

The Value & Use of Culture: Marines with Ground Combat Arms MOSs

A weighted sample of 1654 Marines voluntarily completed an online survey about the value and use of cultural skills and knowledge based on various deployments in 2012. Marines with ground combat arms MOSs comprise ~10% (171) of the sample.

From a quantitative and qualitative perspective as represented by these survey findings, the vast majority of Marines with ground combat arms MOSs value and use cultural knowledge and skills for deployments, often more than Marines with other MOSs. A majority of Marines within ground combat arms MOSs also express a strong need for more language skills/training and a minority offer specific suggestions for improvement in various types of training and training resources.

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Executive Summary

As the Marine Corps transitions away from Operation Iraqi Freedom (OIF) and Operation Enduring Freedom (OEF) and re-engages steady state activities, the Center for Advanced Operational Culture Learning (CAOCL) leadership decided to take a closer look at the value and use of culture in non-counterinsurgency (COIN) USMC missions and operations. To this end, in 2012 CAOCL deployed a large-scale survey¹ through Marine Corps Center for Lessons Learned (MCCLL) to 20% of all Marines listed in the Global Address List (GAL) by proportions of rank as reflected in the USMC population. In this survey, CAOCL intentionally designed the questions to focus on deployments in addition to or other than OIF and OEF in order to assess differences in the value and use of culture between Marines who had deployments in addition to or other than OIF/OEF and those who only deployed to OIF/OEF. In addition, CAOCL designed the survey to capture whether other key factors, such as whether or not a Marine has a Military Occupational Specialty (MOS) associated with ground combat arms makes a difference in how Marines value and use culture.² The latter question serves as the foundation for the current report.

Quantitative Findings: While both Marines with ground combat arms MOSs and Marines with other MOSs demonstrated that they strongly value culture and the use of cultural skills and knowledge, Marines with ground combat arms MOSs value the importance and use of many types of culture, cultural skills, and cultural knowledge statistically significantly more than Marines with other MOSs. Specifically, Marines with ground combat arms MOSs value cultural skills and regional knowledge statistically significantly more than Marines with other MOSs. Marines with ground combat arms MOSs also rate the following skills as statistically significantly more important than Marines with other MOSs: Influencing/persuading, building rapport, negotiating, and using basic words or phrases in a foreign language. Finally, Marines with ground combat arms MOSs rate the use of cultural knowledge for the following tasks as statistically significantly more important than Marines with other MOSs: Planning or decision making, anticipating second and third-order effects, and interacting with foreign individuals or groups.

Qualitative Findings: Qualitative analysis focused exclusively on Marines with ground combat arms MOSs. Marines with ground combat arms MOSs consider both cultural knowledge and skills as useful on their deployments. Within cultural skills, language skills are the most heavily emphasized as far as usefulness or a skill Marines wanted but lacked on a deployment. A significant minority of Marines also mention the usefulness of culture general skills like perspective-taking. Marines express recommendations for culture or language training throughout the narrative questions, including a need for more hands-on/practical application training as well as improved products. Finally, a few Marines express more strategic concerns that might impact CAOCL training (leadership) or something CAOCL should directly incorporate into their training - how to deal with values conflicts (e.g., my culture values x, but this culture values the opposite). Multiple findings parallel the opinions of Marines interviewed regarding the impact of CAOCL culture training on mission success in the Longitudinal Assessment Project (LAP),³ an effort which involved interviewing over a hundred Marines.

¹ See full survey in Appendix A.

² Ground Combat Arms refers to the following MOS's: 03 (Infantry), 08 (Field Artillery), 13 (Engineer), 18 (Tank and AAV)

³ Kristin Post and Frank Tortorello (October 2012), "Marines' View of the Impact of the USMC Center for Advanced Operational Culture Learning (CAOCL) Training on Mission Success," *Translational Research Group, Internal Report*.

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Marines with Ground Combat Arms MOSs and Marines with Other MOSs:

Is there a Difference in How Marines Value and Use Culture?

Introduction

The Center for Advanced Operational Culture Learning (CAOCL) provides culture and language training and education to ensure the Marine Corps can effectively navigate culturally complex operating environments and meet mission requirements.⁴ In 2010 CAOCL supported the deployment of its first large-scale survey through the Marine Corps Center for Lessons Learned (MCCLL) in order to better understand attitudes toward Marine Corps-wide culture and language training as well as preferred resources and methods of instruction. Over two thousand Marines participated in this voluntary survey and expressed that culture and language are important for military operations. In addition, those who had received culture or language training in the four years since CAOCL's inception indicated that they regard culture training as more important than language training for operational effectiveness. The bulk of the participants in this first survey participated in Operation Iraqi Freedom (OIF) or Operation Enduring Freedom (OEF).⁵

As the Marine Corps transitions away from OIF and OEF and re-engages steady state activities, CAOCL leadership decided to take a closer look at the value and use of culture in non-counterinsurgency (COIN) USMC missions and operations. To this end, in 2012 CAOCL deployed a second large-scale survey⁶ through MCCLL to 20% of all Marines listed in the Global Address List (GAL) by proportions of rank as reflected in the USMC population. In this survey, CAOCL intentionally designed the questions to focus on deployments in addition to or other than OIF and OEF in order to answer the following overarching question: Would Marines who had deployments in addition to or other than OIF/OEF value and use culture as much as those who deployed only to OIF/OEF? In addition, however, CAOCL also designed the survey to capture whether other key factors, such as whether or not a Marine has a Military Occupational Specialty (MOS) associated with ground combat arms makes a difference in how Marines value and use culture.⁷ The latter question serves as the foundation for the current report.

Quantitative survey content addressed how Marines value understanding culture in general and with respect to a specific deployment, the importance they assigned to using cultural skills, engaging in foreign interactions, using interpreters, applying cultural knowledge, and using cultural resources before or during their deployments. Responses between Marines with ground combat arms MOSs and Marines with other MOSs were compared. Qualitative survey content included three narrative questions about the most valuable cultural knowledge and skills used on any deployment, what cultural knowledge or skills Marines wanted but lacked prior to any deployment, and anything else they might have to add. Only the responses of Marines within ground combat arms MOSs were analyzed.

The Survey Sample

The sample was weighted to better reflect the USMC population.⁸ All ranks participated in the survey save for General Officers, but Privates (E-1s) and Privates First Class (E-2s) were excluded in the final analyses due to

⁴ Excerpted from CAOCL website: <https://www.tecom.usmc.mil/CAOCL/SitePages/Home.aspx> (accessed September 21, 2012).

⁵ *CAOCL Culture and Language Survey: Importance of Culture vs. Language* (CAOCL White Paper - Draft).

⁶ See full survey in Appendix A – please note that this is a paper version of the online survey which had significant branching based on a particular Marine's response to various questions.

⁷ Ground Combat Arms refers to the following MOS's: 03 (Infantry), 08 (Field Artillery), 13 (Engineer), 18 (Tank and AAV)

⁸ In order to increase the confidence that our sample accurately reflects today's Marine Corps, we weighted the data we received in terms of the USMC population values for rank and gender. Weighting is a statistical process that balances each case (participant)

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their small numbers.⁹ As reflected in the USMC population,¹⁰ the bulk of the weighted data ranks fell in the Lance Corporal (E-3) and Corporal (E-4) categories (~30% and ~22%, respectively, or ~52% total).¹¹ All MOSs were represented except for “Navigation Officer and Enlisted Flight Crews.” See Table 1 for demographic details about the MOS sample for this report.

Table 1: Demography of Ground Combat Arms MOSs in Survey

	Raw Number	Percentage
Total Weighted Sample	*1654	100%
Ground Combat Arms MOS (03, 08, 13, 18)	171	~10% of total
Other MOS	1476	~90% of total
Currently Deployed Ground Combat Arms MOS	33	~19% of ground combat arms MOSs
Currently Deployed Other MOS	261	**~24% of other MOSs

**Generals, E1s, E2s excluded*

*** Numbers can vary due to weighting and non-response to an item*

Method

For the quantitative portion of the survey, the Statistical Package for the Social Sciences was used and nonparametric statistics (Mann-Whitney test)¹² were applied due to the lack of normality of the data and the use of Likert scales (non-continuous types of variables). Please see Appendix B for a brief explanation of the statistics used in this report. For the qualitative portion of the report, peer-reviewed thematic analysis was applied per narrative question.

relative to the proportions of the population you’re trying to represent (in this case, the current proportions of rank and gender in the USMC). We also manually compared our sample to the population estimates of age and deployed status (ever deployed vs. never deployed) and found these sufficiently comparable – i.e., typically within a few percentage points. We therefore did not weight those variables. In addition, we excluded the solitary E-1 and 12 E-2s that participated because the weights for those few cases would have been disproportionately large to compensate for their lack of representation in our sample. Hereafter the data is referred to as the weighted data. Note that weighting leads to samples varying based on the test and sub-sample selected.

⁹ The ranks of E-1 and E-2 are particularly underrepresented in the GAL and therefore our survey could not reach many of them

¹⁰ Population based on Task Force Data Warehouse estimates for May 2012 except for gender estimates, which are based on *U.S. Marine Corps Concepts & Programs 2011*

¹¹ Raw numbers for E-3: 490, E-4: 368

¹² See for example <http://academic.udayton.edu/gregelvers/psy216/spss/ordinaldata.htm>

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QUANTITATIVE FINDINGS

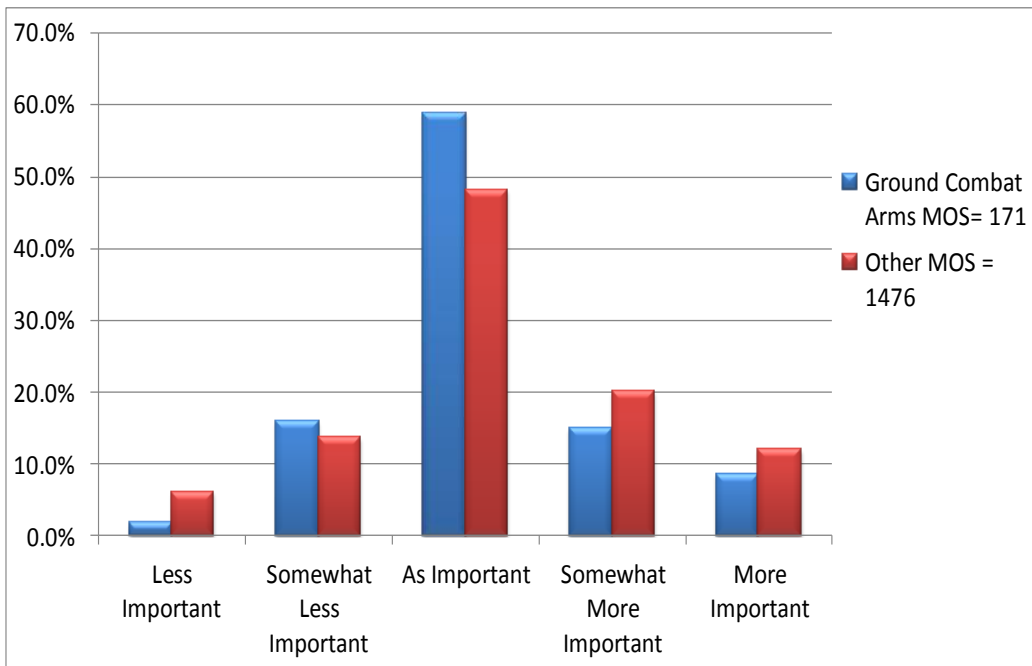
Overall Conclusions about the Value and Use of Culture

While both Marines with ground combat arms MOSs and Marines with other MOSs demonstrated that they strongly value culture and the use of cultural skills and knowledge, Marines with ground combat arms MOSs value the importance and use of many types of culture, cultural skills, and cultural knowledge statistically significantly more than Marines with other MOSs. Specifically, Marines with ground combat arms MOSs rated the following as statistically significantly more important relative to Marines with other MOSs: the value of culture or regional knowledge to operational effectiveness, the importance of cultural skills like influencing/persuading, building rapport, negotiating, and using basic words or phrases in a foreign language when engaging various foreign individuals/groups, and the importance of applying cultural knowledge to planning and decision making, anticipating second and third order effects, and interacting with foreign individuals or groups.

Value of Culture

Marines responded to four different questions about the value of culture, such as the importance of cultural or regional knowledge to operational readiness, the value of culture training, and how they value understanding the organizational culture of a foreign security force (relations among the ranks, traditions, motivations to join/serve, etc.) when engaging such forces. The sample frequency data illustrated in Figures 1, 2, and 3 demonstrate that regardless of MOS, Marines endorsed the value of understanding culture for their missions.

Figure 1: How important is culture training compared to other PTP requirements?



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Figure 2: Having the skills to understand the impact of culture on any given operation is a key component to your unit's operational readiness.

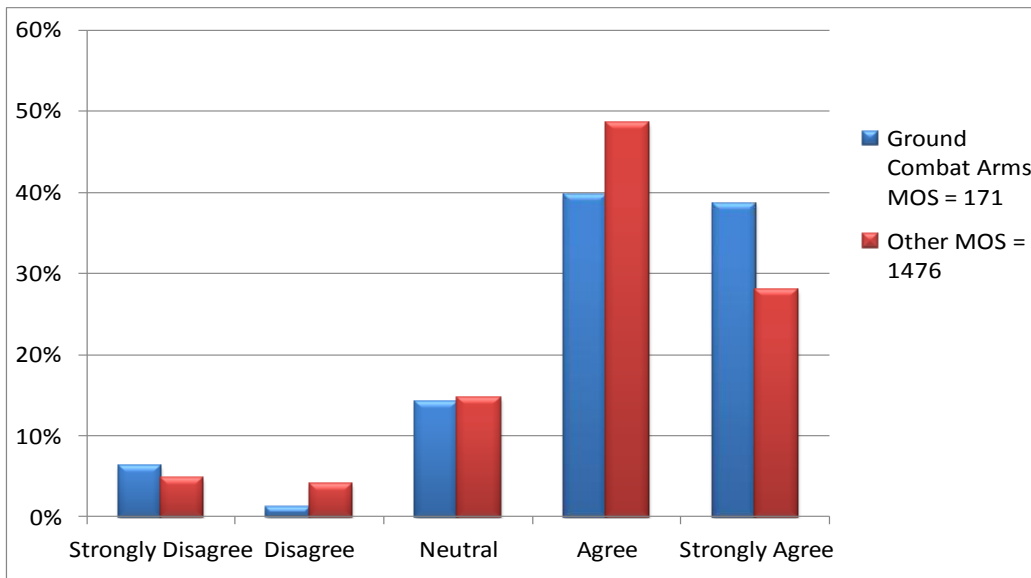
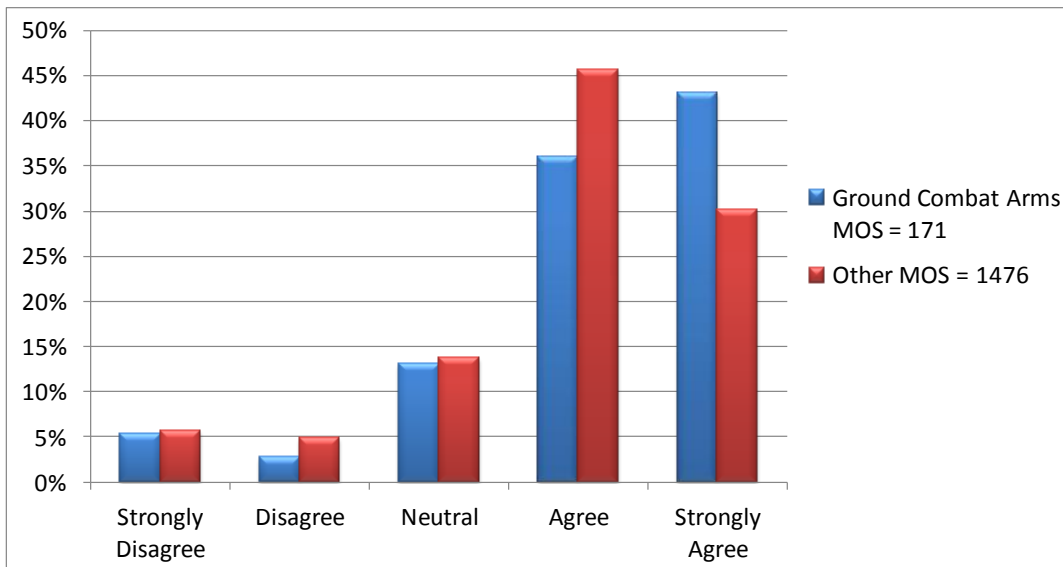


Figure 3: Having Marines in your unit knowledgeable of different regions of the world is an important component to unit operational readiness.



Differences between Marines with ground combat arms MOSs and Marines with other MOSs

While Marines with ground combat arms MOSs and Marines with other MOSs do not statistically significantly differ in their value of culture training or organizational culture, Marines with ground combat arms MOSs value cultural skills¹³ and regional knowledge¹⁴ statistically significantly more than Marines with other MOSs.

¹³ U = 139836.00 p = .005

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The Use of Culture

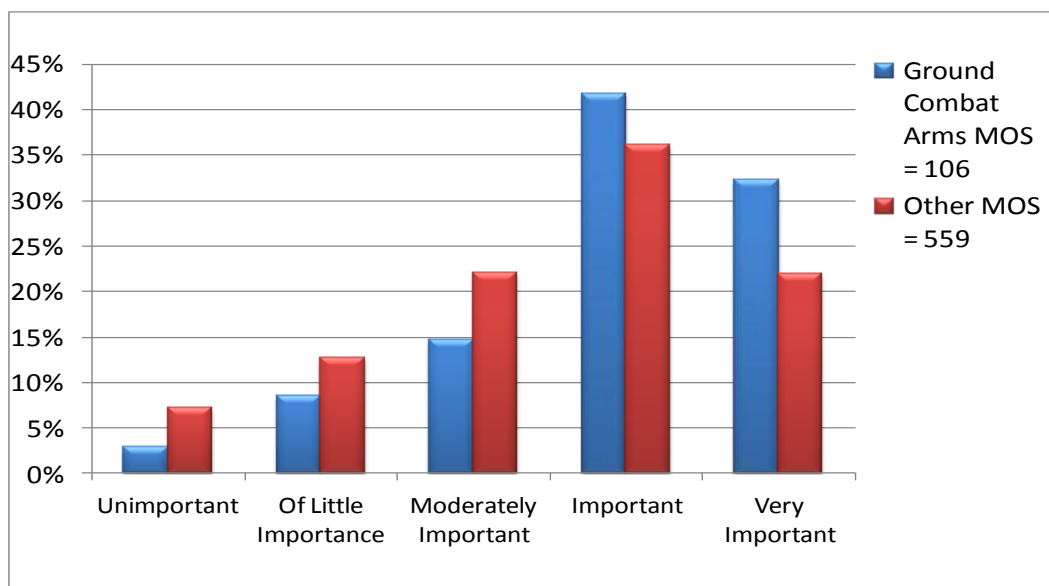
Cultural Skills

Focusing on a single deployment, Marines rated the importance of applying the following cultural skills to engaging the aforementioned foreign individuals or groups:

- Influencing or persuading
- Behaving according to cultural norms as needed
- Building rapport
- Using or interpreting culturally-relevant body language
- Negotiating
- Using basic words or phrases in a foreign language

Overall, independent of MOS, Marines rated the various cultural skills as important or very important. See Figures 4, 5, 6, and 7 for frequency data.

Figure 4: Influencing or persuading foreign individuals and groups



¹⁴ U = 138495.50 p = .003

Figure 5: Building rapport with foreign individuals and groups

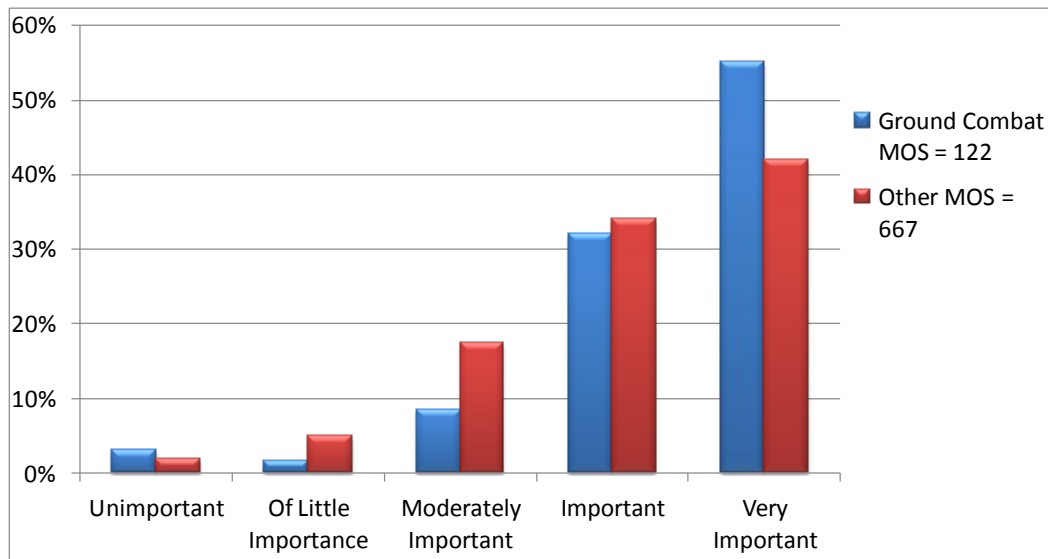
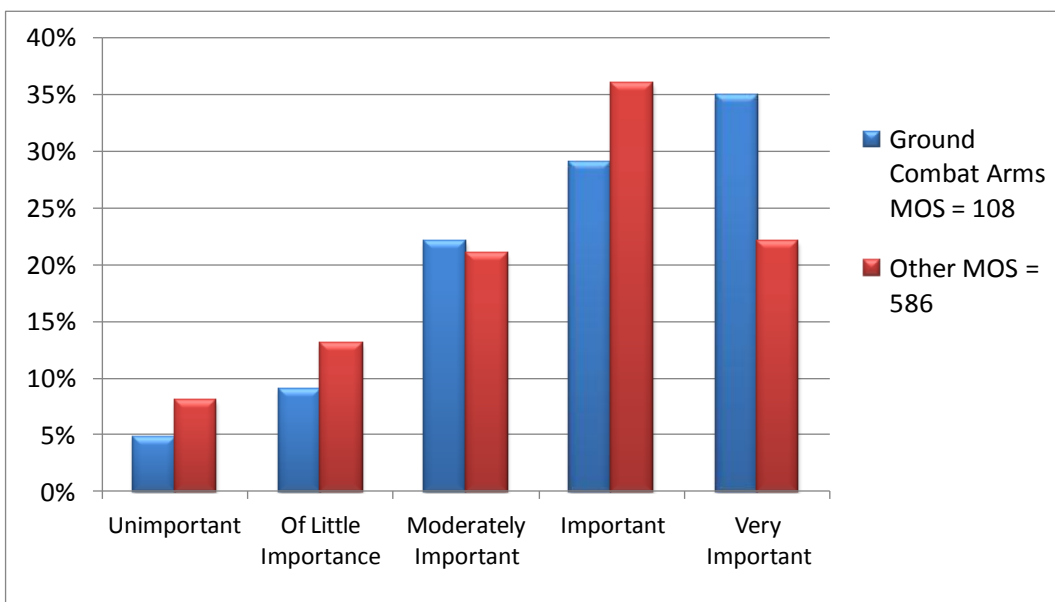


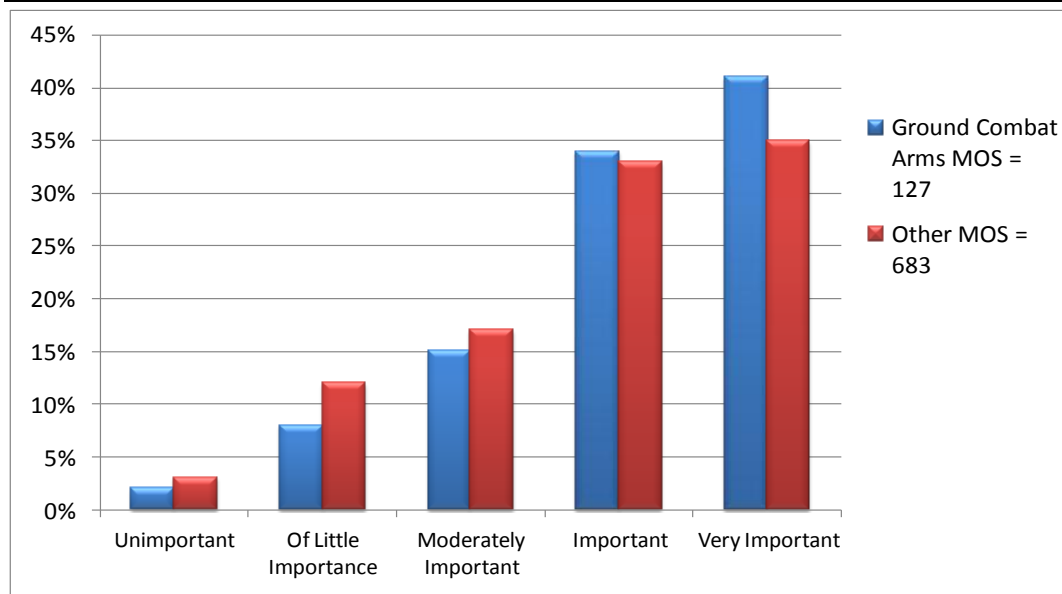
Figure 6: Negotiating with foreign individuals and groups



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Figure 7: *Using basic words or phrases in a foreign language with foreign individuals or groups*



Differences between Marines with Ground Combat Arms MOSs and Marines with Other MOSs

Marines with ground combat arms MOSs rate the following skills as statistically significantly more important than Marines with other MOSs:

- Influencing/persuading¹⁵
- Building rapport¹⁶
- Negotiating¹⁷
- Using basic words or phrases in a foreign language¹⁸

Cultural Knowledge

Regarding the importance of using cultural knowledge for planning or decision making, understanding situations or events, anticipating second and third order effects, or interacting with foreign groups, overall Marines regarded such knowledge as important or very important independent of MOS. See Figures 8, 9, and 10 for frequency data.

¹⁵ U = 29043.50 p = .000

¹⁶ U = 41367.50 p = .000

¹⁷ U = 32855.00 p = .002

¹⁸ U = 48883.00 p = .035

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Figure 8: Using cultural knowledge for planning or decision making

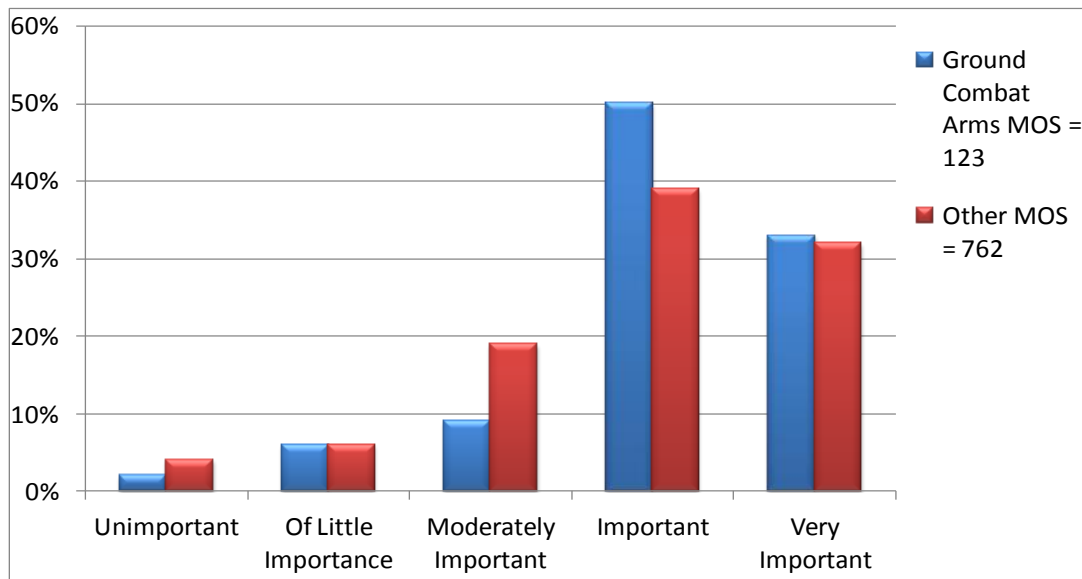
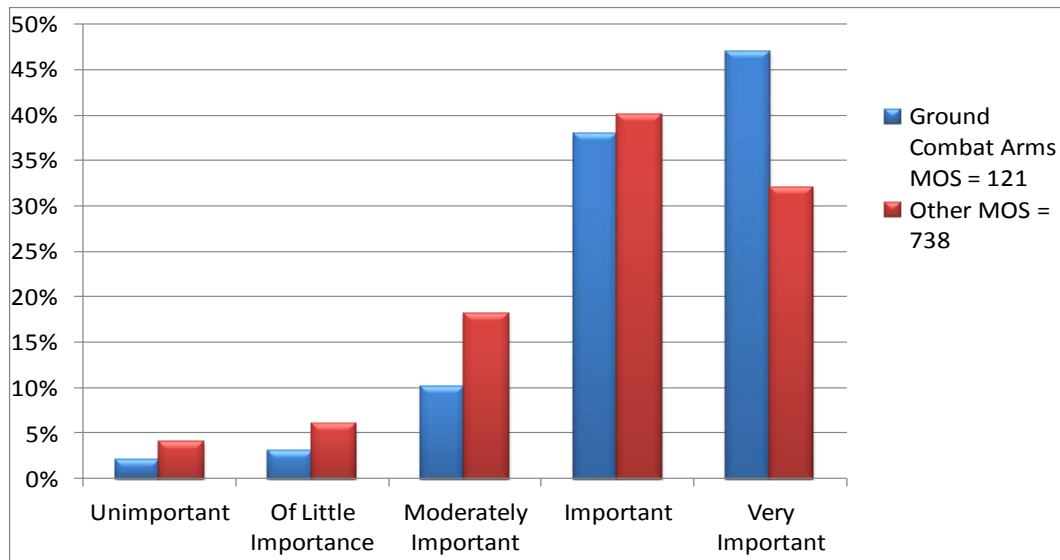


Figure 9: Using cultural knowledge for anticipating second or third-order effects

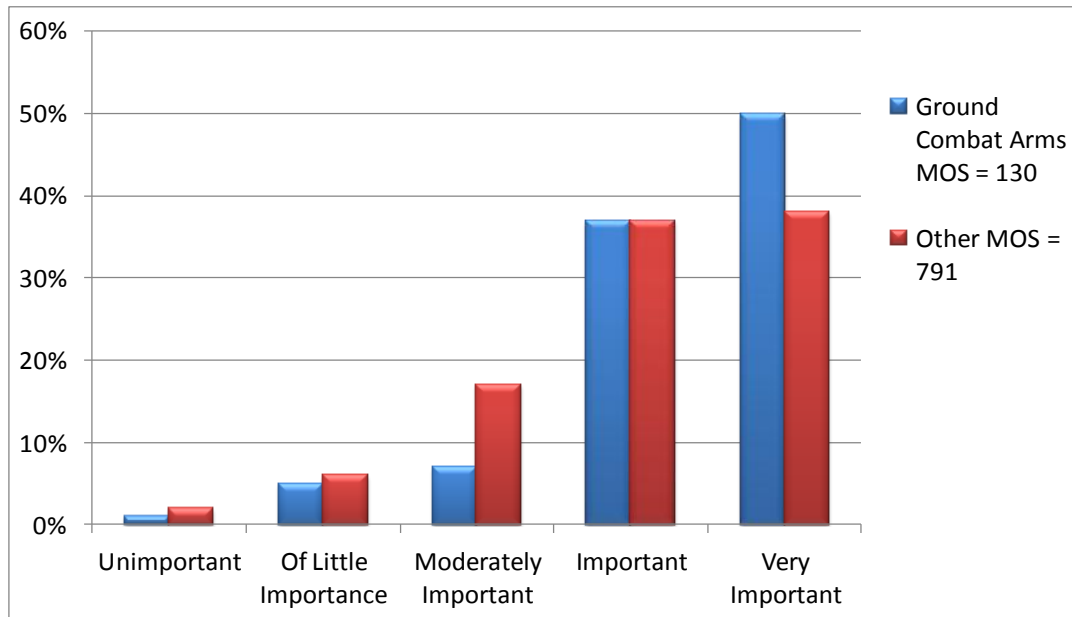


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Figure 10: *Using cultural knowledge for interacting with foreign individuals or groups*



Differences between Marines with Ground Combat Arms MOSs and Marines with Other MOSs

Marines with ground combat arms MOSs rate the following as statistically significantly more important than Marines with other MOSs:

- Planning or decision making¹⁹
- Anticipating second and third-order effects²⁰
- Interacting with foreign individuals or groups²¹

¹⁹ U = 53141.00 p = .050

²⁰ U = 44220.50 p = .000

²¹ U = 50619.00 p = .000

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QUALITATIVE FINDINGS

Overall Conclusions about Qualitative Findings for Marines in Ground Combat Arms MOSs

Marines with ground combat arms MOSs characterize both cultural knowledge and skills as useful on their deployments. Within cultural skills, language skills are the most heavily emphasized as far as usefulness or a skill Marines within ground combat arms MOSs lacked but wanted on a deployment. A significant minority of these Marines also mention the usefulness of culture general skills like perspective-taking. Marines express recommendations for culture or language training throughout the narrative questions, including a need for more hands-on/practical application training as well as improved products. Finally, a few Marines in ground combat arms MOSs express more strategic concerns that might impact the ability to execute CAOCL training (such as unsupportive leadership) or something CAOCL could directly incorporate into their training - how to deal with values conflicts (e.g., my culture values x, but this culture values the opposite). Multiple findings parallel the opinions of Marines interviewed for another CAOCL effort, the Longitudinal Assessment Project (LAP), which assessed the impact of CAOCL culture training on mission success.²²

Although some comments specifically mention CAOCL, it is not possible to determine if they are actually commenting on CACOL or another organization's products, services, or training. It is also not possible to know the associated year the Marine references for these products, services, or training, all of which are regularly revised and updated at CAOCL.

Note: Depending on the depth/breadth of any one Marine response, a single answer from a Marine might have multiple categories of responses. Therefore, in the following analysis, “responses” does not reflect number of Marines but issue/topic frequency except where specified.

When thinking about any of your overseas deployments/stations/assignments, what cultural knowledge or skill was the most important to your mission success and why?

Approximately 159 Marines with ground combat arms MOSs responded to this question. The majority of Marines (126) with ground combat arms MOSs identified a specific cultural skill as most important for mission success. Marine responses fall roughly between

- specific communication skills (almost entirely language-focused) and
- more general interpersonal skills focused on relationship development - also a finding raised in the Longitudinal Assessment Project or LAP - or intrapersonal skills typically focused on perspective-taking.

The following quote illustrates the value of language skills:

- *“The ability to understand the local culture and language has always been the most useful. Especially being able to speak the basic greetings, farewells and thank you/your welcome. Having these skill sets allows for the rapid building of rapport, establishing the relationship which is the basis of most cultures business dealings, in and out of the military.”* – E-6, Infantry

²² Kristin Post and Frank Tortorello (October 2012), “Marines’ View of the Impact of the USMC Center for Advanced Operational Culture Learning (CAOCL) Training on Mission Success,” *Translational Research Group, Internal Report*.

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The following quote illustrates the value of perspective-taking for relationship development:

- *“People of different cultures are basically people- the most important knowledge or skill was understanding how to relate to others on the basis of our common humanity. The ability to demonstrate an empathy of that which makes us human allowed the development of the relationships that were crucial to mission accomplishment. Across the globe I have found that successfully relating to people of “other cultures” begins with this.” – O-4, Infantry*

A total of 65 responses focused on a type of knowledge, a finding also raised by Marines in the LAP. The majority of responses mentioned understanding (and sometimes applying) norms or ‘dos and donts’, something CAOCL directly addresses. The rest of the responses are evenly divided between the importance of a general understanding of the culture or something more specific such as regional history or the behavior of locals.

The below quote captures the most popular knowledge and skills:

- *“Knowing the cultural signs of respect and disrespect. Knowing the rank structure of the military and government. Knowing how to communicate our mission and goals and how to understand their intent and endstate [sic]...wether [sic] we are talking about quality of life or joint combat operations...If you can get them to understand our point of view without dishonoring them and they see that we understand thier [sic] points of view and respect them, then you have just gained a foot hold [sic] in accomplishing a wide spectrum of diverse missions.” – E-7, Infantry*

Less than a dozen responses focus on an asset as the most useful cultural knowledge or skill for mission success. The most popular asset is an interpreter - another finding echoed in the LAP - followed by a few responses identifying specific cultural resources, language resources, or a unit member.

- *“use of interpreter, and trusting them. Used them to communicate specific plans, ideas and to persuade and motivate Host nation forces.” – O-3, Engineer*

Roughly half a dozen responses focused on training. In terms of training received, a couple of responses characterize culture training as receiving too much emphasis and one said PowerPoint is not a useful method for training. One Marine highlights immersion training as the most important in terms of a cultural knowledge/skill for mission success and another mentions understanding how the locals negotiated as most helpful.

Another Marine explains the benefits of delivering training to foreign nationals while working with an interpreter in preparation for deployment:

- *Advisor Training Group had American Romanian citizens come in where we practiced teaching them utilizing an interpreter to get used to the friction that is created during presentations. This was a great exercise which helped us readjust our power point presentations, and certain language we used to match that of our training audience... – E-5, Infantry*

What cultural knowledge or skills do you wish you’d had under your belt prior to any of your overseas deployments/stations/assignments?

Approximately 135 Marines with ground combat arms MOSs responded to this question. Slightly over one hundred responses focused on cultural skills they wish they’d had under their belt pre-deployment. Marines almost entirely focused on language skills, though a few mentioned perspective-taking skills and partnering. Four Marines specified their interest in language skills because they did not trust their interpreters and three others who had trust issues with their interpreters suggested having a Marine or U.S. citizen as the interpreter in the unit.

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Of interest, however, are two Marines highlighting language skills yet who both add a similar caveat about their ability to pursue such training, as captured in this quote about priorities:

- *“More language training, however with the reduced turnaround time there is not enough time to focus on our basic skills let alone worry about language training. As a leader I am forced to make decisions about sending people to language training or sending them to become more proficient at their job as an infantryman, [sic] therefore the language training takes a back seat, and always will [sic] only a year turn around.”* – E-7, Infantry

Thirty-nine responses regarding the cultural knowledge or skill Marines in ground combat arms MOSs lacked but wanted prior to deployment pertained to a type of cultural knowledge, almost evenly divided between unspecified cultural knowledge and norms or “dos and don’ts”. Only a few mentioned history, religion, military culture, or the legal system. In over a dozen direct or indirect responses on culture or language training quality, nearly half a dozen expressed a preference for interacting with a native of that country pre-deployment while only one participant preferred training from a recently deployed Marine.

- *“Time with local nationals from that culture who can discuss cultural issues in a free flowing discussion/forum.”* – O-4, Infantry

A couple of Marines expressed an interest in training with an interpreter pre-deployment. The rest of the responses addressed the quality of training resources (three negative, one positive) or training itself, such as characterizing the training as too short to be useful, too focused on keeping locals happy as opposed to mission accomplishment (specifically culture training) or simply not retained (specifically language training).

The following quotes pertain to language resource, products, or training recommendations:

- *“Better language ‘smart packs.’ For example, we received a smart pack for Ukraine which had the Ukrainian language key words in it. But in Ukraine, most of the country speaks Russian. Better insight on the specific countries culture and language would be huge. The simple practice of saying “Hello” and “Thank you” in the host nation’s language goes a very long way.”* – E-5, Infantry
- *“Not CAOCL products! Country books are wrong, customs, courtesies misidentified [sic]. 32 interpreters in AFG found 36 errors in first half of the book! I need basic language, “want to” [sic], history, famous people of my region, the social science make-up that will affect the will to act. BLUF- I need to have the tools to Co-Opt [sic] or manipulate my counterpart to my aims by winning him over.”* – O-4, Infantry
- *“I took CAOCL tactical pashto [sic] and it was ok, but largely a waste of time and little was retained. I wish they would train at least one marine [sic] per platoon to be a formal translator for their small-units. CAOCL was just memorizing phonetically spelled phrases for use on a patrol card, etc...”* – E-5, Infantry

Any additional thoughts or comments?

A total of 43 Marines with ground combat arms MOSs answered this question. The majority of responses (32) focused on training recommendations, mostly pertaining to content, a need for balance (culture skills vs. warfighting skills), or training methods. In terms of content, roughly half a dozen responses addressed suggestions for increased support for language training, the importance of culture-general skills (i.e., as a precursor to culture-specific knowledge/skills or for a MEU), expanding military culture training, and more mission or area of operation (AO)-relevance.

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The below quote highlights the need for cultural general skills:

- *“We keep advertising the Marine Corps' ability to conduct missions with other foreign militaries. My observation is that Marines tend to have zero tolerance for other cultures. We have a hard enough time dealing with civilians and other services much less interacting with foregin [sic] nations. Forgot [sic] trying to master cultures and language. We need to address the ability to empathize with a different culture before we can sell Marines on operational culture. That starts at entry level training and continues throughout their career. Either that or we realize how badly we suck at FID.”* – 0-4, Tank and Assault Amphibious Vehicle

In terms of balance, half a dozen responses pertained to the fact that culture is either important depending on the context (a finding also highlighted in the LAP) or over-emphasized. More importantly, some Marines believed it has detracted from warfighting skills. The below quote addresses this concern in a thoughtful way:

- *“For an Infantry Battalion, basic skills training is more important than cultural training. If we cannot execute our basic mission of locate, close with, and destroy the enemy then we are no good to anyone even if we are very culturally savy [sic]. But culture training cannot be ignored or just used as a PTP “check in the box.” It has to be done at the sacrifice of some infantry training, but to me the relationship should be about 80% infantry specific and 20% culture specific. Of course that depends on the specific mission of the unit as well.”* – 0-3, Infantry

On the subject of training methods, with the exception of one recommendation for online CAOCL courses, nearly half a dozen responses suggest more hands-on types of training, such as face-time with locals or role players, which Marines also expressed in the LAP. The below excerpt highlights this suggestion:

- *“... Many times they would tell us if we did something offensive we would be apologetic and move on making sure we didn't do it again. The only way many of these things can be leaned [sic] is from immersion, the closest thing is the role players...”* – E-5, Infantry

The following quote addresses the usefulness of a CAOCL course:

- *“...the cultural awareness given to use [sic] by the education CAOCL classes [sic] it allowed my missions to run smooth as can be for the enviroment [sic].”* – E-0, Engineer, Construction, Facilities, & Equipment

Approximately 16 responses by Marines with ground combat arms MOSs are evenly divided among recommendations for resources, education, interpreters, and selection. Resource recommendations include bringing back Rosetta Stone and having foreign language phrases on smart cards. One Marine suggests leveraging a culture-general resource, Dale Carnegie's *How to Win Friends and Influence People*, as a means of enhancing foreign military engagement. Education recommendations involve improving, expanding, or requiring cultural education and requiring or incentivizing language education such as through leadership support, as opposed to purely external incentives such as pay increases.

With respect to interpreters, a couple of Marines reported having problems with them or expressed that each unit should have two interpreters. Finally, several Marines propose that other Marines should be screened for their ability to engage foreign individuals and those who lack this ability should be kept away from such engagement.

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From a more strategic perspective, one Marine went into detail about his perception of USMC's failure to select the most appropriate leaders, which he felt harmed missions the most. This sentiment was expressed several times throughout the East Coast tour of the Ethics Stand Down in 2012:

- *"The most important tools for cultural success are maturity and leadership. Regardless of the customs, courtesies, and traditions of any culture, there are some basic principles that are universal. Don't steal or destroy other people's property, and don't be mean without justification. Many times in Iraq I witnessed Marines steal or unnecessarily destroy the property of civilians, often under the supervision of SNCOs or Officers and free of consequence. The implications of such actions were never even a topic of discussion or training. The leadership shortfalls in such situations are a direct result of a flawed promotion system, which places very little weight on maturity and decision making abilities, coupled with very vague descriptions of the responsibilities and expectations for each rank. Marines of all ranks face a severe lack of training and mentoring from the top ranks all the way down, and an unwillingness to 'ruin careers' by identifying deficiencies in the individual Marine and either correcting the problem or removing incompetent Marines from positions they cannot properly execute." - E-5, Tank and Assault Amphibious Vehicle*

Lastly, though the sentiment toward over-emphasis on cultural education was echoed by other Marines, as previously detailed, the below comment goes far beyond what other Marines expressed and captures a challenge CAOCL should consider meeting: How can a Marine be respectful of other cultures without compromising his/her country's values? This issue was also raised in the LAP:

- *While cultural awareness is vital to mission accomplishment there is far too much importance placed on it. As a Marine, U.S. servicemember [sic], we are expected to embody the ethos and highest values of the American people. Our culture is distinctly American and as such is a treasure that we hold in high regard. The onus is not on the United States or the Marine Corps to embody, respect, or give value to a foreign culture, it is the HN population's responsibility to adapt to our will and culture. American exceptionalism should be the message, [sic] giving recognition and respect to cultures that devalue women, animals, the environment and don't have mutual respect for others persons religious practices is not what we should be about. It is also not how we should approach a culture (any culture) when conducting military operations. It devalues our ethos, our nation, and justifies their hateful and discriminatory practices towards other people lessening our credibility on the world stage. – E-7, Infantry*

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Appendix A: CAOCL SURVEY II

You have been randomly selected for this survey about how you value and use culture. WHAT YOU WILL BE ASKED TO DO: The survey has multiple-choice questions and a few short-answer questions. It will take approximately 15-20 minutes to complete. **Please review the following before completing the survey.**

PRIVACY ACT STATEMENT

AUTHORITY: The United States Marine Corps may collect the information requested in this survey under the authority of 10 United States Code, Section 2358, "Research and Development Projects." In accordance with the Privacy Act of 1974 (Public Law 93-579), this notice informs you of the purpose, use, and confidentiality of this study.

PURPOSE:

- The purpose of this survey is to understand how Marines VALUE and USE culture.
- The goal is to use the results to improve training and education about culture in order to help you conduct your missions more effectively.

ROUTINE USES: The information provided in this survey will be analyzed by the Training and Education Command (TECOM), the Center for Advanced Operational Culture Learning (CAOCL) and the Marine Corps Center for Lessons Learned (MCCLL). The data files will be maintained by TECOM/CAOCL where they will be used to improve culture training and education efforts as well as at MCCLL to inform MCCLL-CAOCL lessons learned collection plans.

DISCLOSURE/PARTICIPATION: Participating in this survey is voluntary and you may choose at any time not to participate. There is no penalty for choosing not to participate. Failure to respond to any of the questions will only result in a possible lack of representation of your views in the survey's final results and outcomes. You will not receive any compensation for your participation.

CONFIDENTIALITY:

- Survey responses are anonymous - even if you choose to identify yourself, your name will be deleted from your survey answers. Demographic data combined with details from a narrative answer could, however, reveal your identity. We cannot provide "confidentiality" or "non-attribution" to you regarding information provided that involves criminal activity/behavior, or statements that pose a threat to yourself or others. Do NOT discuss or comment on criminal, classified, operationally sensitive, or FOUO information during this survey. If any information is determined to be FOUO, it will be deleted from the dataset. If information is criminal or classified, it will be handled in accordance with TECOM Security Office guidelines.

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- All responses will be held in confidence by TECOM/CAOCL and your data will be password protected. Data collected from the survey will be stored on the MCCLL Battleboard and is only accessible by MCCLL employees and contracted support personnel.
- If you choose to take this survey on a personal computer, keep in mind you are responsible for the security of that computer with respect to protecting your answers.
- Information you provide will be statistically summarized with the responses of others and will not be attributable to any single individual. Identifying themes, topics, or quotes will either be not for attribution or only identifiable with respect to rank/gender/MOS or rank/gender/MOS and associated mission type.
- Data from this research project will be retained and may be used in future research. Listed data protections will be maintained during storage and any future use of data sets

RISKS: The risks to taking this survey include potential loss of anonymity if you choose to identify yourself and possible career implications if you reveal classified or criminal data in the survey. See “Confidentiality” for how these risks are addressed.

BENEFITS: The results will help us help you and your unit to be more operationally effective.

CONTACT INFORMATION:

If you have questions regarding this study, you may contact the principal investigator. You may request that data/information you have provided be removed from the study at any point up until data analysis begins.

Principal Investigator: Dr. Kerry Fosher, CIV, Director of Translational Research Group; USMC Center for Advanced Operational Culture Learning; 1019 Elliot Road (Bldg. 711, 6th Street), Quantico, VA 22134; Office: 703-432-1504; DSN: 378-1504; Fax: 703-432-1463; kerry.fosher@usmc.mil.

If you have any questions about your rights as a participant, contact the MCCDC Human Research Protection Program.

MCCDC Human Research Protection Program Office: Ms. Leah B. Watson, Human Research Protection Official Chair, Institutional Review Board; Marine Corps Combat Development Command; 2079 Barnett Avenue, Quantico, VA 22134; Office: 703-432-2566; Fax: 703-784-0089; leah.watson@usmc.mil.

DO YOU VOLUNTARILY AGREE TO PARTICIPATE IN THIS SURVEY?

☐ Yes

☐ No >>>> Skip to End Page: Survey Submitted

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Please answer all questions as an individual Marine
and not on behalf of your unit.
DO NOT use the back arrow to change your answers.

Please select your service branch.

- ☐ USMC
- ☐ Navy >>>> Skip to End Page: Survey Submitted
- ☐ Other >>>> Skip to End Page: Survey Submitted

(End of Page 2)

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Please select your current rank.

☐ E-1

☐ E-2

☐ E-3

☐ E-4

☐ E-5

☐ E-6

☐ E-7

☐ E-8

☐ E-9

☐ W-1

☐ W-2

☐ W-3

☐ W-4

☐ W-5

☐ O-1

☐ O-2

☐ O-3

☐ O-4

☐ O-5

☐ O-6

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What is your current status?

- ☐ Active
- ☐ Reserve
- ☐ Active Reserve
- ☐ Mobilized Reserve
- ☐ Other, please specify: _____

Please select your current age.

- ☐ 17
- ☐ 18
- ☐ 19
- ☐ 20
- ☐ 21
- ☐ 22
- ☐ 23
- ☐ 24
- ☐ 25
- ☐ 26
- ☐ 27
- ☐ 28
- ☐ 29
- ☐ 30

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- ☐ 53
- ☐ 54
- ☐ 55
- ☐ 56
- ☐ 57
- ☐ 58
- ☐ 59 or older

Please select your gender.

- ☐ Male
- ☐ Female

(End of Page 3)

USMC-OccFld-MOS. Please select your **primary** Occupational Field and MOS.

OccFld _____

MOS _____

(End of Page 4)

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Please rate how strongly you agree/disagree with the following statements:

Having the **skills** to understand the impact of culture on any given operation is a key component of your unit's operational readiness.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

Having **Marines** in your unit knowledgeable of different regions of the world is an important component to unit operational readiness.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

Please rate the importance of culture training:

Based on your experience in the Marine Corps, how important is culture training compared to all the other pre-deployment training requirements?

- ☐ Less Important
- ☐ Somewhat Less Important
- ☐ As Important

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☐ Somewhat More Important

☐ More Important

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Deployment History:

While in the Marines, have you ever been stationed, deployed, or on assignment outside the United States of America?

☐ Yes

☐ No >>>> Skip to Page 8: Have you ever worked with a foreign security force (military, police, etc.)?

(End of Page 6)

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Have you ever worked overseas with a foreign security force (military, police, etc.)?

☐ Yes

☐ No >>>> Skip to Page 10: Are you deployed, stationed, or on assignment outside the United States now?

(End of Page 7)

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Have you ever worked with a foreign security force (military, police, etc.)?

☐ Yes

☐ No >>>> Skip to End Page: Survey Submitted

(End of Page 8)

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When dealing with foreign security forces -- military, police, etc. -- how important is understanding their organizational culture (e.g., relations among the ranks, traditions, motivations to join/serve, etc.)?

- ☐ Unimportant
- ☐ Of Little Importance
- ☐ Moderately Important
- ☐ Important
- ☐ Very Important

Advanced Branch: 12b. Foreign Security Force? Have you ever worked with a foreign security force (military, police, etc.)? = Yes; >>>> Skip to End Page: Survey Submitted

(End of Page 9)

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Are you deployed, stationed, or on assignment outside the United States now?

☐ Yes

☐ No

Please indicate the number of overseas deployments/stations/assignments you've had in your military career.

For example, a MEU would be one deployment, PCS another deployment. Include any current deployments/stations/assignments. Be sure to include operations and exercises but not liberty, port calls or airports.

Number of Overseas Deployments _____

(End of Page 10)

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Please indicate **where** you have been, and if applicable, are currently deployed, stationed, or assigned **outside of the United States**. Include all overseas operations, exercises, and/or assignment locations.

If you are UNSURE of the region, please just write down the country under "Other".

- ☐ OIF - Iraq
- ☐ OEF – Afghanistan/Pakistan
- ☐ Middle East (including Iraq, Afghanistan, and Pakistan but **Pre- OEF or OIF**)
- ☐ Balkans and Caucasus (including Turkey)
- ☐ Bosnia and Kosovo
- ☐ Europe (including the U.K. and Russia; excluding above)
- ☐ Japan (including Okinawa)
- ☐ Asia (including Korea and Philippines but not Afghanistan, Pakistan, or Japan)
- ☐ Africa (including Egypt and North Africa)
- ☐ Central America (including Mexico)
- ☐ Caribbean
- ☐ South America
- ☐ Canada, Australia, New Zealand
- ☐ Pacific Islands
- ☐ Other. Please specify: _____

Advanced Branch: 16. Deployed Location OCONUS (OIF - Iraq) = Selected AND (16. Deployed Location OCONUS (OEF – Afghanistan/Pakistan) = Not Selected AND 16. Deployed Location OCONUS (Middle East (including Iraq, Afghanistan, and Pakistan but Pre- OEF or OIF)) = Not Selected AND 16. Deployed Location OCONUS (Balkans and Caucasus (including Turkey)) = Not Selected AND 16. Deployed Location OCONUS

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(Bosnia and Kosovo) = Not Selected AND 16. Deployed Location OCONUS (Europe (including the U.K. and Russia; excluding above)) = Not Selected AND 16. Deployed Location OCONUS (Japan (including Okinawa)) = Not Selected AND 16. Deployed Location OCONUS (Asia (including Korea and Philippines but not Afghanistan, Pakistan, or Japan)) = Not Selected AND 16. Deployed Location OCONUS (Africa (including Egypt and North Africa)) = Not Selected AND 16. Deployed Location OCONUS (Central America (including Mexico)) = Not Selected AND 16. Deployed Location OCONUS (Caribbean) = Not Selected AND 16. Deployed Location OCONUS (South America) = Not Selected AND 16. Deployed Location OCONUS (Canada, Australia, New Zealand) = Not Selected AND 16. Deployed Location OCONUS (Pacific Islands) = Not Selected AND 16. Deployed Location OCONUS (Other. Please specify:) = Not Selected); >>>> Skip to Page 15: How many deployments/stations/assignments have you had to OIF - Iraq?

Advanced Branch: 16. Deployed Location OCONUS (OEF – Afghanistan/Pakistan) = Selected AND (16. Deployed Location OCONUS (OIF - Iraq) = Not Selected AND 16. Deployed Location OCONUS (Middle East (including Iraq, Afghanistan, and Pakistan but Pre- OEF or OIF)) = Not Selected AND 16. Deployed Location OCONUS (Balkans and Caucasus (including Turkey)) = Not Selected AND 16. Deployed Location OCONUS (Bosnia and Kosovo) = Not Selected AND 16. Deployed Location OCONUS (Europe (including the U.K. and Russia; excluding above)) = Not Selected AND 16. Deployed Location OCONUS (Japan (including Okinawa)) = Not Selected AND 16. Deployed Location OCONUS (Asia (including Korea and Philippines but not Afghanistan, Pakistan, or Japan)) = Not Selected AND 16. Deployed Location OCONUS (Africa (including Egypt and North Africa)) = Not Selected AND 16. Deployed Location OCONUS (Central America (including Mexico)) = Not Selected AND 16. Deployed Location OCONUS (Caribbean) = Not Selected AND 16. Deployed Location OCONUS (South America) = Not Selected AND 16. Deployed Location OCONUS (Canada, Australia, New Zealand) = Not Selected AND 16. Deployed Location OCONUS (Pacific Islands) = Not Selected AND 16. Deployed Location OCONUS (Other. Please specify:) = Not Selected); >>>> Skip to Page 16: How many deployments/stations/assignments have you had to OEF – Afghanistan/Pakistan?

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For the remainder of the survey, we are focusing on deployments/stations/assignments OTHER THAN OIF - Iraq and OEF – Afghanistan/Pakistan.

Of the selections below, please choose your most **RECENT** station/ deployment/ assignment outside of the United States.

(Note: If your most recent deployment was on a MEU or you were stationed at III MEF OKINAWA, choose the most recent region or country you visited.)

- ☐ Middle East (including Iraq, Afghanistan, and Pakistan but Pre- OEF or OIF)
- ☐ Balkans and Caucasus (including Turkey)
- ☐ Bosnia and Kosovo
- ☐ Europe (including the U.K. and Russia; excluding above)
- ☐ Japan (including Okinawa)
- ☐ Asia (including Korea and Philippines but not Afghanistan, Pakistan, or Japan)
- ☐ Africa (including Egypt and North Africa)
- ☐ Central America (including Mexico)
- ☐ Caribbean
- ☐ South America
- ☐ Canada, Australia, New Zealand
- ☐ Pacific Islands
- ☐ Other. Please re-type "%[16. Deployed Location OCONUS]Q16LBL15%": _____

Advanced Branch: (16. Deployed Location OCONUS (OIF - Iraq) = Not Selected AND 16. Deployed Location OCONUS (OEF – Afghanistan/Pakistan) = Not Selected) AND (17. Recent OCONUS Location Of the

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selections below, please choose your most RECENT station/ deployment/ assignment outside of the United States. (Note: If your most recent deployment was on a MEU or you were stationed at III MEF OKINAWA, choose the most recent region or country you visited.) ≥ Middle East (including Iraq, Afghanistan, and Pakistan but Pre- OEF or OIF)); >>>> Skip to Page 17: How many deployments/stations/assignments have you had to %[17. Recent OCONUS Location]Q20LBL%?

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How many deployments/stations/assignments have you had to OIF - Iraq?

Number of Deployments to OIF - Iraq _____

Please indicate the total duration of your **most** recent deployment/ station/ assignment to OIF - Iraq:

Months _____

Weeks _____

For the remainder of the survey, please focus on your most recent tour in OIF - Iraq.

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How many deployments/stations/assignments have you had to OEF – Afghanistan/Pakistan?

Number of Deployments to OEF – Afghanistan/Pakistan _____

Please indicate the total duration of your **most** recent deployment/ station/ assignment to OEF – Afghanistan/Pakistan:

Months _____

Weeks _____

For the remainder of the survey, please focus on your most recent tour in OEF – Afghanistan/Pakistan.

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How many deployments/stations/assignments have you had to OIF - Iraq?

Number of Deployments to OIF - Iraq _____

Please indicate the total duration of your **most** recent deployment/ station/ assignment to OIF - Iraq:

Months _____

Weeks _____

For the remainder of the survey, please focus on your most recent tour in OIF - Iraq.

(End of Page 15)

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How many deployments/stations/assignments have you had to OEF – Afghanistan/Pakistan?

Number of Deployments to OEF – Afghanistan/Pakistan _____

Please indicate the total duration of your **most** recent deployment/ station/ assignment to OEF – Afghanistan/Pakistan:

Months _____

Weeks _____

For the remainder of the survey, please focus on your most recent tour in OEF – Afghanistan/Pakistan.

(End of Page 16)

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How many deployments/stations/assignments have you had to %[17. Recent OCONUS Location]Q20LBL%?

Number of Deployments to %[17. Recent OCONUS Location]Q20LBL% _____

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Please list the countries you went to on your most recent deployment/ station/ assignment to %[17. Recent OCONUS Location]Q20LBL%. Check all that apply. Be sure to include operations and exercises but not liberty, port calls or airports.

- ☐ Iraq pre OIF
- ☐ Afghanistan pre OEF
- ☐ Pakistan pre OEF
- ☐ Bahrain
- ☐ Iran
- ☐ Israel
- ☐ Jordan
- ☐ Kuwait
- ☐ Lebanon
- ☐ Oman
- ☐ Qatar
- ☐ Saudi Arabia
- ☐ Syria
- ☐ United Arab Emirates
- ☐ Yemen
- ☐ Albania
- ☐ Armenia
- ☐ Azerbaijan
- ☐ Bulgaria
- ☐ Croatia

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- ☐ Georgia
- ☐ Greece
- ☐ Macedonia
- ☐ Montenegro
- ☐ Romania
- ☐ Serbia
- ☐ Turkey
- ☐ Bosnia & Herzegovina
- ☐ Kosovo
- ☐ Andorra
- ☐ Austria
- ☐ Belarus
- ☐ Belgium
- ☐ Cyprus
- ☐ Czech Republic
- ☐ Denmark
- ☐ Estonia
- ☐ Finland
- ☐ France
- ☐ Germany
- ☐ Holy See
- ☐ Hungary

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- ☐ Iceland
- ☐ Ireland
- ☐ Italy
- ☐ Latvia
- ☐ Liechtenstein
- ☐ Lithuania
- ☐ Luxembourg
- ☐ Malta
- ☐ Moldova
- ☐ Monaco
- ☐ Netherlands
- ☐ Norway
- ☐ Poland
- ☐ Portugal
- ☐ Russia
- ☐ San Marino
- ☐ Slovakia
- ☐ Slovenia
- ☐ Spain
- ☐ Sweden
- ☐ Switzerland
- ☐ Ukraine

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- ☐ United Kingdom
- ☐ Japan
- ☐ Bangladesh
- ☐ Bhutan
- ☐ Brunei
- ☐ Burma
- ☐ Cambodia
- ☐ China
- ☐ India
- ☐ Indonesia
- ☐ Kazakhstan
- ☐ Korea, North
- ☐ Korea, South
- ☐ Kyrgyzstan
- ☐ Laos
- ☐ Malaysia
- ☐ Maldives
- ☐ Mongolia
- ☐ Philippines
- ☐ Nepal
- ☐ Singapore
- ☐ Sri Lanka

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- ☐ Taiwan
- ☐ Tajikistan
- ☐ Thailand
- ☐ Timor-Leste
- ☐ Turkmenistan
- ☐ Uzbekistan
- ☐ Vietnam
- ☐ Algeria
- ☐ Angola
- ☐ Benin
- ☐ Botswana
- ☐ Burkina-Faso
- ☐ Burundi
- ☐ Cameroon
- ☐ Cape Verde
- ☐ Central African Republic
- ☐ Chad
- ☐ Comoros
- ☐ Congo (Brazzaville)
- ☐ Congo (Kinshasa)
- ☐ Cote d'Ivoire
- ☐ Djibouti

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- ☐ Egypt
- ☐ Equatorial Guinea
- ☐ Eritrea
- ☐ Ethiopia
- ☐ Gabon
- ☐ Gambia, The
- ☐ Ghana
- ☐ Guinea
- ☐ Guinea Bissau
- ☐ Kenya
- ☐ Lesotho
- ☐ Liberia
- ☐ Libya
- ☐ Madagascar
- ☐ Malawi
- ☐ Mali
- ☐ Mauritania
- ☐ Mauritius
- ☐ Morocco
- ☐ Mozambique
- ☐ Namibia
- ☐ Niger

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- ☐ Nigeria
- ☐ Rwanda
- ☐ Sao Tome & Principe
- ☐ Senegal
- ☐ Seychelles
- ☐ Sierra Leone
- ☐ Somalia
- ☐ South Africa
- ☐ South Sudan
- ☐ Sudan
- ☐ Swaziland
- ☐ Tanzania
- ☐ Togo
- ☐ Tunisia
- ☐ Uganda
- ☐ Zambia
- ☐ Zimbabwe
- ☐ Belize
- ☐ Costa Rica
- ☐ El Salvador
- ☐ Guatemala
- ☐ Honduras

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- ☐ Mexico
- ☐ Nicaragua
- ☐ Panama
- ☐ Antigua & Barbuda
- ☐ Bahamas, The
- ☐ Barbados
- ☐ Cuba
- ☐ Dominica
- ☐ Dominican Republic
- ☐ Grenada
- ☐ Haiti
- ☐ Jamaica
- ☐ Saint Kitts and Nevis
- ☐ Saint Lucia
- ☐ Saint Vincent & the Grenadines
- ☐ Trinidad & Tobago
- ☐ Argentina
- ☐ Bolivia
- ☐ Brazil
- ☐ Chile
- ☐ Colombia
- ☐ Ecuador

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- ☐ Guyana
- ☐ Paraguay
- ☐ Peru
- ☐ Suriname
- ☐ Uruguay
- ☐ Venezuela
- ☐ Canada
- ☐ Australia
- ☐ New Zealand
- ☐ Fiji
- ☐ Kiribati
- ☐ Marshall Islands
- ☐ Micronesia, Federated States of
- ☐ Nauru
- ☐ Palau
- ☐ Papua New Guinea
- ☐ Samoa
- ☐ Solomon Islands
- ☐ Tonga
- ☐ Tuvalu
- ☐ Vanuatu
- ☐ %[16. Deployed Location OCONUS]Q16LBL_15%

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☐ Other. Please specify: _____

Please indicate the total duration of this deployment/ station/ assignment to %[17. Recent OCONUS Location]Q20LBL%:

Months _____

Weeks _____

For the remainder of the survey, please focus on your most recent tour in %[17. Recent OCONUS Location]Q20LBL%.

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Was this your home station assignment or an overseas deployment?

☐ Home Station Assignment >>>> Skip to Page 20: Please indicate what duty you were assigned to during this assignment.

☐ Overseas Deployment

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Please indicate what duty you were assigned to during this assignment.

- ☐ Security guard
- ☐ Attaché
- ☐ Operating forces
- ☐ Joint HQ
- ☐ MARFOR HQ
- ☐ Individual augmentee
- ☐ Security cooperation/assistance
- ☐ Other. Please specify: _____

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Please choose the mission types you participated in during this deployment or while stationed overseas. Definitions appear when cursor hovers over the terms. Select all that apply.

- ☐ Civil Affairs
- ☐ Civil Military operations
- ☐ Combat operations/arms
- ☐ Combat support operations
- ☐ Combat service support operations
- ☐ Force Protection
- ☐ Foreign military training exercises (such as UNITAS, Cobra Gold, Bright Start, etc.)
- ☐ Forward Presence Operations (such as Medfloat, Westpac, etc.)
- ☐ Foreign Humanitarian Assistance and Disaster Relief (HADR)
- ☐ Information Operations
- ☐ Noncombatant Evacuation Operations
- ☐ Peacekeeping operations
- ☐ Public Affairs
- ☐ Security cooperation (including foreign military training/advising)
- ☐ Special operations
- ☐ Stability operations
- ☐ Other. Please specify: _____

(End of Page 21)

What level of command did you serve under for this particular deployment/ station/ assignment?

- ☐ Team-size
- ☐ Squad-size
- ☐ Platoon-size
- ☐ Company-size
- ☐ Battalion-size
- ☐ Brigade/Regiment-size
- ☐ Division-size

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Please identify your billet on this deployment/ station/ assignment.

Deployed Billet _____

Briefly describe your primary duties on this deployment/ station/ assignment.

Deployed Primary Duties

Briefly describe your collateral duties (official and unofficial) on this deployment/ station/ assignment or type "N/A" if this does not apply.

Deployed Collateral Duties _____

(End of Page 23)

Status when on deployment/station/assignment?

- ☐ Active Duty
- ☐ Mobilized Reservist
- ☐ Activated Reservist (ADOS)
- ☐ Other, please specify: _____

Rank during deployment/station/assignment?

- ☐ E-1
- ☐ E-2
- ☐ E-3
- ☐ E-4
- ☐ E-5
- ☐ E-6
- ☐ E-7
- ☐ E-8
- ☐ E-9
- ☐ W-1
- ☐ W-2
- ☐ W-3
- ☐ W-4
- ☐ W-5

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- ☐ O-1
- ☐ O-2
- ☐ O-3
- ☐ O-4
- ☐ O-5
- ☐ O-6

Recent Deployment or Assignment/Interactions with Foreign Groups and Individuals:

Please select all of the foreign groups or individuals **(excluding interpreters)** you interacted with on this deployment/station/assignment. Check all that apply.

- ☐ Foreign military personnel – host country
- ☐ Foreign military personnel – coalition operations (not host country)
- ☐ Host country paramilitary personnel (e.g., police)
- ☐ Host country government personnel (non-military)
- ☐ Local nationals/civilians (“green” population)
- ☐ Third country nationals (foreign support personnel who might guard a base, serve food, etc.)
- ☐ Enemies (including detainees)
- ☐ Others. Please specify: _____

☐ **Did not interact with foreign groups/individuals** >>>> Skip to Page 33: What cultural resources did you use before or during your deployment/station/assignment? Check all that apply.

(End of Page 24)

What was the average percentage of time you spent interacting with those foreign groups and individuals in a typical week, including on and off duty time?

Percentage of time interacting with foreigners _____

Advanced Branch: 29. Foreign Interactions (Count) ≤ 1 ; >>>> Skip to Page 29: Did any of the individuals/groups you interacted with NOT speak English?

Advanced Branch: 22. Mission Types (Count) > 1 AND 29. Foreign Interactions (Count) > 1 ; >>>> Skip to Page 27: Who did you interact with the **most, regardless of the number and type of missions you performed**?

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Who did you interact with the **most**?

- ☐ Foreign military personnel – host country
- ☐ Foreign military personnel – coalition operations (not host country)
- ☐ Host country paramilitary personnel (e.g., police)
- ☐ Host country government personnel (non-military)
- ☐ Local nationals/civilians (“green” population)
- ☐ Third country nationals (foreign support personnel who might guard a base, serve food, etc.)
- ☐ Enemies (including detainees)
- ☐ %[29. Foreign Interactions]Q30LBL_8%

Who was the most **important** to interact with for **accomplishing your mission**?

- ☐ Foreign military personnel – host country
- ☐ Foreign military personnel – coalition operations (not host country)
- ☐ Host country paramilitary personnel (e.g., police)
- ☐ Host country government personnel (non-military)
- ☐ Local nationals/civilians (“green” population)
- ☐ Third country nationals (foreign support personnel who might guard a base, serve food, etc.)
- ☐ Enemies (including detainees)
- ☐ %[29. Foreign Interactions]Q30LBL_8%

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Who did you interact with the **most, regardless of the number and type of missions you performed?**

- ☐ Foreign military personnel – host country
- ☐ Foreign military personnel – coalition operations (not host country)
- ☐ Host country paramilitary personnel (e.g., police)
- ☐ Host country government personnel (non-military)
- ☐ Local nationals/civilians (“green” population)
- ☐ Third country nationals (foreign support personnel who might guard a base, serve food, etc.)
- ☐ Enemies (including detainees)
- ☐ %[29. Foreign Interactions]Q30LBL_8%

On which mission did you interact with that foreign individual or group you selected above?

- ☐ Civil Affairs
- ☐ Civil Military operations
- ☐ Combat operations/arms
- ☐ Combat support operations
- ☐ Combat service support operations
- ☐ Force Protection
- ☐ Foreign military training exercises (such as UNITAS, Cobra Gold, Bright Start, etc.)
- ☐ Forward Presence Operations (such as Medfloat, Westpac, etc.)
- ☐ Foreign Humanitarian Assistance and Disaster Relief (HADR)
- ☐ Information Operations
- ☐ Noncombatant Evacuation Operations

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- ☐ Peacekeeping operations
- ☐ Public Affairs
- ☐ Security cooperation (including foreign military training/advising)
- ☐ Special operations
- ☐ Stability operations
- ☐ %[22. Mission Types]Q22LBL_17%

(End of Page 27)

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ACROSS ALL MISSIONS, who was the most **important** to interact with for **accomplishing a mission**?

- ☐ Foreign military personnel – host country
- ☐ Foreign military personnel – coalition operations (not host country)
- ☐ Host country paramilitary personnel (e.g., police)
- ☐ Host country government personnel (non-military)
- ☐ Local nationals/civilians (“green” population)
- ☐ Third country nationals (foreign support personnel who might guard a base, serve food, etc.)
- ☐ Enemies (including detainees)
- ☐ % [29. Foreign Interactions] Q30 LBL_8%

On which mission did you interact with that foreign individual or group you selected above?

- ☐ Civil Affairs
- ☐ Civil Military operations
- ☐ Combat operations/arms
- ☐ Combat support operations
- ☐ Combat service support operations
- ☐ Force Protection
- ☐ Foreign military training exercises (such as UNITAS, Cobra Gold, Bright Start, etc.)
- ☐ Forward Presence Operations (such as Medfloat, Westpac, etc.)
- ☐ Foreign Humanitarian Assistance and Disaster Relief (HADR)
- ☐ Information Operations
- ☐ Noncombatant Evacuation Operations

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- ☐ Peacekeeping operations
- ☐ Public Affairs
- ☐ Security cooperation (including foreign military training/advising)
- ☐ Special operations
- ☐ Stability operations
- ☐ %[22. Mission Types]Q22LBL_17%

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Did any of the individuals/groups you interacted with NOT speak English?

☐ Yes

☐ No

Did you use a formal or informal interpreter/mediator?

☐ Yes >>>> Skip to Page 31: What percentage of time did you spend interacting with your formal or informal interpreter/mediator in a typical week, including on and off duty time?

☐ No

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Did you **need** a formal or informal interpreter/mediator?

☐ Yes

☐ No

Advanced Branch: 34. Use Interpreter? Did you use a formal or informal interpreter/mediator? = No; >>>>
Skip to Page 32: Regarding your interaction with the foreign individuals and groups you previously indicated, please rate the IMPORTANCE of the following actions for **facilitating** the accomplishment of your mission(s) while on this deployment/station/assignment.

"Not Applicable" = your duties never involved these actions.

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What percentage of time did you spend interacting with your formal or informal interpreter/mediator in a typical week, including on and off duty time?

Percentage of time with formal or informal interpreter/mediator _____

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Recent Deployment/Cultural Skills:

Regarding your interaction with the foreign individuals and groups you previously indicated, please rate the IMPORTANCE of the following actions for **facilitating** the accomplishment of your mission(s) while on this deployment/station/assignment.

"Not Applicable" = your duties never involved these actions.

IMPORTANCE

	Unimportant	Of Little Importance	Moderately Important	Important	Very Important	Not Applicable
Influencing or persuading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behaving according to local cultural norms as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building rapport.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using or interpreting culturally-relevant body language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using basic words or phrases in a foreign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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language.

(End of Page 32)

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Recent Deployment/Cultural Knowledge:

What cultural resources did you use before or during your deployment/station/assignment? Check all that apply.

- ☐ PTP – live training
- ☐ PTP – online training or computer-based
- ☐ Subject Matter Expert(s)
- ☐ Other Marines
- ☐ Reading material
- ☐ Video
- ☐ Immersion exercise, such as Mojave Viper
- ☐ Intelligence
- ☐ In-country local relationships
- ☐ Interpreter
- ☐ Others. Please specify: _____

☐ **NONE** >>>> Skip to Page 35: For this deployment/station/assignment, please indicate the importance of using any type of cultural knowledge or information to do the following:

“Not Applicable” = your duties never involved these actions.

Advanced Branch: 39. Cultural Knowledge Items (Count) < 2; >>>> Skip to Page 35: For this deployment/station/assignment, please indicate the importance of using any type of cultural knowledge or information to do the following:

“Not Applicable” = your duties never involved these actions.

(End of Page 33)

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The cultural resources you selected in the previous question are listed below. What was the **most useful** for your deployment/station/assignment?

- ☐ PTP – live training
- ☐ PTP – online training or computer-based
- ☐ Subject Matter Expert(s)
- ☐ Other Marines
- ☐ Reading material
- ☐ Video
- ☐ Immersion exercise, such as Mojave Viper
- ☐ Intelligence
- ☐ In-country local relationships
- ☐ Interpreter
- ☐ %[39. Cultural Knowledge Items]Q59LBL_11%

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For this deployment/station/assignment, please indicate the importance of using any type of cultural knowledge or information to do the following:

"Not Applicable" = your duties never involved these actions.

IMPORTANCE

	Unimportant	Of Little Importance	Moderately Important	Important	Very Important	Not Applicable
Planning or decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding situations or events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anticipating second and third-order effects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with foreign individuals or groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(End of Page 35)

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When thinking about any of your overseas deployments/stations/assignments, what cultural knowledge or skill was the most important to your mission success and why?

What cultural knowledge or skills do you wish you'd had under your belt prior to any of your overseas deployments/stations/assignments?

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Any additional thoughts or comments?

(End of Page 37)

Appendix B: How to Understand the Statistics in this Report

- **Differences (U = xx, p = xx):** The Mann-Whitney test (“U”) is used to assess whether there are any statistical differences between two factors such as whether being enlisted or an officer makes a difference in how much time you spend with foreign groups.
- **Whether the differences are robust enough that they are unlikely to be due to chance is indicated by the “p = xxx”:** “p” is used to denote “probability”. Therefore, $p = < .05$ means the odds of these results being due to chance are less than 5 out of 100. Anything above .05 is considered not statistically significant and due to chance.
 - **Significance:** The term “significance” always refers to statistical significance in this report, which is independent of the magnitude of the effect in question (e.g., U = xx). Typically, the larger the sample size, the easier it is for a small effect to be statistically significant.

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