



LRC for the long haul:

Sustaining and continuing progress during challenging times

By Brian R. Selmeski
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Over the past six years, the U.S. Air Force has developed an impressive set of language, region and culture (LRC) programs and resources for Airmen. These range from pocket-sized field guides, to classroom instruction at Air University, to specialized programs supporting communities with greater needs. Some have begun to wonder how the Service will sustain and continue this progress, given draw downs in large overseas contingency operations and the fiscal constraints our country faces.

Air Force Chief of Staff Gen. Mark Welsh's January 2013 Vision provides a good starting point. "Education and training are the foundation of our airpower advantage," he wrote, underscoring the importance of the Service's learning-centered approach to LRC. "To maintain this advantage in the future, we must safeguard and reinforce that foundation," he continued. For LRC, this will require a series of guidance documents to ensure these programs are around for the long haul.

The first piece of the foundation was the [Culture, Region and Language Flight Plan](#), published in May 2009. It provided a broad ends-ways-means framework to

develop plans and programs that organize, train and equip Airmen who are prepared to rapidly deploy and effectively engage anywhere in the world. For three years, the Flight Plan was AFCLC's touchstone.

More specific direction was issued in October 2012, when the Secretary of the Air Force signed [AF Policy Document 36-40](#). A policy sets out a course of action to achieve a specific objective. In the case of *AFPD 36-40*, it formally established the Air Force LRC Program and designated Air Education and Training Command as the lead organization for executing the new policy.

"The signing of *AFPD 36-40* has immense importance for us at the Air Force Culture and Language Center," said Mr. Jay Warwick, AFCLC director. "First, it highlights AFCLC's lead role in meeting the Air Force's LRC education and training needs for General Purpose Force Airmen. Second, it gives AFCLC the opportunity to develop a much closer working relationship with our parent command (AETC) in the execution of LRC programs, products, and services."

Strategy and policy are critical, but every Airman knows the importance of clear regulations to ensure actions are executed on-time, on-target and in a synchronized fashion. So, members of the Deputy Chief of Staff for Manpower,



"LRC capabilities are critical for the Air Force to provide effective global vigilance, global reach and global power."

AFPD 36-40,

Language, Region and Culture Program (Oct 2012)

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Colleagues,

I want to share some thoughts about the current budget uncertainty and what it means to our business of providing language, region and culture learning to the Air Force. We're all facing some tough times, but I'm optimistic, both for our Air Force, and for the LRC community. Let me explain a few reasons for my outlook.



First, the expertise we provide is valuable, and senior leaders recognize that. Commanders need cross-culturally competent Airmen to help them accomplish their global missions. The recently-released "Vision for the USAF" says, "Education and training are the foundation of our air-power advantage." It also says that our Service will "grow Airmen to have the breadth, knowledge and capabilities to serve where our Nation needs them." I think that's a pretty fair definition of what we're doing here at the AFCLC.

Second, we've made considerable progress institutionalizing the framework for how the Air Force approaches LRC. Dr. Selmeski details the documents that are our "building blocks" in his article on Page 1. I won't describe them all here, but I want you to understand how vital these instructions and publications are. This formal policy solidifies the LRC community's integration into education, training,

and manpower sourcing and provides us a sturdy foundation for our continued sustainment and growth. For example, we are working with Air Education and Training Command's Special Missions/Expeditionary Training Division to create an "LRC Master Plan." This plan will do many things, but perhaps most importantly, it will define LRC requirements in relation to the needs of the geographic combatant

commanders. The plan will help ensure that we not only know what LRC capabilities commanders need, but also that we are resourced to meet those needs.

Third, as Air Force Chief of Staff Gen. Mark Welsh has said many times, our people are the greatest strength of our Service. I believe we have the right people in the right places to meet the challenges ahead. The AFCLC team amazes me every day, with true dedication and innovation. These are traits I see across the LRC community. I'm confident we'll work together to make the right choices, the sometimes-tough decisions, that will allow us to continue providing the world-class LRC capabilities our Service requires.

**JAY J. WARWICK, AD-25, USAF
Director, AFCLC**

NEWS

LEAP application window opens; first all-enlisted selections

For the first time, the Language Enabled Airman Program will hold a selection board solely for active duty enlisted Airmen from across the Air Force in 2013. LEAP is a career-spanning program to identify, develop and sustain Airmen's foreign language and cultural capabilities. Managed by the Air Force Culture and Language Center, the program seeks to develop cross-culturally competent leaders across all Air Force General Purpose Force specialties with working level foreign language proficiency - leaders who can meet Air Force global mission requirements, said Mr. Zachary Hickman, the AFCLC's Language Division chief.

The program began in 2009, and initially was only open to Air Force Academy and Reserve Officer Training

Corps cadets. As the program grew, active duty officers and small numbers of enlisted Airmen from a limited number of career fields were allowed to apply. The spring 2013 selection board represents the first time there will be an entire selection board for enlisted active duty Airmen only.

"One of the Air Force's greatest strengths is the diversity of its people," said Chief Master Sergeant of the Air Force James Cody. "LEAP gives Airmen an opportunity to put their language abilities to work for our Air Force. There are many enlisted Airmen in the Air Force today who can bring their skills to the program, and I'm glad they now have the opportunity to apply."

The application period for the spring 2013 selection board is open until April 15. Application instructions and answers to frequently asked questions are available on the AFCLC's website at www.culture.af.mil/LEAP.

Apply for free CCAF-credit culture course through Mar. 20

The Air Force Culture and Language Center begins accepting applications for the spring "Introduction to Culture" course Feb. 21. ITC is an online, self-paced undergraduate course designed for enlisted Airmen to improve their cross-cultural competence. This course fulfills three resident hours of either social science or program elective credit required for Community College of the Air Force degrees. Only enlisted active duty, Air Reservists or Air National Guardsmen eligible to pursue a degree in the CCAF program may take the course. ITC is one of two online college-credit courses offered by the AFCLC. The next course to be offered is Cross-Cultural Communication. Registration for CCC begins April 5. Learn more at www.culture.af.mil/courses.

AFCLC faculty supports Air Advisor Academy



Courtesy photograph

Dr. William Dulaney, the Air Force Culture and Language Center's professor of organizational communication, talks with a village malik, or mayor, near Shindand Air Base, Afghanistan.

While a university classroom is a common setting for professors, faculty from the Air Force Culture and Language Center share their expertise around the world in many different environments. Recently, the AFCLC's assistant professor of cross-cultural organizational communication spent two weeks in Afghanistan, providing assistance to the U.S. Air Force Air Advisor Academy.

Dr. William Dulaney was part of a ten-person team that interviewed AAA graduates who are currently working as air advisors to the Afghan Air Force. Air advisors are Airmen specially trained and educated to advise and assist foreign personnel in the development and application of their aviation resources. All Airmen who are selected to be air advisors must attend the AAA to learn the methods to effectively, legally and safely apply their skills and experience in a partner nation environment. The academy is a new organization, and assessment of the training they provide is an important part of ensuring air advisors are prepared for their missions.

"It is absolutely critical that the students of the Air Advisor Academy have the most relevant, up to date training and education to prepare them for their challenging air advising in Afghanistan," said Col. John Holm, AAA commander. "To make that happen, every 18 months we send a team to Afghanistan to interview Air Advisors in the field to ask them how well the Air Advisor Academy prepared them for their mission."

The assessment team was made up of experts from the AAA, U.S. Air Force Central Command, Air Education and Training Command, U.S. Air Force Special Operations School, and the Joint Center for International Security Force Assistance, as well as the AFCLC. Dulaney and his team-

mates sought feedback from the Airmen regarding the pre-deployment training and education they had received through AAA.

The team interviewed more than two hundred air advisors during their two weeks in-country. "With the information we obtain from the visits and the interviews, we make appropriate and immediate updates to our Air Advisor Academy to meet the needs of our war fighting graduates," Holm said.

The trip was nothing new for Dulaney, who has served in many different roles in the region. In 2011, he worked supporting village stability operations and as the Senior Human Terrain Social Scientist in Region Command South. However, this particular assessment visit was significant to Dulaney because of the extensive relationship between the AFCLC and AAA, and because of the encouraging signs he saw throughout this trip.

"My last tour in Afghanistan ended in October 2011, and I left the theater with little hope for success," he said. "After these interviews in Kabul, Kandahar, Shindand and Herat, cautious optimism started replacing my sense of hopelessness."

Dulaney credited the work of the air advisors for his renewed hopes. The interviews showed how those in country are using the experiences of earlier air advisors to build lasting and meaningful partnerships with the Afghan Air Force.

"Air Advisors cultivate esprit de corps," Dulaney said. "They foster pride in craftsmanship, professionalism, and accountability, and they establish lasting Afghan military traditions that are so important to functional, enduring military organizations -- in other words, a meaningful sense of cultural identity. And this is something to be proud of indeed."

The AAA is located at Joint Base McGuire-Dix-Lakehurst, N.J. It provides "train-the-trainer" instruction to Airmen headed for combat air advisor positions in Afghanistan and Iraq. Training at AAA focuses on combat skills and cultural awareness. The AFCLC and AAA partner for much of the cultural awareness information, with AFCLC providing educational training support, curriculum and lectures.

"We could not be effective in our mission to stay relevant without the combined efforts from the AFCLC," Holm said. "This year, we had the great fortune to include Dr. Dulaney with his vast experience in Afghanistan on our team. His incredible insight and access to the resources at the AFCLC was critical to the success of our mission to better prepare our war-bound air advisors."

NCE offers learning, expertise to Airmen

By Mr. Paul Firman
U.S. Air Force
Negotiation Center of Excellence

In 2005, Air University and Secretary of the Air Force General Counsel Dispute Resolution Division collaborated to create the Air Force Negotiation Center of Excellence. This partnership had its genesis in Air Force Doctrine Document 1-1 “Leadership and Force Development,” where senior leaders identified negotiation skills as a critical core leadership competency. The doctrine states we need to develop negotiation skills that will help reduce tension, build consensus, while maintaining positive, long-term relationships with key individuals and groups. The doctrine further highlights the importance of understanding the underlying principles and concepts applied before, during, and after a negotiation. Within weeks of its creation, the NCE staff was developing and delivering curriculum designed to improve every Airman’s negotiation skills. The objective is to make every Airman more effective, not only within the unit, but in the full spectrum of global air power operations, including joint, coalition, interagency and host nation environ-



The Negotiation Preference Style Chart illustrates five possible strategies to improve negotiation success. The two variables, task and people orientation, along with additional assessment, help influence strategy selection.



Courtesy photograph

Air Command and Staff College negotiation elective students conduct a cross-cultural computer based exercise at Maxwell Air Force Base, Ala.

ments.

Feedback from the field, as well as NCE-sponsored research, quickly validated the need to support Airmen wherever they operate, whether in-garrison or deployed. In 2007, this concept forged a partnership between the NCE and the Air Force Culture and Language Center. Further, the feedback reinforced the effort to develop Airmen competencies across the entire continuum of learning (education, training and experience) serving the officer, enlisted and civilian team.

The NCE recognized that effective negotiations in the military context went beyond the business-oriented Interest-Based negotiations model. Conflict management, de-escalation, mediation and the challenges of cultural complexity led to the NCE’s development of an “adaptive” negotiation model that supports Air Force needs and doctrinal guidance. The long-term collaborative relationship with the AF-CLC produced a competency model focused on positive attitudes toward cultural differences, as well as motivation to effectively communicate, relate and negotiate to achieve success.

Today, the NCE’s continuing mission is to teach all Airmen a consistent

model throughout their careers. To accomplish this, the NCE works to include the “adaptive” model at all levels of both enlisted and officer Professional Military Education. Relationships with the Air War College, Air Command and Staff College, and the Squadron Officer School provide valuable conduits for both core and elective courses. Also, a robust relationship with enlisted PME has helped the NCE to provide curriculum to the Airman Leadership Schools, Noncommissioned Officer Academies and the Senior NCO Academy.

Efforts to support the total force resulted in the development of new written and online material. The NCE’s second edition of the “Practical Guide to Negotiating in the Military” is available on the NCE website at (<http://culture.af.mil/NCE/warneg.html>). The NCE also recently completed an “Online Practical Guide” for those preferring a more interactive environment for learning negotiating concept and skills, also available on the website. The NCE is also engaged with the Joint Knowledge Online community for their “Cross Cultural Negotiation” project. Expected completion is summer 2013.

In plane English:

Teaching and writing aviation English for int'l military aircrews

by Sarah B. Hodge
 Defense Language Institute
 English Language Center

JOINT BASE SAN ANTONIO-LACKLAND, Texas - The roar of two F-16 Fighting Falcons in full afterburner rattles windows as we discuss the day's low-level mission and do one last check on fuel calculations. A rainbow of squadron patches, flight suits and accents fills the room as pilots check radios and dial in altimeter settings, request taxi then take-off clearance, and one by one, take to the clear-blue skies over San Antonio via Microsoft Flight Simulator X. In the adjoining room, classmates and aviation instructors play the roles of the various air traffic control facilities. This mission provides the capstone to six weeks of aviation English academics.

As an English for specific purposes curriculum developer at DLIELC, JBSA-Lackland, my goal is to get our international military pilots and aircrew proficient in aviation English and to familiarize them with the associated flying tasks and duties they will encounter at follow-on training bases around the United States.

The Institute's six-week Aviate, Navigate, Communicate curriculum is built around a variety of authentic materials, including aeronautical charts, military air traffic control recordings, Air Force and Army training videos, aviation safety publications, computer-based training and having students plan and fly low-level missions in Flight Simulator X in the aviation lab.

Students are instructed by a combination of English as a second language/English as a foreign language specialists and aviation subject matter experts. In 2012, more than 330 international military students completed the Aviate,



U.S. Air Force photography by Annette Janetzke

Navigate, Communicate Course. Sarah Hodge, Defense Language Institute English Language Center's lead aviation English curriculum developer, conducts a flying exercise in the simulator lab with Lt. j.g. Anderson Spedini De Oliveira of the Brazilian Navy.

Navigate, Communicate Course.

The first two-week block of instruction, English Language Skills for Aviation, is designed to support a wide range of aviation backgrounds, not limited just to pilots and aircrew members, but also available to air traffic controllers, weapons controllers, weather forecasters and others.

The class structure allows for a two-tiered approach to language learning via both group instruction and more individualized self-directed study. A single class may have a combination of experienced senior pilots with thousands of flying hours to fixed- and rotary-wing student pilots with zero flying hours, so DLIELC has spent several years developing a curriculum that meets the needs of the customer and is adaptable to a spectrum of aviation backgrounds and language levels.

LRC, continued from Page 1

Personnel and Services, Headquarters U.S. Air Force are working to finalize *AF Instruction 36-4001*. This document will implement the new policy by formalizing organizational roles and responsibilities for AFCLC and our LRC partners across the Air Force.

Last, but definitely not least, AFCLC and AETC recently began work on the *LRC Master Plan* directed by *AFPD 36-40*. This will clarify and codify which Airmen get what LRC training/education at what points in their careers.

"A well defined *LRC Master Plan* based upon the guidance for the employment of the force (GEF) strategic document will synchronize Air Force LRC requirements with geographic combatant command mission support obligations," said Mr. Philip Senna, the chief of AETC's Special Missions/Expeditionary Training Division. "Using this approach, the

LRC Master Plan will be directly tied to Defense Planning and Programming Guidance and will better inform the Air Force programming process," he explained. "Objectively and efficiently apportioning critical resources to support both immediate expeditionary requirements and long-term institutional force development programs will help provide a mission-ready force able to respond and support Air Force missions across the full range of military operations," according to Mr. Senna.

Collectively, the flight plan, *AFPD*, *AFI* and master plan will help ensure that Airmen continue to have access to career-long learning that contributes to the Air Force's ability to provide global vigilance, global reach and global power to our Nation well into the future.



Photograph by Mr. Micah Cordes

Mr. Jay Warwick, Air Force Culture and Language Center director, shakes hands with Lt. Col. Brian Lewis, U.S. Air Forces in Europe Personnel Readiness Division deputy director, during a visit to the AFCLC. Lewis visited the AFCLC to receive an orientation on the Center and identify greater opportunities for AFCLC to support the USAFE mission.



Courtesy photograph

Dr. Robert Kerr (right), Air Force Culture and Language Center associate professor of cultural geography, shakes hands with Lt. Col. Jeffry Menasco, commander of the 36th Airlift Squadron, Yokota AB, Japan. Kerr recently helped instruct the professional airlifters of the 36th AS as part of a mobile training team from the Air Advisor Academy.

ABOUT THE AFCLC

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.

Air University's Spaatz Center hosts the AFCLC. The AFCLC's Language, Region and Culture Departments are staffed with a team of highly-qualified military and civilian experts. Since 2008, the AFCLC has partnered with the Air Force Negotiation Center of Excellence, which is co-located with the AFCLC, at Maxwell Air Force Base, Ala.

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