Suspending Judgment	Withholds personal or moral judgment when faced with novel experiences, knowledge and points of view. Perceives information neutrally and withholds judgment until adequate information becomes available.[2]
Socialization/Re-socialization to Service	The understanding of how general processes impact the acquisition of one's own culture. Understanding the cultural roles one plays in a culture, as well as the impact of cultural norms on the process of enculturation. Acquires information regarding the organizational culture of the employing branch of Service, in order to accurately conceptualize job-related demands in the environmental context.
State Optimism	Views problems as solvable challenges and as exciting learning opportunities.[2]
Willingness to Engage	Actively seeks out and explores unfamiliar cross-cultural interactions and positively regards them as a challenge.[2]

[1] Applied Research Associates, Inc. (2011). *Data collection and analysis for a cross-cultural competence model.* Fairburn, Ohio: Rasmussen, L., Sieck, W., Crandall, B., Simpskins, B., & Smith, J.

[2] Naval Air Warfare Center Training Systems Division. (2010). *A framework for cross-cultural competence and learning recommendations.* Orlando, FL: Johnston, J., Paris, C., McCoy-Fisher, C., Severe, G., & Hughes, S.

[3] Boyacigiller, N. A., Goodman, R.A., & Phillips, M.E. (2003). *Crossing cultures, insights from master teachers.* New York: Routledge Press.

[4] Ross, K. G. (May, 2008). Toward an operational definition of cross-cultural competence from interview data. Technical Report submitted in completion of Task 2b under the Human Resources Technologies, Inc. (HRT) Statement of Work entitled *Cultural Readiness: Using the DEOMI Equal Opportunity Climate Survey (DEOCS) to Preliminarily Define and Measure Cultural Competency.* Orlando, FL: CPG.

Appendix V: Generalized Time in Service Timeline

Entry to 3 years	3 to 11 years	12 to 15 years	16 to 22 years	23+ years
NOVICE	**PRIMARY**	**INTERMEDIATE**	**SENIOR**	
ENLISTED				
E-1 to E-4*	E-5 to E-6	E-7 to E-8	E-9	Senior Command Staff/ E-9

OFFICER				
Cadet O-1 to O-2	CW-1 to CW-3; O-2 to O-3	CW-4; O-4	CW5; O-5 to O-6	FO/GO

CIVILIAN				
Intern to GS-5*	GS-6 to GS-9	GS-10 to GS-12	GS-13 to GS-15	SES

GENERAL CIVILIAN EDUCATION LEVELS				
H.S. Diploma / Associate	Associate / Bachelors	Bachelors / Masters	Masters / Doctorate	

* Specifics vary by Service