

CultureGear: Unpacking How to Teach Generalizable Cross-Cultural Skills

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ABSTRACT

As instructional designers and trainers, both military and civilian, have begun to understand how to teach behavioral and cognitive cultural skills within specific environments, they continue to struggle with how to generalize these skills across cultures. This study identified a variety of skills that support general cross-cultural perspective taking in military settings, including directed preparation and observation, sense making, prediction, and proactive decision making. But simply identifying these skills is not enough. Prior research has shown that even if the instructional content is well developed, it will only result in effective learning transfer if an appropriate learning methodology is employed. The key to enhancing performance in diverse cultural settings is understanding how to tailor educational principles, learning objectives, and delivery means to the standards required to perform in complex environments.

This study took an in-depth look at instructional method selection for training generalizable cross-cultural skills by exploring learning theory literature and interactive delivery methods, including multimedia and scenario-based approaches, to address the cognitive and cultural challenges faced by today's deployed Soldiers. The study yielded both a model of generalizable, mission-centric cultural skills and suggestions for methods to train those skills for optimal learning transfer.

ABOUT THE AUTHORS

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Holly C. Baxter, Ph.D., Chief Scientist of Strategic Knowledge Solutions, has spent more than a decade specializing in Instructional Design, Evaluation Metrics, Organizational Development, and Training in both military and commercial environments. Her experience includes developing effective vignette-based training for enhancing situational awareness, designing embedded training solutions for damage control personnel, developing evaluation metrics for simulation-based training, identifying cognitive training requirements utilizing expertise in Cognitive Task Analysis (CTA), and using knowledge management tools to capture tacit knowledge in the field and turn that knowledge into effective just-in-time vignette-based training. Dr. Baxter has published numerous articles in the field of cognitively-based training solutions, has been an invited speaker at multiple conferences and events, and has given many workshops on CTA, Vignette Development, Intuitive Decision-making, and Leadership Development. Dr. Baxter earned a Ph.D. from Indiana University in Organizational Communication and Management with a focus on Instructional Design.

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INTRODUCTION

U.S. Army Soldiers are among the best trained in the world. Recent global changes have, however, generated the need for new kinds of training that focus on the acquisition of cultural skills. This is especially true for junior personnel, who are most likely to find themselves in unfamiliar cultural territory. To achieve mission success in contemporary operating environments, Soldiers must regularly interact with individuals from other cultures while undertaking combat and counterinsurgency operations, disaster relief, stability-support operations, and foreign forces training as a means of ensuring stability in various regions of the world. The Army also now works with a much broader geographic and cultural range of nations than at any point in its history. United States military personnel operate in over 120 countries. Some of these deployments have existed for decades, as in Japan, Germany, and South Korea, while others reflect more recent developments in Asia, the Middle East, and Africa.

The broadening of roles and ranges increases complexity and challenges. U.S. adversaries, allies, and host nations differ not only in behavior but also in social orientation, values, and attitudes. They can also differ in every aspect of sensemaking and cognition. These differences permeate organizational behavior, including teamwork (Adler, 1997; Granrose & Oskamp, 1997; Helmreich & Merritt, 1998; Lane & DiStefano, 1992; Thomas, 1999). Because of these differences and their impact on U.S. combat, peacekeeping, humanitarian, and stabilization efforts, Soldiers must be prepared to understand and respond effectively to cultural differences so they can accomplish their assigned missions.

This research effort specifically addressed the skills needed to anticipate actions and reactions, understand the decisions and perspectives of people, interact productively with allies, host nationals and adversaries, and ultimately influence behaviors in accordance with mission objectives.

One of the significant outcomes of this research effort was a much clearer understanding of the breadth of the Army's need for effective cross-cultural training. Army-specific data collections involved Soldiers whose missions spanned the full spectrum of combat, stability-support, disaster relief, and civil-military operations. Within each of these areas, the training need was strikingly apparent. Soldiers conducting security patrols, raids, and other policing activities encounter communication challenges with host nation civilians and military leaders on a daily basis, yet many of these Soldiers go directly from basic and military specialty training to deployment with minimal, and often *no* cultural training whatsoever. Military Transition Teams (MiTTs) must effectively convey subtle tactical awareness and skills to foreign military leaders with little more than basic language skills training and lengthy customs briefings and documents. Here, misunderstandings can permanently damage trust that is so challenging to build. Even Special Forces (SF) who often find themselves in remote regions of distant third world countries attempting to build indigenous resistance to militant governments and general support for allied nations struggle with limited cultural understanding and training. Too often, they will enter a new region with little prior knowledge of the people beyond what can be found in open source documentation. The same holds true for Civil Affairs teams, who may be inserted into potential future hotspots with only basic knowledge of demographics and customs. Cross-cultural knowledge and skills are learned on-the-job. But a misunderstanding in the field, while an excellent learning opportunity, can negate significant effort spent building rapport with locals, and in the worst cases can result in unnecessary escalations of tension and violence. Effective cross-cultural training needs to capture the learning points from real-world misunderstandings. It must allow Soldiers across rank and mission-type to experience difficulties, practice observing critical elements of the environment, identify problems and make sense of what they see, and use this knowledge to assume the perspectives of others. This will allow them to more

effectively predict, plan and make operational decisions.

ADULT LEARNING THEORY REVIEW

As the training concept, informally called *CultureGear*, was developed in this effort, Adult Learning Theory principles including Bloom's Taxonomy, Gardner's Multiple Intelligences Theory, and Leonard's research on guided experience through deliberate practice guided the design.

In his Multiple Intelligences Theory, Gardner (Gardner, 1993; Gardner, 1999) postulates that because trainees learn, remember, perform, and understand in different ways, concepts are better understood and retained when they are presented in multiple ways and by multiple means. Using these multiple approaches gives trainees a better opportunity to successfully participate in learning and also gives them a deeper understanding of the concepts. The training concept highlights these multiple approaches by:

- Presenting concepts in the form of stories and narratives in the Cultural Scenario and Dimension Primer modules.
- Exploring the concept utilizing deductive reasoning in the Dimensions Primer module and Closer Look Exercises.
- Examining concepts using fundamental and philosophical questions in the Cultural Scenarios module.
- Examining concepts through sensory means by studying visual imagery relating to the concept in the Cultural Introduction/Self Assessment module.
- Taking an experiential approach to a concept and allowing students to utilize hands-on techniques and interact directly with materials that explain the concept in the Cultural Scenarios, Role Reversal Exercises, and Communication Exercises.
- Beginning group discussions and interactions to enhance the comprehension of concepts in the tools presented in the Preparation Package.

In addition, the core and secondary skills and knowledge components were embedded to target the first three levels of Bloom's Taxonomy (Bloom, 1956):

- The Knowledge level, simply remembering or recalling appropriate, previously learned information to draw out factual (usually right or wrong) answers, is evident in the Closer Look Exercises, as well as the Dimensions Primer.

- The Comprehension level, which focuses on grasping or understanding the meaning of specified content, is best seen in the Dimensions Primer and Communication Exercises.
- The Application level, applying previously learned knowledge to new and unfamiliar situations, is illustrated in the Cultural Scenarios and Role Reversal Exercises.

Dorothy Leonard and Walter Swap in *Deep Smarts* (Leonard & Swap, 2005) focus on the value of guided deliberate experience to build receptors in a person's brain which enable them to capture complex, experience-based knowledge. Without these receptors, the new messages and information cannot be incorporated into the brain's structures and remains relatively meaningless. The frameworks, overviews, and rules of thumb developed in this effort assist in providing a mental architecture to which experiences can be related. The simulated experiences and the guided deliberate practice embedded throughout the *CultureGear* training concept help develop or build upon receptors necessary for the acquisition of new and more complex knowledge.

DATA COLLECTIONS

Data collections in the form of Cognitive Task Analysis individual and group interviews were conducted with a range of personnel representing potential end users, cultural trainers, and generalized cultural subject matter experts. Specifically, Critical Decision Method interviews, based on Flanagan's critical incident technique, were employed (Flanagan, 1954). The interviews began with specific open-ended questions, asked in terms of an event the interviewee has personally experienced where they encountered a mismatch between how they expected foreign nationals to act/react in a situation and how they actually reacted.

Once the interviewees identified a relevant incident, they were prompted to recount the episode in its entirety, with no interruptions from the interviewers. When the report of the incident was completed, interviewees were led back over their incident accounts several times, using probes designed to focus attention on particular aspects of the incident and solicit information about them. The Critical Decision Method probes were designed to elicit specific detailed descriptions about the event, and solicited information for these interviews focused on assessment of the situation and the basis of that assessment, expectations about how the foreign nationals might act next, and specifically, violations of those assessments and

expectancies and likely reasons for those cognitive mismatches.

Given the research team's access to Combat Arms, Combat Advisors, Military/Police/Border Transition Teams (TT), and Civil Affairs Soldiers, critical incidents in a wide range of countries where the Army currently has a presence were gathered. A total of 72 subjects were interviewed (note that 53 of these subjects were interviewed in large Military Transition Team groups). Interviews were conducted with Soldiers stationed at Forts Bragg, Riley, Leavenworth, and Campbell. Ranks ranged from Private First Class to Colonel. Army Mission Sets represented included Soldiers currently serving in: Combat units (Security/Patrolling/Raids/etc), Military Transition Teams (MiTTs), Special Forces (SF), Joint Force Operations, and Civil Affairs. Army interviewees spoke of their cross-cultural experiences in the following countries: Afghanistan, Benin, Bolivia, Bosnia (and Herzegovina), Chad, Columbia, Djibouti, Ecuador, El Salvador, Ethiopia, Haiti, Honduras, Indonesia, Iraq, Jamaica, Kenya, Kosovo (Serbia), Mauritania, Nigeria, Rwanda, Somalia, South Korea, and Sudan. Non-Army interviews were conducted with USAID cultural trainers and field personnel, private sector trainers, and State Department diplomats. The interviewees elicited cultural misunderstanding incidents that occurred at different levels, and identified challenges and best practices in non-military cultural training that might apply to this effort.

During data collections, many critical incidents (and surrounding context) where miscommunications or misunderstandings occurred due to fundamental cultural differences were identified. Probes deepened on the incidents, identifying strategies employed, typical novice errors, alternative actions considered, environmental cues and factors, and envisioned alternative outcomes. Also identified were repeated instances of individuals assuming that others behave and think as they do. This confirms the general finding that people assume that behavior, social rules, and values are universal. Unfortunately, when people make these assumptions they may be in for unfortunate surprises, and instances of this were also recorded in the data collections. Within several cross-cultural encounters, Soldiers missed critical information, failed to anticipate the actions of others, and alienated allies and host nation personnel.

DATA ANALYSES

The data analyses aimed to identify the dimensions of cultural difference that came into play during

intercultural interchanges, collect challenging situations encountered, develop an understanding of what constitutes expertise in cross-cultural perspective taking, and capture the needs, capacities, and interests of target groups.

CULTURAL PERSPECTIVE TAKING MODEL

This research effort yielded a model of perspective taking that supports the achievement of Army missions in cross-cultural settings. Rather than stopping at *understanding* the actions and reasoning of those from other cultures, the developed model goes an essential step further. To support Soldiers in achieving their missions, it is not enough to accurately assume the perspectives of other individuals. Nor is it enough to stop at building relationships based on mutual trust. While trust building is a critical element of successful cross-cultural operations, Soldiers must be able to leverage that trust to better achieve their missions. Soldiers must be able to use their perspective taking abilities to better *anticipate* cross-cultural conflicts before they arise, *manage* them once they emerge, and take decisive, well planned steps to *prevent* them from occurring as frequently. The model of perspective taking developed in this effort includes not just awareness and understanding, but also the ability to put internal skills and knowledge into practice to operate more effectively.

In the developed model, core and secondary skills and knowledge components were identified that, if obtained, would help any individual develop trust relationships with host nation personnel and also operate more effectively in cross-cultural environments. The model was then applied to the operating environments of today's Soldiers and the skill and knowledge sets were refined to have direct relevance to their missions. Core skills and knowledge components are those considered essential to perspective taking, while secondary ones can be thought of as enablers. These secondary skills and knowledge components, once obtained, remove cognitive and other obstacles and give the Soldier the capacity to focus on the core skills and knowledge components.

Core Knowledge Components

The knowledge components critical for mission effectiveness include:

- Awareness of Differences – An awareness that cultures differ in significant ways beyond customs.

- Cultural Self-Knowledge – Knowing one’s own cultural attributes and how they developed and compare to other cultures.
- Dimensions of Cultural Difference – The ways in which cultures differ that impact perspective taking. Beyond customs and behavioral difference, this includes how people think, make decisions and judgments, and view the world. Without this knowledge, Soldiers will be limited in their perspective taking accuracy and ability.
- Manifestations of Dimensions – Knowledge of the implications of cultural dimensions on expected overt behaviors and decision making influences; a practical application to relevant missions.
- Sensemaking – Soldiers need to not only identify signs of cultural differences, but also accurately identify the root causes of conflict. While they had learned strategies for managing cultural misunderstandings, accurate sensemaking was relatively rare among most interviewees.
- Responsive Decision Making - Effective perspective taking, relevant to achieving the missions of Soldiers in COEs, must go beyond understanding and appreciating cultural differences. It must also include the ability to apply this understanding to make effective decisions in response to changing environmental variables.
- Proactive Decision Making/Forecasting - If Soldiers can use perspective taking skills to predict likely responses and generate more workable plans during cross-cultural encounters, misunderstandings are more likely to be preempted and success will be more likely, especially given the pervasiveness of “hearts and minds” in the many missions of Army Soldiers.

Secondary Knowledge Components

The knowledge components that serve as enablers for effective action include:

- Customs Categories and Distinctions - Soldiers need a general model with which to understand and assess customs. Custom differences can be overwhelming and can prevent the meaningful observation of cultural differences in cognition, communication and orientation. Categorizing customs can speed the recognition of customs and distinguish them from more meaningful cultural differences.
- Gaps – An awareness of what you need to know, but currently don’t know.
- Resources – Knowledge of where to find essential cross-cultural information including online guides, experienced Soldiers, foreign nationals, and open source regional materials.

Core Skills

Core skills are essential elements of effective perspective taking. They include:

- Observation - During cross-cultural interactions or in cross-cultural settings Soldiers will be able to identify the clues to cultural differences needed for perspective taking. Interviewees who were effective in cross-cultural encounters valued observation and avoided the dangers of quick assumptions.
- Problem Identification - During cross-cultural encounters, a skilled perspective taker knows what to look for and how to identify problems early in the encounter, before situations escalate out of control.

Secondary Skills

Prior to, and early in a deployment, the amount, type and quality of preparations can greatly influence a Soldier’s ability to engage in perspective taking. By far, the best perspective takers encountered in during this effort, both within and outside the military, recognized the value of mindful preparation. Searching for relevant information, identifying critical knowledge gaps, and generating both expectancies and plans prior to deployment all supported these Soldiers in being immediately effective once on the ground. They had the knowledge of where to look for information, and also had developed the ability to use that information to generate accurate expectancies, and avoid the “culture shock” that often prevents individuals from even getting to the point where they can begin to learn perspective taking skills. This is why preparation is classified as a secondary, enabling skill.

“CULTUREGEAR” TRAINING CONCEPT DEVELOPMENT

The concept that was developed for this effort provides training modules that sensitize Soldiers to behavioral differences and strategies for identifying and assuming appropriate behaviors regardless of destination. The intent is to provide Soldiers with the skills necessary to observe customs and behavior, decode their meaning

and usage, and translate these observations into functional guidelines. The focus is on teaching Soldiers “how to think” about culture versus “what to think.” Soldiers using the tool will learn strategies for extending general information with thoughtful observations and adapting their behaviors to the specific locale.

A series of training module concepts were developed that together address all of the identified perspective taking skills and knowledge components. An online demonstration was developed that presents the initial training concept with supporting media. The overall tool concept provides both a foundation of essential knowledge and a practice environment for learning and applying skills critical to effective cross-cultural perspective taking. It integrates the Army approach of training for certainty and educating for uncertainty. *CultureGear* is flexible, incorporating a combination of critical, mandatory training modules, and several additional “value added” modules that will be recommended, but left to the Soldier’s discretion. Each of the training modules were linked to the perspective taking skills and knowledge components that they are intended to promote.

Cultural Introduction/Self Assessment

Although *CultureGear* supports user-directed learning, Soldiers will be prompted to begin with an introductory module. This module, shown in Figure 1 introduces a set of behavioral, customs, social, values, and cognitive differences. The goal is to establish or broaden the Soldier’s understanding of the impact of national and cultural differences on a broad range of human functioning. For the many Soldiers with limited cross-cultural experience, this material will serve as a critical foundation for the later material. When Soldiers lack a foundation in cultural differences, they cannot correctly and constructively manage differences. Soldiers will then learn about the basis of U.S. culture, including how history, geography, resources, religion and other factors help to “make us who we are.” Soldiers will also complete a self-assessment to provide an introduction to, and grounding in, the relevant cultural dimensions.

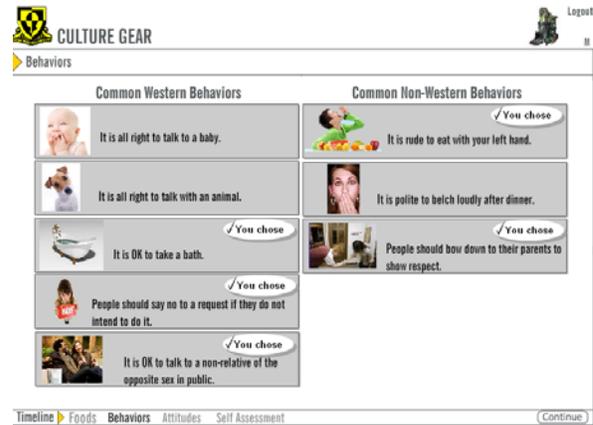


Figure 1. Introductory Module

On completing this module, Soldiers will have reviewed many ways in which their ideas differ from those of other people in the world. The goal is not cultural relativism but rather a working knowledge of differences likely in other nations and an introduction to some of the historical, geographic, religious, and economic forces that shape cultural differences.

Dimensions Primer

The Dimensions Primer provides a brief, systematic introduction to each cultural difference that emerged as most powerful in the interviews. The dimensions are the ones found to be important during military missions and will be linked to the Cultural Introduction material presented initially. Each dimension unit stands alone and is accessible in any order. They are also accessible during the Cultural Scenario exercises, the Introduction, and other modules to reinforce comprehension.

This module presents examples of dimensions based on their actual occurrence in the interviews. In this way, Soldiers will be given situated cases comparable to those found in field settings. In addition, definitions and detection clues are provided for each dimension. After Soldiers are introduced to the dimensions of cultural difference, they are prompted to explore each dimension in detail. Figure 2 shows a screenshot from this module.

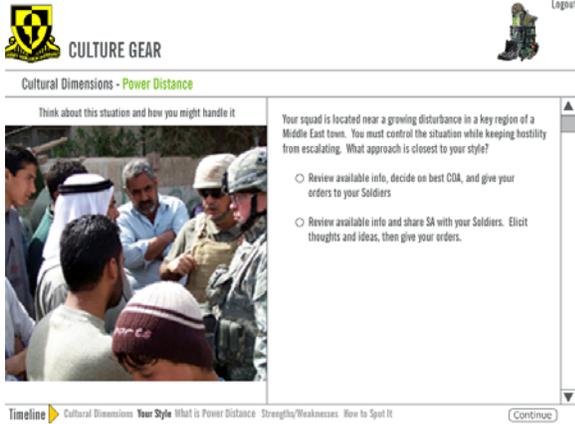


Figure 2. Dimensions Primer Module

Decision-Centered Cultural Scenarios

The decision-centered cultural scenarios begin by prompting the Soldier to practice their preparation skills by reviewing cultural background information on the region of interest. The Soldier then is presented with an Army-specific role, mission, and situation in that region. They are allowed time to explore the environment on their own, deciding what is important to focus on and what information may be irrelevant. Then they are asked to assess the cultural drivers behind an emergent cross-cultural conflict, based on their research, observations, and available information at that point. The Soldier will further be prompted to make predictions and take actions based on their assessments as the scenario progresses. Figure 3 shows a screenshot from a cultural scenario.

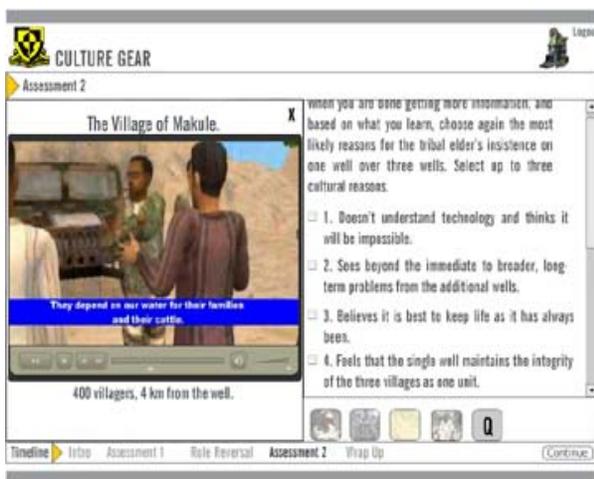


Figure 3. Cultural Scenario Module

Perspective taking training has met with great success utilizing this narrative, or scenario-based approach, where trainees are asked to assume the roles of adversaries or collaborators (Redmond, 1995). Low-fidelity scenario-based training with decision-centered debriefing, whether automated or instructor-led, offers much promise specifically conveying cross-cultural perspective taking skills. This type of training can provide examples based on real-life experiences of situations where expectancies were violated based on these dimensions. Although the training objectives themselves need not be context-specific, such examples that provide some context (including multiple contexts) can provide much-needed face validity to the training and support Soldiers in acquiring cognitive skills. In addition to providing opportunities to learn the cultural dimensions, the scenarios can also be used to give the Soldier practice in the primary skill of perspective-taking by reversing the scenario and having the Soldier assume the perspective of the opposing character(s). This method has been used successfully to promote a wide range of cognitive skills and general knowledge ranging from general etiquette differences to perception and interpretation differences (Sandage, Hill & Vang, 2003; Takaku, Weiner & Ohbuchi, 2001; Batson, Early & Salvarani, 1997).

This module, therefore, represents an essential and primary part of the training experience, where Soldiers can practice perspective taking by applying the knowledge they obtain and the critical skills they learn in other areas of the tool. Much like actual field situations, the scenarios are crafted so that they challenge the Soldier to stay alert for cues, recall or consult information about the dimensions, and practice putting themselves in the place of allies, adversaries or host nation individuals.

Role Reversal Exercises

While the Cultural Scenarios provide role reversal components, the research and training reviews suggest that role reversal exercises are such invaluable learning opportunities, especially in the context of teaching perspective taking, that independent role reversal exercises may add significant value. This envisioned module involves short scenarios in which the Soldier observes common communications/ behaviors of U.S. Army Soldier(s) and then interprets them from the perspective of someone from a different cultural background. This may be done by “assigning” the Soldier to specific cultural dimensions and then having them perform the assessments.

Closer Look Exercises

This training module, shown in Figure 4, provides the Soldier with practice in many of the core perspective taking skills, with an additional benefit of occurring within the context of specific contemporary operating environments (COEs). After choosing a COE of interest, the Soldier is provided with initial observations and encounters to observe in the form of simulation movies and other media, along with background information on the country or region. In order to provide the opportunity to practice distinguishing important cues from irrelevant background noise, some of the provided information is relevant and some is irrelevant. After preparing, the Soldier then assesses where the people of that region tend to lie on three cultural dimensions. After receiving feedback on the accuracy of their assessments and seeing how this country differs from the U.S., the Soldier observes common communication challenges that tend to occur because of these differences. The Soldier then applies this new knowledge to mini-scenarios where he or she must make choices and anticipate actions/reactions of host nation individuals.



Figure 4. Closer Look Module

Communication Exercises

In this module simulation videos portray common cross-cultural miscommunications that tend to occur in COEs. The Soldier selects clips based on missions of interest and then assesses the differences between what is being said and what is actually meant. This module is very focused in that it provides practice in observing, identifying problems, and making sense of the

problems surrounding communications. Figure 5 shows a screenshot from this module.

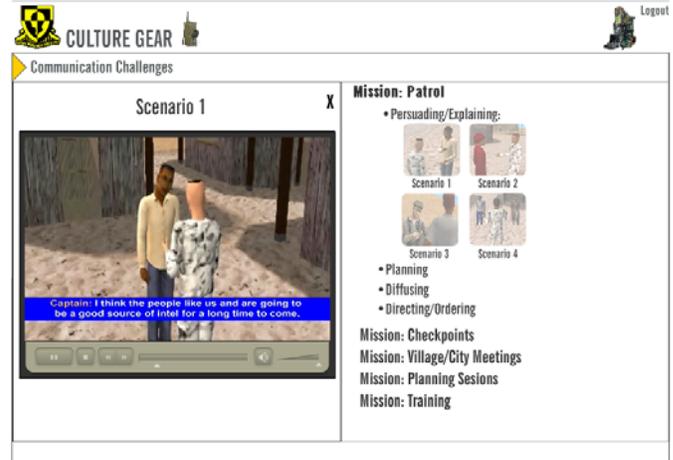


Figure 5. Communication Challenges Module

Preparation/Debrief Package

Multiple modules are represented here. A great deal was learned about how skilled perspective takers prepare for deployments or overseas assignments. Most learn the customs ahead of time. Many conduct informal interviews with either those who have been there already, or people who are from the region. Nearly all learn about the history, geography, economy and more about the region. However, only the best go a step further and actively compare this newfound knowledge with the same type of information about the United States. Only by making this comparison can Soldiers really appreciate the meaning behind the numbers. By making comparisons to what they are used to in the U.S., Soldiers can form expectancies of how the region’s people will view the world, the U.S., and themselves. Thus, they will be better prepared and less inhibited by “culture shock.” In addition, these skilled perspective takers know what questions to ask before entering a new region, who to ask them to, and how to observe effectively. These materials promote expert-based cultural preparation strategies and support on conducting effective cultural debriefs. Pocket reference guides, printable dimension primers, classroom versions of Cultural Scenarios, and trainer guides are also included in the printable support material section. Figures 6 and 7, respectively, show two of the tools within this module: the CIA Factbook Primer and Customs Observation Checklist.

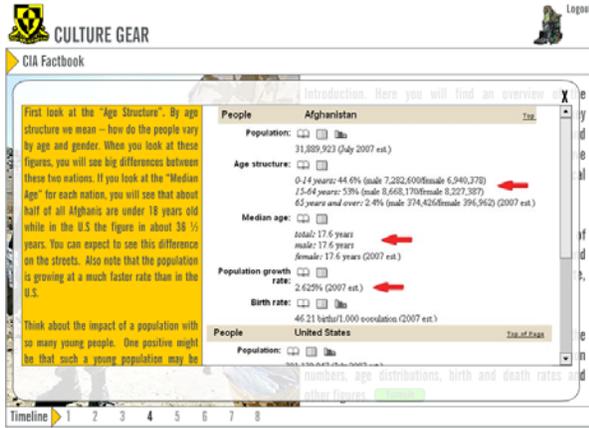


Figure 6. CIA Factbook Primer

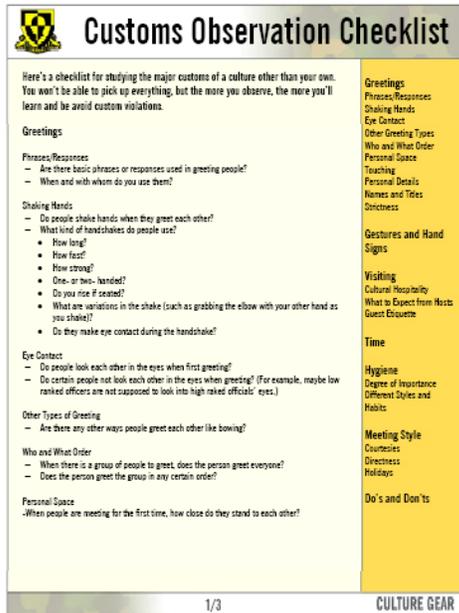


Figure 7. Customs Observation Checklist

CONCLUSIONS

This project resulted in several significant accomplishments. First, the user analysis provided strong evidence supporting the need for general cross-cultural training across Army ranks and missions. Second, a mission-centric model of perspective taking was developed that goes beyond assuming other perspectives and even beyond building trust, to proactively using these skills to shape the operating environment. Third, a set of cultural dimensions that truly matter in Army missions were identified and categorized, including the prevalent, but typically

hidden cognitive dimensions of cultural difference. Fourth, a training concept consisting of several interacting software modules was developed that addresses the skills and knowledge components found to be essential to perspective taking. Fifth, cross-cultural critical incidents at all major levels of operation were elicited. These incidents document the manifestation of the cultural dimensions and also provide the basis for much of the training content. Sixth, feedback was elicited on the concept which suggests that *CultureGear* would be accepted within many different Army training venues, ranging from Civil Affairs and Military Transition Team training to individual Combat Arms unit training.

The critical incidents gathered during this research effort can also serve as powerful learning opportunities and can be of value to Army Soldiers and even other researchers because they will clearly illustrate the nature and causes of cross-cultural conflicts. The power of stories and their effectiveness in training Soldiers is gaining widespread acceptance in the Army. The Battle Command Knowledge System was founded on the effectiveness of vignettes and continues the use of them to share lessons learned in the field effectively (Baxter, Stevens, & Koskey, 2006). Research illustrates the effectiveness of cognitively authentic vignettes in transferring tacit knowledge in a variety of environments. The incorporation of vignettes into training programs has been found to produce statistically significant improvement in situational awareness and sensemaking skills (Baxter, Harris, & Phillips, 2004). Vignettes have also been found effective in improving mental simulation and planning skills (Baxter, Ross, Phillips, Shafer, & Fowlkes, 2004), and a Think Like a Commander advanced study found vignettes effective in improving situational awareness, situational understanding (ability to act), comprehension, and attitudes about learning (Prevou, 2006). The critical incidents will have applicability outside the Army and the military as well, because so many of the conflicts involve critical everyday encounters such as persuasion and conflict management. For these reasons, the researchers believe that it would be of great value, to develop a database of these incidents, or vignettes, searchable based on key fields, and embed it within an existing system, such as the Battle Command Knowledge System, so that Soldiers may learn from the experiences of others, add comments, and even submit their own incidents.

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