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### *Save the Date:*

- Enrollment window for spring 2015 session of "Introduction to Culture" (ITC): 3-16 Mar 2015; course dates 26 Mar-1 Jul 2014
- Enrollment window for summer 2015 session of "Introduction to Cross-Cultural Communication" (3C): 7-20 Apr 2015; course dates 30 Apr-5 Aug 2015



## Language Enabled Airman Program (LEAP) 2014 Selection Board "Best to Date"



Members of the Fall 2014 Language Enabled Airman Program (LEAP) selection board stand in front of the Fairchild Research Information Center at Maxwell Air Force Base, Montgomery, Alabama, on the second day of the scoring process, September 18, 2014. (Photo by Brandon M. Bridges)

**by Brandon M. Bridges**

Air Force Culture and Language Center

MAXWELL AIR FORCE BASE, Ala. – For three days in September, the selection board for the Language Enabled Airman Program (LEAP) convened at the Air Force Culture and Language Center (AFCLC). Headed by Ms. Theresa Sanchez, Deputy Senior Language Authority for the Air Force, the board reviewed the applications of hundreds of candidates seeking entry to the program.

Convened on Wednesday, September 17th, 2014, the board met for two additional days, vetting the backgrounds

and achievements of a broad field of applicants, the first stage of a process seeking to identify approximately 400 "able and willing" candidates.

"I didn't envy the board members' jobs, because the pool was very high quality," said Lt Col Julie Solberg, Chief of the Language Division. "There were a lot of tough decisions."

In a typical year, the selection board meets twice: once in the spring, to review applications from enlisted Airmen, and a second time in the fall, to review applications from commissioned officers and officer candidates. This year, the board met a single time to consider and review all applications. In all, 665 applica-

tions were received, covering 54 languages: 362 from officers, 206 from enlisted, and 97 from cadets. The principle objective of the selection board was to evaluate the 665 applicants based on their experience and background. Results were released in early November.

The 15-member board consisted of language professionals from diverse groups such as HAF/A1/A2, AFPC, DLI, IHS, MSAS, USAFA, ROTC, SAF/IA, AETC, and SOUTH-COM.

The 2014 board was notable for being the largest to date, with more board members and more records

*See LEAP, Page 8*



**AFCLC VISION**

The Air Force Culture and Language Center, as the acknowledged experts, will lead the U.S. Air Force in building a cross-culturally competent Total Force to meet the demands of the Service's dynamic global mission.

**AFCLC MISSION**

The Air Force Culture and Language Center creates and executes language, region and cultural learning programs for Total Force Airmen, and provides the Service with the subject matter expertise required to institutionalize these efforts.

The Air Force Culture and Language Center was founded at Air University in April 2006, embracing the Air Force Chief of Staff's intention to improve Airmen's cross-cultural competence.

In April 2007, the Air Force further demonstrated its commitment to culture learning by selecting cross-cultural competence as the centerpiece of Air University's re-accreditation efforts. In December 2007, the Center was made responsible for culture and language training, as well as education, across the entire Air Force. The Air Force Research Institute hosts the AFCLC.

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For Common Access Card users on the .gov or .mil domains, language, region and culture training is available at <https://wwwmil.maxwell.af.mil/afclc/>



UNITED STATES AIR FORCE  
CULTURE & LANGUAGE CENTER

Colleagues,

In my time as Acting Director of the Air Force Culture and Language Center, I have been greatly impressed by all the hard work you have done in so many areas. Although I have been affiliated with the academic research centers since 2012, I did not fully appreciate the myriad of activities you in the AFCLC are involved with. We truly have a remarkable team doing some great things for the AF and DoD.

Having served not just at home but also abroad, I have seen the need for what we do borne out in the real world. The Air Force supports missions around the world so when we go into a foreign country it is not enough that we simply know the language, we also have to know how to properly interact with the local populace.

Recently while serving at the International Security Assistance Force in Kabul, Afghanistan, I interacted with our Afghan counterparts, as well as many of our coalition partners. The experience proved to be not only rewarding, but illuminating as well. I gained a unique opportunity to see a highly diverse group of cultures. It really drove home how important it is for all of us to be cross-culturally capable. I actually utilized our field guide in my preparation and found it so helpful I ended up recommending it to others.

In the space of only these last several months, we have made some excellent strides in enhancing our contribution to the Air Force's language capability. In particular, we have seen demand for our Expeditionary Culture Field Guides increase significantly, then recently we provided over three thousand copies of



the South Korea culture guide to support Airmen working in that country. We will also soon be adding five new field guides to supplement the 28 we already have.

Additionally, as you all know, we recently held the 2014 selection board for the Language Enabled Airman Program. As a participant of the program, I have a deep appreciation for the amount of effort that it takes to make LEAP successful on a routine basis. Even that could not have prepared me for the amount of work and coordination involved in preparing for and carrying out a successful selection board. This year's board was the largest we have held, both in terms of the number of board members and the number of records reviewed. We received compliments on the outstanding support from both board members and our AFRI leadership. It would not have been possible without the dedication and professionalism displayed by our Language and Assessment Divisions.

Every leader wants to believe their team is the best; in my short time here, I can say that for me this is more than just a belief. I have heard from many of you how this has been a difficult time of transition and I realize we are not through it yet. However, I am appreciative of the opportunity to work through this change with you and know that as we focus on the positive we will continue to accomplish great things. We have the potential to impact every mission being carried out by the Air Force worldwide, and I know that we have the right people to make that impact a positive one.

Lt Col Todd Butler, USAF  
Acting Director, AFCLC

Special Feature

## AU QEP Passes Key Milestone September 2014



Dr. Brian Selmeski, Chief of Plans for the Air Force Culture and Language Center (AFCLC) presents an Educational Program Review (EPR) on the Air University Quality Enhancement Plan (QEP) during a Board of Visitors event on Monday, 17 November 2015. (AFCLC photo by Brandon M. Bridges)

by Brandon M. Bridges

Air Force Culture and Language Center

MAXWELL AIR FORCE BASE, Ala. – In 2009, Air University (AU) launched its Quality Enhancement Plan (QEP), a five-year endeavor which plays a significant role in the AU accreditation renewal effort. As its topic, the QEP focused on developing cross-culturally competent Airmen through the Professional Military Education (PME) system. In September 2014, that effort passed a major milestone: the completion of its final Educational Program Review (EPR).

The QEP defines cross-cultural competence (3C) as “the ability to quickly and accurately comprehend, then appropriately and effectively act, in a culturally complex environment to achieve the desired effect.” and identifies four student learning outcomes (SLOs) crucial to developing cross-culturally competent Airmen: content (or declarative) knowledge, 3C skills, 3C attitudes, and the applica-

tion of 3C concepts in novel contexts.

### History

Like any university, Air University requires periodic reaccreditation, and a key component of that process is a documented QEP. At the time of its inception, the SACS Reaffirmation Committee remarked of the plan, “The scope of this QEP is broad, touching...on six academic units of Air University... While ambitious, [it] is not trying to do too much at any one point.”

The Southern Association of Colleges and Schools (SACS) defines a QEP as “a carefully designed course of action to address a university’s educational needs.” Like any other QEP, that being undertaken by AU entails a thorough institutional assessment, selection of one topic to improve student learning, and establishment of measurable objectives. Within the framework of a QEP, AU selected its own topic for improvement, which was then evaluated by SACS.

AU’s QEP is widely regarded as an am-

bitious undertaking, unprecedented in scope; no institution the size of the Air Force has systematically built 3C across its entire force over a single generation. With a focus on providing education to officers and enlisted personnel of all ranks and occupational specialties, this QEP has a broad ambition to promote 3C across the entire general purpose force.

Despite that far-reaching scope, this QEP is also relevant, since developing Airmen’s 3C helps achieve mission success and avoid the potential pitfalls of operating in culturally complex environments.

“Cross-cultural competence was chosen as the area of improvement because of how important it is to the Air Force’s ongoing mission,” said Mr. Olin Goodhue, Chief of Mission Support at the AFCLC. “Airmen stationed all around the world are performing the mission while interacting with cultures which range from superficially similar to radically different to our own. It’s absolutely important to provide these Airmen with the knowledge and

Special Feature

skills necessary to operate and succeed in these environments over the long term.”

### Purpose and Scope

As conceived in 2009, the AU QEP laid out the vision “to create and implement a scientifically sound and institutionally sustainable plan to develop and assess cross-cultural competence across Air University’s continuum of education.” Dr. Patricia Fogarty, Assistant Professor of Cross-Cultural Relations at the AFCLC, instructs the Introduction to Culture distance learning course for the Community College of the Air Force (CCAF), one of the flagship courses of the QEP.

“Let’s say you learn about body language,” said Dr. Fogarty in reference to the SLOs. “You can identify all the gestures by studying photos. That’s declarative knowledge. The test of procedural knowledge, of learned skills, would be if you could apply your knowledge of body language toward a successful communication exchange with someone from another culture. For example, do you understand why the other person is standing so close to you, or trying to hold your hand? Then, for 3C attitudes, you would have to show an openness to meeting and talking with people from other cultures. It requires a willingness to learn from others.”

The fourth SLO emphasizes that it is important for Airmen to be able to transfer their classroom training to the operational environment.

### Findings

With the delivery of the final EPR, AU completed the implementation phase of the QEP, and began reporting its findings. Those findings, as reported by Dr. Brian Selmeski and the AFCLC Assessments Division, indicate that Air University demonstrated varying degrees of improvement on all SLOs.

In assessing content knowledge and 3C skills SLOs, AU demonstrated improvement across the board, and achieved nearly every educational goal it set. AU demonstrated proficiency with instruction, and proved able to effectively relate concepts to a learning audience.

Although there was demonstrated improvement with the other two SLOs, 3C attitudes and application, the results were not as pronounced. This is due in part to the nature of the SLOs themselves; attitudes are particularly difficult to change over the relatively short-term of a course at AU. Assessment for the various SLOs only covers changes before and after a course; like any skill, attitudes and application of 3C improve as Airmen re-

peatedly come in contact with 3C concepts over the course of their careers.

The transfer of classroom instruction to novel contexts SLO has been a well-documented challenge in education and training research for decades. Despite the inherent difficulty, the AFCLC was able to show some improvement in this area using situational judgment tests (SJTs), scenario-based multiple choice tests that are designed to test an Airmen’s ability to apply 3C skills and concepts to achieve mission outcomes in a hypothetical, cross-cultural context.

### What’s Next?

The final educational program review (EPR) marked the conclusion of the QEP’s implementation, and the progression into its assessment and reporting phase. The next step takes the form of a report from a 5-year Impact Study, which will be used as part of the evaluation by the Southern Association of Colleges and Schools (SACS) when making its final determination on accreditation renewal.

**For more information  
on the AU QEP, visit us  
on the Web:  
<http://culture.af.mil/QEP/>**



Dr. Brian Selmeski, Chief of Plans for the Air Force Culture and Language Center (AFCLC) presents an Educational Program Review (EPR) on the Air University Quality Enhancement Plan (QEP) on Monday, 4 November 2013. (AFCLC photo by Jodi L. Jordan)

## AFCLC Faculty Participates in Inter-University Seminar in Ottawa, Canada

by **Brandon M. Bridges**

Air Force Culture and Language Center

MAXWELL AIR FORCE BASE, Ala. - The charter of the Air Force Culture and Language Center (AFCLC) defines its mission as one of "defining, coordinating, and implementing cultural, regional, and foreign language education and training programs to satisfy Air Force requirements." Few opportunities fit that mission narrative better than the Inter-University Seminar (IUS), which took place in Ottawa, Canada, in September 2014.

"This kind of event goes to the very core of what the AFCLC is," said Lt Col Todd Butler, Acting Director of the AFCLC. "Our mission is to help develop cross-cultural competence in our military. Events like IUS, which are all about breaking down barriers and engaging with our global partners, give us a golden opportunity to do just that."

According to its public Web site, IUS is "a forum for the interchange and assessment of research and scholarship in the social and behavioral sciences dealing with the military establishment and civil-military relations." Its Fellows include academics, military officers, researchers, and students from over 35 countries, and while they may "differ widely in their strategic and political outlooks," they share the common view that "objective research on military organizations is a worthy endeavor."

Indeed, as part of an ongoing transformation across the whole of Air University (AU), the AU Commander and President have signaled a renewed enthusiasm for events of this sort. "Faculty, scholarship, and conferences," Lt Gen Kwast explains in his written vision, are "critical to our relevance and essential to being a world-class institution of higher learning."

"Conferences like the IUS are an excellent opportunity to meet other academics who are doing similar work to what we do at the AFCLC," said Dr. Angelle Khachadorian, Assistant Professor of Anthropology at the AFCLC. "That face to face interaction is



crucial. We benefit as scholars, and the Air Force benefits from the exchange of ideas that we have with other scholars."

Dr. Khachadorian was one of three AFCLC faculty members to attend the symposium. Also in attendance were Dr. Patricia Fogarty, Assistant Professor of Cross-Cultural Relations, and Dr. Brian Selmeski, Chief of Plans. They joined a multitude of representatives from a multitude of countries around the world.

"It gives us the opportunity to network and exchange ideas," said Dr. Selmeski, "giving us a broad range of ideas and viewpoints from across the globe."

During the two-day event, a total of 18 panels convened, each featuring presentations by academics and practitioners attending the symposium. In all, fifty papers were presented, covering topics ranging from "The Soldier-Host Citizen Contract: U.S. Military Doctrine and the Ambivalent Principles of Host Citizen Protection" (by Lisa Karlborg of Sweden), to "Think Tanks, Academia, Civil Society and Government Agencies: the French Debate on National Security" (by Dr. Sami Makki, of France), and many others.

Each faculty member from the AFCLC made presentations of their own. Dr. Khachadorian presented her pa-

per, "What Would Custer Do?: Teaching an Understanding of Tribal Values to American Military Personnel," on the first day, at a panel chaired by Morten Ender.

In her talk, Dr. Khachadorian points out that military personnel often deploy to areas where tribal groups are significant political and social actors, but frequently lack the training to properly interact with those groups.

"Course offerings at American Professional Military Education institutions tend to focus less on pre-national groups and more on the Westphalian nation-state," said Dr. Khachadorian. "That Westphalian concept doesn't necessarily reflect reality in the areas where the Air Force operates. If we're going to be successful in those areas, we have to be able to interact with and relate to our partners."

On the second day, at a panel he also chaired, Dr. Selmeski presented his own work, titled "Mirror, Mirror: Studying and teaching US military culture to improve security cooperation." His paper suggests that while it's critical to teach the US military about foreign cultures, it's just as important to help others understand US military culture.

"The efforts by the US Armed Forces over the past decade to teach service members

about the cultural beliefs and practices of others have been significant," Dr. Selmeski writes. "Unfortunately, those efforts haven't been complemented with commensurate efforts to understand our own culture."

As a result of that, Dr. Selmeski explains, US military personnel are often blind to how differently they perceive and react to situations compared to international partners.

"We have to turn our cultural microscope into a cultural mirror," Dr. Selmeski explains. "Studying our military's culture, and then teaching that culture to ourselves and our international partners, is no less important than studying other cultures and teaching that culture to our military."

Dr. Selmeski's presentation was followed by one from fellow AFCLC faculty member Dr. Patricia Fogarty. Her presentation involved a paper she co-authored with Dr. Jennifer Tucker, titled "Educating Airmen about Systems Thinking & Civ-Mil Partnerships."

The paper traces its origins to an elective being taught by Drs. Fogarty and Tucker at the Air Force Command and Staff College (ACSC).

"My goal was to help students understand the motivations, processes, and perspectives common to NGOs and other nonmilitary organizations that partner with the military," Dr. Fogarty explains. "Dr. Tucker immediately saw the potential for approaching the topic through the lens of systems thinking. As an anthropologist, I approach culture from a holistic perspective, which meshes quite well with systems thinking."

A holistic approach, according to Dr. Fogarty, is one whose elements are closely interconnected, and must be taken in the context of the greater whole. In similar vein, systems thinking analyzes events, behaviors, and environmental factors, as a part of holistic systems.

"The goal," adds Dr. Fogarty, "is to identify

the interrelationships of system elements, and look for cycles that lead to certain outcomes, rather than focusing only on linear cause-and-effect relationships. It leads to understanding how those interrelationships may lead to unintended consequences over time, and help identify points of leverage to reduce those consequences."

"It's always gratifying to see our faculty attending events like this," said Lt Col Butler. "I served in Afghanistan at the International Security Assistance Force's Joint Command, and I've seen up close that each of our peer nations brings a unique background and viewpoint to the table. If you understand going in that that's going to be the case, then you've already begun to equip yourself for success."

**For more information on the Inter-University Seminar, visit their Web site: <http://www.iusafs.org/>**

### About the IUS

The following is courtesy of <http://www.iusafs.org>:

The Inter-University Seminar on Armed Forces and Society (IUS) is a forum for the interchange and assessment of research and scholarship in the social and behavioral sciences dealing with the military establishment and civil-military relations. The Fellows who make up the IUS include academics, military officers, researchers, and students representing a variety of private and public institutions and various academic disciplines.

The IUS is based on the premise that research on military institutions is best conducted across university, organizational, disciplinary, theoretical, and national lines. The Fellows of the IUS differ widely in their strategic and political outlooks, but they share the common view that objective research on military organizations is a worthy endeavor. They believe that such research makes an invaluable contribution to citizen understanding of armed forces.

Headquartered at Loyola University Chicago, the IUS has Fellows in over 35 countries. The IUS publishes the leading journal in military-related research, *Armed Forces & Society*, a subscription to which is included as part of an IUS Fellowship.



#### DRAFT CONCURRENT SESSIONS SCHEDULE CURRENT VERSION (30 SEPTEMBER, 2014)

Saturday, October 18  
0830 - 1000

##### Session A - The experience of intervention

Panel Chair: Lisa Karlborg  
Lisa Karlborg - The Soldier-Host Citizen Contract: U.S. Military Doctrine and the Ambivalent Principles of Host Citizen Protection  
Sami Makki - Looking for Best Practices in Crisis Management: a Comparative Analysis of Standards and Procedures for Civil-Military Integration

##### Session B - Values, attitudes, and military intervention

Panel Chair: Morten Ender  
Charles Kirke - 'Values and Standards' as a Command Leadership and Management Tool  
Angelle Khachadorian - What Would Custer Do?: Teaching An Understanding of Tribal Values to American Military Personnel  
Morten Ender - Cadet and Civilian Undergraduate Attitudes toward Transgender People  
Victoria Tait - The Generational Transmission of Gender Stereotyping in CF Combat Arms

##### Session C - Canadian Peacekeeping in Perspective

Panel Chair: Joshua Libben  
Joshua Libben - The Canadian Departure from Peacekeeping: The Role of Strategic Subcultures in Troop Contributions  
Rachel Lea Heide and John Alan Boyd - Preparing for Future Military Humanitarian Assistance Operations: Canadian and American Perspectives and the Haiti 2010 Earthquake Case Study

Saturday, October 18  
1030 - 1200

##### Session A - Militaries and Innovation

Panel Chair: Maya Eichler  
Gary Schaub Jr. - Military Innovation: UAVs in the Canadian Forces  
Maya Eichler and Krystal Chapman - Engendering Military Deployment: Female Soldiers and Military Families in Canada  
Ross McGarry - Doing Military Repatriation Research.

##### Session B - Implications and consequences of military choices

Panel Chair: John DeRosa  
James Burk - Military Force and the Defense of Freedom  
Srđjan Vucetic - The International Politics of Fighter Jet Transfers  
John DeRosa - Civil-Military Relations in Post-Conflict Peacebuilding: A Case Study of Kosovo  
Adeolu Durotoye - International Response to Boko Haram Insurgency in Nigeria

LEAP, Continued from Page 1

reviewed than any previous board. "This was the best board to date," said Brig Gen (ret.) Gunther Mueller, who served on the board.

Since its inception in 2009, LEAP has attracted increasing levels of interest. The 458 new participants join an already sizeable group of language-enabled Airmen. The program's ranks currently include a total of 1,460 individuals, whose skills span over 80 languages.

To become participants in LEAP, Airmen must already have moderate to high levels of proficiency in a foreign language specified on the Air Force Strategic Language List (SLL). Participation in LEAP enhances and develops the innate language skills and interests of individual Airmen to their fullest potential.

LEAP also offers significant benefits to the Air Force as a whole. By identifying Airmen with a foreign language proficiency, the Air Force gains a ready pool of language-capable individuals across a wide variety of career fields, affording a great deal of flexibility in fulfilling missions requiring language skill.



Maj Heidi Dexter, SAF/IA, reviews applicant information during the scoring portion of the first day of the selection board for the Language Enabled Airmen Program (LEAP), September 17, 2014, begins at the Air Force Culture and Language Center, Maxwell Air Force Base, Montgomery, Alabama. (Air Force photo by Brandon M. Bridges)

For more information on LEAP, visit us on the Web at <http://culture.af.mil/leap/>

**Are you in LEAP? Are you on Facebook?**

USAF Language Enabled Airman Program

**LEAP**  
LANGUAGE ENABLED AIRMAN PROGRAM

USAF Language Enabled Airman Program

Join this group to see the discussion, post and comment.

**Be sure to join\* our Facebook group! Learn about all things LEAP, share your experiences, connect with your fellow group members, ask questions and get answers.**

<http://www.facebook.com/groups/AFLEAP/>

\*Closed group; memberships are subject to verification by LEAP staff.

Airman uses LEAP experience to enhance AFSOUTH mission

Fast Facts:

- "LEAP" stands for Language-Enabled Airman Program
- LEAP was initiated in October 2009
- 1462 total participants, 80 different languages
- So far in 2015, 460 LEAP participants selected for Language Intensive Training Events (LITEs); 510 total participants in 2014

by Jessica Casserly  
12th Air Force (Air Forces Southern) Public Affairs

DAVIS-MONTHAN AFB, Ariz. - The U.S. Air Force is made up of a diversely talented group of people whose personal skill sets often enhance their careers; one Davis-Monthan Airman is using his language and culture skills to support a unique Air Forces Southern mission.

Capt. Kawika Berggren, a C-130 navigator by trade and a fluent Spanish speaker, who is currently serving as the executive officer for the System of Cooperation Among the American Air Forces, was accepted into the Language Enabled Airman Program in 2011.

"The Language Enabled Airman Program is meant to facilitate the development and sustainment of foreign language skills of those serving in the Air Force," said Mr. Zach Hickman, director of Language Maintenance and Enhancement at the Air Force Culture and Language Center at Maxwell AFB, Alabama. "The program is voluntary for Airmen and participants may be accepted for multiple languages. Once a candidate applies, that application is evaluated by the LEAP selection board, which typically meets twice per year."

After receiving an endorsement from his commander and being accepted into LEAP, Berggren traveled to Ecuador for LITE, a program designed to immerse participants in the culture associated with their respective language, as well as bolster their language skills.

"With acceptance into LEAP, which is a life-long program, we're supposed to attend a language intensive or language immersion event within the first 24 months," Berggren said.

In addition to LITE, LEAP participants also take part in eMentor training to further strengthen their language skills and increase their understanding of the cultural elements associated with their respective languages.



Capt. Kawika Berggren (far right) and fellow Language Enabled Airman Program participants pause for a photo after receiving their certificates of completion for the Language Intensive Training Events program in Ecuador, Sept. 13, 2013. As part of his LEAP training, Berggren traveled to Ecuador to immerse himself in the Latin culture and bolster his language skills. (Courtesy Photo)

"Like any form of training, participation in LEAP enhances and develops the innate language skills and interests of individual Airmen to their fullest potential," Hickman said.

While all of the training and immersion has been personally rewarding, Berggren realized his LEAP experience has the potential to further the Air Force mission as well.

"The entire LEAP program is so that we have cultural SMEEs in different career fields," Berggren said. "I'm a navigator, who is considered a subject matter expert in Latin culture, not only because I speak the language, but because I have been down there learning the culture, going through the history, the mythology and the politics."

A combination of his LEAP training and communication with his commanders about his skill sets and career goals propelled Berggren to his current position with SICOFAA.

"SICOFAA originated in 1961," Berggren said. "The overarching mission [of SICOFAA] today is to promote and strengthen trust, friendship and mutual support among its members. Currently we have 20 member nations from Canada all the way down to Argentina. We also have five observing nations."

Having an understanding of Latin culture and being able to communicate fluently in Spanish, allows Berggren to facilitate SICOFAA exercises and events with these member and observing nations, which promote interoperability for humanitarian and disaster relief.

"This past [air chief's conference], we had a memorandum of understanding for bi-lateral humanitarian and disaster relief assistance," Berggren said. "For example, the earthquake in Haiti, if we had communications with them and if we would have had all of this already set up, we could have sent a message to all of our stations and let them know, 'They had a pretty bad earthquake, be on standby for assistance.' We're trying to guide towards cutting all of that red tape."

Ultimately, preparing Airmen who can effect change and strengthen partnerships through programs such as SICOFAA is what LEAP is all about. "By identifying Airmen with proficiency, the Air Force gains a ready pool of language-capable individuals across a wide variety of career fields, affording a great deal of flexibility in fulfilling missions requiring language skill," Hickman said.

Article courtesy 12th Air Force (AFSOUTH) Public Affairs Office. Reprinted with permission. <http://www.12af.acc.af.mil/>

For more information on LEAP, visit us on the Web: <http://culture.af.mil/leap/> or send an e-mail to [afclc.language@us.af.mil](mailto:afclc.language@us.af.mil)

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LANGUAGE ENABLED  
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Enhancing Language Skills  
Across the Total Force

LEAP  
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Colleagues,

If there is one constant to military service, it's change. Promotions, PCSing, and retirements are all things that can change the landscape at a duty station. During my time as Acting Director of the Air Force Culture and Language Center, it's been my pleasure and privilege to welcome a number of new faces to the AFCLC team. Occasionally, it's also my sad duty to announce the departures of valued members of the team.

As many of you may know, Lt Col Julie Solberg, who heads our Language Division, will soon be retiring. Her departure caps 23 years of distinguished service in the Air Force, during which time she served multiple tours overseas and held key positions with several organizations.

Since joining the AFCLC in October 2013, she has served as Language Division Chief, and has led the department with dedication and professionalism. Under her leadership, the division has flourished, adding staff to cope with a sharp increase in interest for the Language Enabled Airman Program (LEAP). Lt Col Solberg's leadership has generated not only interest from prospective members but also from mission and language partners from across the Department of Defense.

Last year, after the departure of Mr. Jay Warwick, for several months Lt Col Solberg assumed the duties and responsibilities of Acting Director of the AFCLC. It's to her credit that during that time, she was able



to maintain a stable operating environment, all while continuing her responsibilities as language chief. When I arrived months later and became Acting Director, the transition was smooth, and the environment I inherited was one based on collaboration and teamwork. It speaks volumes of Lt Col Solberg's leadership and

professionalism that she was able to foster that kind of atmosphere while managing such significant responsibilities.

Back in September, the Language Division conducted the 2014 Selection Board for LEAP. As impressive as the experience was on its own merits, with almost twenty board members from across the Air Force participating in the application review process, this particular event held additional significance—at the time, it was the largest board ever convened, both in terms of the number of board members and the number of records reviewed. One board member, Brig Gen Gunther Mueller (Ret.), remarked that it was “the best board to date.”

Saying goodbye to one of our own is never easy. I know that everyone at the AFCLC will join me in wishing Lt Col Solberg well as she enters civilian life, and begins this new chapter of her life. Her service does credit to herself and the United States Air Force, and it has been my pleasure and privilege to serve with her.

Lt Col Todd Butler  
Acting Director, AFCLC

## AFCLC Delivers 3,000 Culture Guides to South Korea

by Brandon M. Bridges  
Air Force Culture and Language Center

MAXWELL AIR FORCE BASE, Ala. – An old resource is about to get new life—in a major way. In response to interest, the Air Force Culture and Language Center (AFCLC) recently shipped over 3,000 copies of a recently developed US Forces Pacific Culture Guide on South Korea to US forces assigned there.

The delivery represents one of the AFCLC's largest single distributions of the guides to Airmen operating overseas.

“These guides will be very useful to the young Soldiers, Airmen, Sailors and Marines who get stationed in Korea for the first time,” said Lt Col Jackie Chang, Director of Air Force Programs, Joint U.S. Military Affairs Group Korea. “As well as those service men and women who come to support the two major exercises that we hold on peninsula every year.”

As the United States has maintained its presence around the globe, the need for tools like the field guides has only increased. The AFCLC presently offers a total of 28 field guides, each covering a different country. An additional five are planned for implementation in the near future: Japan, Thailand, Malaysia, India, and Colombia.

“These guides are the perfect travel companion,” added Maj Trevor Cook, HQ PACAF Regional Affairs Strategist, Korea. “You can put one in your pocket or in your rucksack, and just like that you have a perfect reference guide for your host country.”

The Expeditionary Field Guides have become popular across all the branches of the US armed forces. Typically 80 pages in length, they include key cultural information about each country, along with information pertinent to the Air Force's 12 domains of culture. Primary topics include history, religious traditions, and survival language skills.

Each field guide is a cultural sourcebook to help prepare US servicemembers for missions in culturally complex environments.



A US Airman stationed in South Korea displays a US Forces Pacific Culture Guide provided by the Air Force Culture and Language Center. (Courtesy Photo)

Designed to supplement other existing training, the guides offer fundamental information to help servicemembers understand the decisive cultural dimension of their assigned location. Each guide is organized into two sections: Culture General (CG) and Culture Specific (CS).

CG introduces basic foundational knowledge to function effectively in a global environment, such as a respective continent or COCOM. CS then addresses the unique cultural features of a particular country and its culture.

“These culture guides definitely make a difference to Airmen going into a foreign country,” said Maj Cook. “If you know nothing about a place like South Korea, having one of these in your pocket gives you a sense of confidence.”

First introduced in 2009, the guidebooks initially focused on Iraq and Afghanistan. In the years since, as the US mission has broadened its scope across the globe, the AFCLC has produced guides for many additional countries. Interest in, and demand

for, the field guides is likely to remain high as the US mission continues to evolve.

“Many of our young servicemembers learn in their first overseas deployment what it means to be an Ambassador of the United States,” said Lt Col Chang. “We don't want them to learn the hard way that a misstep in a host nation could lead to an international incident. This field guide provides knowledge to the servicemember to help them understand and appreciate the culture they're operating in – this in turn enables them to get out and enjoy the culture.”

As part of the continuing effort to seamlessly support servicemembers around the world, the AFCLC is also in the process of developing a mobile app exclusively for the field guides. When complete, the app will simplify the process of locating and downloading specific field guides to servicemembers' mobile devices.

In the meantime, all 28 field guides are available in PDF format from the AFCLC web site, <http://culture.af.mil>.

## AFCLC'S CCAF Courses Continue to Draw High Interest



by **Brandon M. Bridges**

Air Force Culture and Language Center

MAXWELL AIR FORCE BASE, Ala. - For the fifth consecutive year, two courses offered by the Air Force Culture and Language Center (AFCLC) have drawn high interest from across the Air Force. Established in 2009 and available to the enlisted members participating in the Community College of the Air Force (CCAF) program, these two courses have received a growing number of requests for enrollment by CCAF participants.

"It's simultaneously amazing and unfortunate that we've had to turn away Airmen from every offering of our courses," says Mr. Olin Goodhue, Mission Support Chief. "In recent years we've even had to close enrollment windows early because of the magnitude of the response."

Delivered via distance learning, the two courses are "Introduction to Culture" (ITC) and "Introduction to Cross-Cultural Communication" (CCC), each offered twice per year. Both courses provide three semester hours of social science or program elective, resident credit through CCAF, and consist of 12 lessons presented online with pacing

somewhat customizable by the student.

Each course focuses on cross-cultural competence (3C) from a different perspective. ITC is the broader course which explores many aspects of human life which together constitute culture, such as family relationships, religion and belief systems, sports, health practices, history and myth, and others, while CCC is more narrowly focused to help Airmen better understand the process of communicating across cultural boundaries.

"While both are stand-alone courses, ITC is about establishing a larger framework for Airmen to evaluate their cultural environment so they can respond appropriately," explains Mr. Goodhue. "Conversely, CCC delves more deeply into an essential part of that framework."

The principal objective of both courses is to make expeditionary operations more effective by providing Airmen with the tools to successfully navigate unfamiliar cultures. These courses do not focus on specific knowledge about specific cultures, but rather on the kind of general knowledge necessary to make an Airman more effective with any foreign culture. An Airman who is cross-cultur-

ally competent understands how to identify and acquire the knowledge needed to interact with both coalition partners and host nation citizens more fluidly.

"Simple mission accomplishment isn't enough," says Mr. Goodhue. "Cross-cultural competence is ultimately about accomplishing the mission in a way which will promote the greatest cultural acceptance and thus be most likely to endure."

While these lower division college courses have a unique military orientation, they are otherwise like most online college courses. These are not ADLS courses. Each requires 45 contact hours which include assigned readings, media presentations, formative exercises, simulations, and opportunities to engage in class discussions. Both courses require participants to complete situational judgment tests, graded lesson quizzes, midterm and final exams. All content is delivered for free via Air University's Blackboard learning management system.

For more information on CCAF courses offered by the AFCLC, contact 334.953.9292 or e-mail [afclc.enroll@us.af.mil](mailto:afclc.enroll@us.af.mil)



Lt Col Todd Butler, Acting Director of the Air Force Culture and Language Center (right) stands with the Hon. Ms. Heidi Grant, Deputy Under Secretary of the Air Force, International Affairs (left), in front of a banner promoting Language, Region, and Culture Education, during a visit on Tuesday, February 3, 2015. During her visit, part of a tour of Maxwell AFB, Ms. Grant received a briefing on the Language Enabled Airman Program (LEAP) from the AFCLC Language Division. (AFCLC photo by Brandon M. Bridges)

Photo Highlights



During its first Language Day event on October 8, 2014, the Air Force Culture and Language Center, Maxwell Air Force Base, Alabama, hosted a group of home-school students and their parents, allowing them to interact with instructors from the Defense Language Institute and learn the importance of learning global languages. (AFCLC photo by Brandon M. Bridges)



Lt Gen (ret) Allen Peck, Director of the Air Force Research Institute, gives opening remarks on the first day of the selection board for the Language Enabled Airmen Program (LEAP), September 17, 2014, at Maxwell AFB, Montgomery, Alabama. The board, scheduled to last three days, included members from a wide variety of Air Force backgrounds. (Air Force photo by Brandon M. Bridges)

Photo Highlights



Lt Col Todd Butler, Acting Director of the AFCLC (right), presents Mr. Chris Chesser, Language Intensive Training Event (LITE) Program Manager (left) with a Certificate of Recognition on Wednesday, February 4, 2015, for his role in preparing and coordinating a briefing for the Hon. Ms. Heidi Grant's visit to the AFCLC. (AFCLC photo by Brandon M. Bridges)



CMSgt Timothy Horn, senior enlisted representative for Air University, left, and Mr. Gregory Day, Acting Deputy Director of the Air Force Culture and Language Center, walk towards the AFCLC building Thursday, August 28th, 2014. CMSgt Horn visited the AFCLC to learn more about its ongoing activities and programs. (AFCLC photo by Brandon M. Bridges)



Lt Col Todd Butler, acting director of the Air Force Culture and Language Center (left) stands with Lt Col Julie Grundahl, Chief of the International Airmen Division, Assistant Deputy Under Secretary of the Air Force, International Affairs, in front of a sign for the AFCLC. Lt Col Grundahl visited the AFCLC on 3 September 2014. (Air Force photo by Brandon M. Bridges)