AFCLC Works with Eaker Center to Integrate 3C into PCE Curriculum

by Brandon M. Bridges
Air Force Culture and Language Center

MAXWELL AIR FORCE BASE, Ala. – A core element of the mission of the Air Force Culture and Language Center (AFCLC) is to help to build a cross-culturally competent total force. In addition to its own in-house programs and curricula, the Center regularly partners with peer organizations at Maxwell AFB. This involves regular lectures at the Ira C. Eaker Center for Professional Development, delivered by Dr. Patricia Fogarty, Assistant Professor of Cross-Cultural Relations at the AFCLC.

The Eaker Center’s mission statement describes a goal of providing “the highest quality, multi-disciplined professional continuing education and training that drives the future success of Air Force, DoD, and international students.” To that end, it oversees a variety of schoolhouses, one of which is the Personnel Professional Development School.

Working with the Personnel Professional Development School through the Eaker Center, Dr. Fogarty teaches two principal objectives: one, focusing on workplace diversity and culture, and the other, focusing on cultural diversity in other locations.

See Eaker, p.8

Dr. Patricia Fogarty, Assistant Professor of Cross-Cultural Relations at the Air Force Culture and Language Center, gives a lecture on cross-cultural competence (3C) at the Eaker Center on Thursday, April 23, 2015. (AFCLC photo by Brandon M. Bridges)
The Air Force Research Institute hosts the AFCLC. In April 2007, 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 as the centerpiece of Air University’s commitment to culture learning by selecting cross-cultural officers. (AFCLC photo by Brandon M. Bridges)

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.

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 Airman’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.

600 Chennault Circle Bldg 1405
Maxwell AFB, AL 36112
Phone: 334.953.7729
Fax: 334.953.1614
E-mail: afclc.outreach@us.af.mil

Follow us on Twitter @AFCLC or Facebook at: http://www.facebook.com/airforcecultureandlanguagecenter
Subscibe on DVIDS: http://www.dvidshub.net/unit/AFCLC/
Public Web site: http://culture.af.mil/
A Cross-Cultural Success

When the delegation first arrived, they were greeted by heavy rain. The moment, however, provided the first of what would be many opportunities for a cultural exchange.

“To the Chinese, rain symbolizes washing away dust, and bringing good luck,” explained Mo. “It was perfect timing.”

More important than the weather, according to Chao, was the welcoming protocol officer. “If we’re going to succeed in side conversations, and the on-the-spot feedback they received was consistently positive.

“They liked that LEAP was supporting the visit,” said Wang. “The last time we did this there was just one translator for the entire group. This time, we only had five to six people per LEAP participant.”

“Id never met a PLAAF officer, so it was eye opening to sit down and have a conversation about our military life,” said Chao. “Engagements and interactions like this strengthen our trust and boost our understanding of each other, and all this together will help eliminate misunderstandings and miscommunications.”

“If you want to have global-reaching power,” added Wang, “then you need to develop global language and culture understanding. And that’s what LEAP does.”

According to Col. Mark Sweetkoske, the U.S. Air Attaché at the U.S. embassy in Beijing, the Chinese delegation lauded the AU stop as “the best” for support and information exchange, and Air University was quick to offer praise to LEAP for helping make that happen.

“Their professionalism and participation were key in making this visit a success,” said Thomas. “Their unique skill set and expertise enabled AU and PLAAF to share ideas and information in a way that would not have been possible without their support. In addition, they displayed the highest level of professionalism and portrayed Air Force captains as competent and effective, further demonstrating the impact of professional education and formal training.”

special feature

Command College and a mix of instructors

The delegation visiting AU consisted of language and translation support along the way.

As part of a reciprocal arrangement international leaders to Air University. As part of a reciprocal arrangement with the Air War College, Air University personnel escorting the participants from LEAP joined the group from the People’s Liberation Army Air Force Command College.

As part of a reciprocal arrangement with the Air War College, Air University personnel escorting the participants from LEAP joined the group from the People’s Liberation Army Air Force Command College.

As part of a reciprocal arrangement with the Air War College, Air University personnel escorting the participants from LEAP joined the group from the People’s Liberation Army Air Force Command College.

As part of a reciprocal arrangement with the Air War College, Air University personnel escorting the participants from LEAP joined the group from the People’s Liberation Army Air Force Command College.

As part of a reciprocal arrangement with the Air War College, Air University personnel escorting the participants from LEAP joined the group from the People’s Liberation Army Air Force Command College.

As part of a reciprocal arrangement with the Air War College, Air University personnel escorting the participants from LEAP joined the group from the People’s Liberation Army Air Force Command College.

As part of a reciprocal arrangement with the Air War College, Air University personnel escorting the participants from LEAP joined the group from the People’s Liberation Army Air Force Command College.
AFCLC, AFNC Partner with Squadron Officer College (SOC) to Promote 3C, Negotiation Skills

Capt James Garris begins a class on Cross-Cultural Negotiations at the Squadron Officer College (SOC). (AFCLC photo by Brandon M. Bridges)

by Brandon M. Bridges

Air Force Culture and Language Center

MAXWELL AIR FORCE BASE, Ala. — The nature of the mission of the Air Force Culture and Language Center (AFCLC) is such that it contributes in ways great and small to a wide variety of missions across the Air Force. Collaboration with partners near and far is simply a part of the job—but an oft-overlooked truth is that some of the most important collaborations are those closest to home. One such collaboration is with the Squadron Officer College (SOC), much of what the Center provides is culture-general knowledge. So how does the AFCLC fit into the mix? It’s telling that as long as this has been happening, SOS continues to find utility in cross-cultural competence curricula,” said Capt. Noonan. “As long as they continue to look to us for that information, we’re more than happy to provide."

Air Force Negotiation Center

Like the AFCLC, the Air Force Negotiation Center (AFNC) provides critical information and expertise to SOS in support of their curriculum. Negotiation is a required subject for SOS students, whether enlisted or commissioned, and in terms of any one series of thoughts, “It’s for a smaller class, usually 60 to 70 students, but mediation skills are just as important as negotiation, especially for anyone working towards a leadership position.” Indeed, AFNC sees its role as helping SOS work through its needs, and providing support in whatever capacity is needed. With his background as an SOS Flight Commander, Mr. Finn knows firsthand that the needs of the teaching mission can change from year to year. "We can provide as much or as little help as they need," he said. “We can provide the curriculum, advise or help craft the curriculum, or we can teach it." Indeed, according to Dr. Stefan Eisen, Director of the AFNC, collaborations such as the one with SOS are simply part of the job. Dr. Eisen’s background also includes time spent at SOS, and his time as a squadron commander there gave him a unique appreciation for AFNC’s role in supporting Air Force PME.

"As senior leadership continues to stress the importance of Air Force members developing negotiation skills to operate globally," said Dr. Eisen, "we in the Negotiation Center remain dedicated to providing education and training support at every level."

Recently, for instance, Dr. Fogarty, along with Mr. Greg Day, Director of Staff at the AFCLC, reviewed SOS’s current lesson and teaching plans, and made suggestions for revision. "In most cases, they show us what they’re already doing, and ask if it’s still current or needs revisions,” explained Dr. Fogarty. “For example, over the past two years, we’ve worked with them on an ongoing basis to refine the source material to fit the changing needs of their curriculum. What we’ve found is that as 3C has become more integrated into the overall Air Force PME, SOS students have begun to require more in-depth instruction. So, where we used to only provide that detailed education to field-grade officers, we’ve recently begun offering it to company-grade officers as well.”

The first of the two lessons deals with cross-cultural negotiation, while the second focuses entirely on cross-cultural competence. According to Capt. Noonan—himself a graduate SOS instructor—the course includes cross-cultural competence (3C), leading change, general leadership principles, communication, the profession of arms, critical thinking, and joint operational planning. All represent key skillsets for any leader, but they are especially critical for a 21st century military leader, given the global and unpredictable nature of the Air Force’s mission.

"How do you operate in a culturally-complex environment?" Noonan said in explaining the guiding questions of both lessons. "And then how do you effectively work and represent the US military in that environment, and then operate towards mission success?"

To answer that, the AFCLC provides content that fits with Captains’ needs, as derived from the Institutional Competency List from Air Force doctrine, the Air University Continuum of Officer and Enlisted Professional Military Education Strategic Guide (a.k.a. the Continuum of Education Strategic Guidance, or CESG), and ongoing needs discussions that take place with SOS leaders.

According to Dr. Patricia Fogarty, Assistant Professor of Cross-Cultural Relations, who is the primary liaison between AFCLC and SOS, much of what the Center provides is culture-general knowledge.

"Our content has mostly focused on general 3C knowledge, skills, and attitudes (KSAs), on cross-cultural communication knowledge and skills," she explained. "We do content updates, as well as provide new content.”

The second lesson focuses on cross-cultural negotiation, and in terms of any one series of thoughts, “It’s for a smaller class, usually 60 to 70 students, but mediation skills are just as important as negotiation, especially for anyone working towards a leadership position.” Indeed, AFNC sees its role as helping SOS work through its needs, and providing support in whatever capacity is needed. With his background as an SOS Flight Commander, Mr. Finn knows firsthand that the needs of the teaching mission can change from year to year. "We can provide as much or as little help as they need," he said. “We can provide the curriculum, advise or help craft the curriculum, or we can teach it.”

Indeed, according to Dr. Stefan Eisen, Director of the AFNC, collaborations such as the one with SOS are simply part of the job. Dr. Eisen’s background also includes time spent at SOS, and his time as a squadron commander there gave him a unique appreciation for AFNC’s role in supporting Air Force PME.

"As senior leadership continues to stress the importance of Air Force members developing negotiation skills to operate globally," said Dr. Eisen, "we in the Negotiation Center remain dedicated to providing education and training support at every level."

http://culture.af.mil/ • afclc.outreach@us.af.mil • 334.953.7729

http://culture.af.mil/ • afclc.outreach@us.af.mil • 334.953.7729
The first course is all about helping flight commanders relate to other cultures, as well as their own within the Air Force,” explained Maj Anthony Pickett, Course Director for the Personnel Professional Development School. “The course is geared towards the internal dynamics of the US Air Force, and when you have 100 to 400 people in a single flight, it’s a consideration you have to take into account.”

A key element of recognizing the diversity of cultures within the US Air Force involves an acknowledgment of the various and diverse backgrounds of its members. Factors such as racial background, gender, and economic background all affect an Airmen’s beliefs and perceptions.

To demonstrate, Dr. Fogarty organized a series of exercises with the diversity students. “First, I asked for a few volunteers,” Dr. Fogarty explained. “We wrote down assumptions about each volunteer—including me—based on first impressions.”

Next, she conducted an exercise to demonstrate how life events affect perceptions. A group of students lined up, and then moved forward or backward from the starting line based on their responses to specific scenarios or questions.

“It ended up giving people an understanding of the impact different events can have on one’s life and perceptions of others, on rate of success in career and family,” said Dr. Fogarty. “The goal is to give participants a perspective on other people’s lives. It can help us understand that others may have a completely different outlook on life, assumptions about what’s normal. And it’s a reminder that they may not understand our perspective.”

Then, the class performed the first exercise again, to see how the step exercise had changed their perceptions of one another. The second course objective deals with cultural diversity in other locations, such as other countries, and provides instruction on dealing with non-American cultures.

“The challenge with a course like this is that participants are going to so many different places,” said Maj Pickett. “They’d like information on specific locations, but we make the coursework more broad so we can make it relevant to everyone.”

The second course objective focuses more on force support squadron (FSS) personnel, and reflects a growing emphasis across the Air Force on diversity, a broad implementation of what the AFCLC refers to as cross-cultural competence, or 3C. The FSS coursework has a broad audience, including mid-to-senior enlisted Airmen, as well as officers up through lieutenant colonel.

“We’re being asked to incorporate diversity awareness and leadership training into all of our PCE coursework,” explained Maj Pickett. “Collectively, both of the course objectives that Dr. Fogarty teaches reflect the core mission of the Eaker Center, which is to professionally develop our Airmen into better leaders.”

The ultimate objective, says Ms. McKenzie, is to better target the proper languages, ranks, and Air Force Specialty Codes (AFSCs) to meet whatever mission requirements may arise.

Under the new approach, dubbed “open application” by LEAP program managers, applicants will now be able to submit completed packages at any time during the year. Selection boards will continue to convene on a regular basis; when a board is scheduled, a corresponding cutoff date will be announced for applicants wishing to be considered by that board.

This means that, although the application system will remain open and available after the board cutoff date, only completed applications received prior to the cutoff date will be reviewed by that board. Applications received after the cutoff date will be rolled over to the next board.

“This year,” said Ms. McKenzie, “we have a board scheduled in mid-September. So we’ve set the deadline for online application completion for 17 August.”

Interested in joining LEAP in 2015?

Current guidance, as published in the 2015 selection memo, outlines eligibility requirements for Airmen interested in LEAP:

- USAF Active Duty (AD) Enlisted Airmen (excluding IN3 and IAB career fields) with at least 48 months Time in Service (TIS), rank of Senior Airman (SrA) through Senior Master Sergeant (SMSgt), completion of all 5-Skill Level and Career Field and Education Training Plan (CFETP) requirements, and not within two years of separation or retirement.

- USAF AD Commissioned Officers not within two years of separation or retirement.

- USAF Officer Candidates with a commission date scheduled for the current academic year may apply. However, officer candidates applying now will be considered by a 2016 board instead of the fall 2015 board. Further instructions for cadet applicants will be released in August 2015. Cadets not career designated should understand that participation in LEAP may influence their ultimate career paths and/or assignments. Additionally, their chosen language may change to accommodate demand signals from career field functional managers and needs of the Air Force. Involvement in LEAP will in no way preclude participation in any rated Air Force program (pilot, navigation, etc.). To apply, interested Airmen must be on a military domain computer with a CAC-reader and an Air University (AU) Portal account to begin a LEAP application. Applicants that need to create or update their AU Portal account will be redirected to the AU Portal before going to the application site.
Participant numbers of the Language Enabled Airman Program (LEAP) have increased steadily. In 2015, 350 LEAP members were taking the language assessment tests. A selection of these LEAP members was chosen to form a panel of speakers to participate in the testing process. The LEAP participants, who were given the opportunity to take the test, were surprised at the improvements made in the new tests.

The new language assessment tests are part of a larger project to improve language proficiency testing for the Air Force. The Air Force Language Institute (AFCLC) is working with the Defense Language Institute Foreign Language Center (DLIFLC) to develop a new set of tests. These new tests aim to better assess the language proficiency of Air Force personnel and to provide more accurate feedback on their progress.

The new tests are being field tested to ensure they are effective and reliable. The field testing process involves selecting a group of LEAP members to participate in the testing process. These LEAP members are given the chance to take the new tests and provide feedback on their experience.

In conclusion, the new language assessment tests are a significant step forward in improving language proficiency testing for the Air Force. The project is being conducted in collaboration with the Defense Language Institute Foreign Language Center (DLIFLC) and the Air Force Language Institute (AFCLC). The new tests are being field tested to ensure they are effective and reliable. The feedback from the LEAP members participating in the testing process is being used to improve the tests and ensure they meet the needs of Air Force personnel.
AFCLC Training Prepares General Officers for Deployment

by Brandon M. Bridges

Air Force Culture and Language Center

MAXWELL AIR FORCE BASE, Ala. – When thinking of deployments to a foreign country, most discussions turn immediately to the tactical questions: where is the country, most discussions turn immediately to the tactical questions: where is the country, most discussions turn immediately to the tactical questions: where is the country, most discussions turn immediately to the tactical questions: where is the country.

And how can we best work with them?

For a group of general officers and most discussions turn immediately to the tactical questions: where is the country, most discussions turn immediately to the tactical questions: where is the country, most discussions turn immediately to the tactical questions: where is the country, most discussions turn immediately to the tactical questions: where is the country.

greater importance: who are our allies?

When thinking of deployments to a foreign country, most discussions turn immediately to the tactical questions: where is the country, most discussions turn immediately to the tactical questions: where is the country, most discussions turn immediately to the tactical questions: where is the country, most discussions turn immediately to the tactical questions: where is the country.

Planning for the first 2015 iteration of the course began in early January. Dr. Will Dunleavy, Assistant Professor of Organizational Communication at the AFCLC, served as the professor of record for both 2015 iterations of the course, and was responsible for the development of both curricula.

This iteration of GOPAC was particularly challenging due to having two separate Areas of Operation, Afghanistan and Qatar, encompassing three distinct Air Expeditionary Wing missions, said Dr. Dunleavy. “The Afghanistan course alone required extensive curriculum changes in order to meet the Culture, Regional Expertise, and Language education needs of General Officers taking command there, especially with leadership changes within the government of the Islamic Republic of Afghanistan. All in all, the challenge GOPAC presents brings out the best in the AFCLC; working with our peer organizations continually results in quality education for important people doing important work.”

No other service has a program like GOPAC, he said. “It’s a weeklong culture and language prep for general officers going downrange.”

Just as important, he added, is the fact that the course is fairly rigorous. Dr. Selmeski describes it as “an academic program built on solid theory and research.”

“One more than just a scholarly venture,” he added. “We’re preparing them to do things.”

In the Spotlight

Preparation

As with any major undertaking, GOPAC requires a significant amount of planning and preparation. AFCLC and its supporting subject matter experts tailor each course to the specific needs and circumstances of the general officers attending.

“The greatest thing about GOPAC is that it’s tailored for each general officer and their circumstances,” said Lt Col Todd Butler, Acting Director of the AFCLC during both 2015 iterations of the course. “We do as much as we possibly can to make the course material relevant for their specific location.”

In the Spotlight

Training

To maximize the effectiveness of the course, GOPAC is designed to be a fully immersive experience. In addition to the rigorous course of instruction, the training area is such a feature designed to mimic the countries being discussed. GOPAC 15-2 saw an entire wing of the AFCLC facility transformed into miniature replicas of meeting rooms in Qatar and Afghanistan, with touches both large and small.

Oriental floor rugs, gathered specially for the occasion, adorned one hallway. Miniature tapestries hung from the walls in the Afghan training room, while across the hall, Qatari pottery filled the shelves of a bookcase.

“With this year’s GOPAC I finally got to see behind the curtain,” said Olin Goodhue, Chief of the Mission Support division at the AFCLC. “From that perspective the most striking aspect of the program is the exhaustive interdisciplinary groundwork. It goes without saying this is one of the more critical things we do, and I can’t over emphasize how the extensive preparation transforms this course into a comprehensive learning experience.”

Collaboration

To make GOPAC a success, AFCLC routinely partners with several of its peer organizations, one of which is the Defense Language Institute Foreign Language Center (DLIFLC).

As the DoD Executive Agent for foreign language instruction, the DLIFLC has provided all language instruction since the beginning of GOPAC.

“Of all the things DLI contributes here at Air University, GOPAC certainly gets the most visibility,” said Mr. Rob Møllersen, who serves as on-site liaison between AFCLC and DLIFLC. “Each GO seems to really appreciate the language training they receive prior to deployment, and we like the opportunity to set them up for success.”

The other major partner AFCLC works with on GOPAC is the Air Force Negotiation Center (AFNC). AFNC actually plays two distinct roles in the first, to provide cross-cultural negotiation training, and second, to plan and prepare for the end-of-course exercises.

Any senior leader going into a foreign theater is going to need to know how to interact with someone from that culture,” said Dr. Stefan Eisen, Director of the AFNC. “When you’re acting on behalf of the United States military, a key element of interaction is going to be negotiation. Nothing is ever a given when you’re interacting with a foreign leader, so it’s critical that we equip our leaders with the skills they need to accomplish the mission.”

The end-of-course exercise is particularly important, adds Dr. Eisen.

“Exactly what we do at the end of each GOPAC differs depending on a number of factors,” he said. “This April, the GOPAC team did both a Key Leader Engagement (KLE) and a round table.”

The round tables developed jointly by AFCLC and AFNC exercise critical negotiating opportunities when engaging with key leaders as they resolve issues. In addition, the KLEs involve building a specific scenario using inputs from experts and then simulating an actual meeting between US military leaders and their counterparts. In keeping with GOPAC’s immersive nature, the experts typically appear in appropriate regional garb, and staff members stand in to play the roles of military and government attaches. Appropriate customs are also observed, down to the specifics of such things as pouring of tea.

“We want to make it as authentic as we can, and any failure here it’s actually going to be like,” said Dr. Eisen.

Conclusion

Asked about his feelings regarding GOPAC, Lt Col Butler was effusive in his enthusiasm. “From my chair as the acting director of the AFCLC,” he said, “I’ve now had the duty and privilege of overseeing the whole GOPAC process twice in 2015. I’ve said it many times before, but having watched the process come together, I’ll say it again: the team we have here is as capable and dedicated as a team could hope for. Thanks to them and their hard work, we didn’t just ‘do’ GOPAC, we’ve made it a very successful course.”
In the Spotlight

Captain Journeys Back to Vietnam in One LEAP

by John Parker
Tinker Air Force Base Public Affairs

TINKER AIR FORCE BASE, OKLA. -- Born and raised in Vietnam until he was 15, Capt. Thomas Pham joined the Air Force in 2004 with hopes of one day using his native language fluency on behalf of his adopted nation.

So when the Air Force's Language Enabled Airman Program began, Captain Pham "leaped" at the chance. LEAP seeks Airmen already proficient in foreign languages to help sustain and improve their skills and be on call for key assignments around the globe.

"I thought this might be a great program to join and, who knows, I thought someday they might be able to send people to Vietnam to work in the embassy or anywhere," said Captain Pham, a science and engineering development manager at the Air Force Sustainment Center at Tinker AFB. "I applied and I've been in LEAP ever since."

After two LEAP-related assignments working with the U.S. Embassy in Hanoi, Captain Pham said the experiences were dreams come true. His extensive work there included clearing a diplomatic hurdle for the U.S. Transportation Command and helping coordinate planning for a survey of three major Vietnamese seaports and two airports for possible use in humanitarian disaster relief, if needed. It was a site survey for the U.S. funded Disaster Management Center and a kindergarten. He also translated and funded Disaster Management Center and the U.S. Embassy in Hanoi.

During six weeks, Captain Pham's duties included translating for Ambassador David B. Shear during a ribbon cutting for a U.S.-included translating for Ambassador David B. Shear during a ribbon cutting for a U.S.-funded Disaster Management Center and the U.S. Embassy in Hanoi.

The captain graduated from Oklahoma City's Western Heights High School, then acquired a bachelor's degree at the University of Oklahoma in 2004 and a master's degree in 2011. He earned naturalized American citizenship in 2001.

Captain Pham's first LITE assignment was as an intern for the Office of Defense Cooperation at the U.S. Embassy in Hanoi. During six weeks, Captain Pham's duties included translating for Ambassador David B. Shear during a ribbon cutting for a U.S.-funded Disaster Management Center and a kindergarten. He also translated and helped coordinate planning for a survey of three major Vietnamese seaports and two airports for possible use in humanitarian disaster relief, if needed. It was a site survey for the U.S. Transportation Command.

Captain Pham's performance led to another trip to Hanoi last summer when the Office of Defense Cooperation requested him by name. He served as a cadre of the U.S. Army's Cadet English Language Training Team for two months.

Captain Pham has vacationed several times in Vietnam, but his work with LEAP was the first time he traveled there for the Air Force. They were his first trips to Hanoi and northern Vietnam.

The captain highly recommends LEAP for Airmen.

"If you already have that skill in a language, LEAP will help you throughout your career," Captain Pham said. "You get sent overseas to that country to immerse in that culture, that language, and it helps you better that skill throughout your career."

The captain said his LEAP experiences have been the highlight of his career. "I loved it," he said.

"I recommend LEAP for anyone who wants to improve their skill and someday connect with their home country and represent the U.S. military in some small way and improve the relationship of the U.S. in that country."

Captain Pham's performance led to another trip to Hanoi last summer when the Office of Defense Cooperation requested him by name. He served as a cadre of the U.S. Army's Cadet English Language Training Team for two months.

Captain Pham has vacationed several times in Vietnam, but his work with LEAP was the first time he traveled there for the Air Force. They were his first trips to Hanoi and northern Vietnam.

The captain highly recommends LEAP for Airmen.

"If you already have that skill in a language, LEAP will help you throughout your career," Captain Pham said. "You get sent overseas to that country to immerse in that culture, that language, and it helps you better that skill throughout your career."

"I recommend LEAP for anyone who wants to improve their skill and someday connect with their home country and represent the U.S. military in some small way and improve the relationship of the U.S. in that country."
Capt Gordon Randall and Dr. Sandra Schoder represented the Air Force Culture and Language Center (AFCLC) and Air University’s Defense Language Institution Language Training Detachment (DLI LTD) at the DLIFLC Language Day event in Monterey, California on 8 May. The target audience was the 1,000+ airmen linguists in training, hundreds of language instructors, major language-focused stakeholders, and thousands of middle and high school students in attendance. On Soldiers Field, Capt Randall and Dr. Schoder explained the mission set of the AFCLC and DLI LTD in Air University to mold cross-culturally competent language-enabled airmen. They passed out nearly 300 Air Force Expeditionary Field Guides, over 100 brochures promoting the Language Enabled Airman Program (LEAP), and many culture-related quizzes and fact sheets. This was an outstanding opportunity to represent the AFCLC, DLI and LEAP, to recruit potential LEAP participants, and encourage LEAP utilization.