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## DEVELOPMENT OF A COMPETENCY MODEL FOR CIVIL-MILITARY TEAMING



### Complexities of Modern Military Operations

The nature and complexities of today's military operations are such that no single organization, department, or agency has all the requisite resources, authority, or expertise to single-handedly provide an effective response. As such, collaboration among various military, governmental, non-governmental, and civilian agencies is needed to achieve a common goal (Joint Chiefs of Staff, 2008; Department of the Army, 1993). Stability Operations as well as other mission types require civil-military teaming (CMT). CMT involves establishing, managing, and participating in collaborations among various military, governmental, non-governmental, local national leadership, and civilian agencies.

Despite the importance of successful CMT, several obstacles can hinder or even derail civil-military teaming. Today's military must work interactively with other organizations and groups that (1) may have overlapping but divergent goals,

(2) have differing organizational cultures and values, (3) lack shared training and educational experiences, and (4) operate using different lexicons. Additionally, civilian and military planning, decision-making, and execution styles are vastly different, and the command and control structure that supports a military operation is unlike that of civilian organizations. These differences combine to present a significant challenge in the planning and coordination of unified action.

To ensure that Army leaders are trained and developed appropriately to support establishment, management, and participation in civil-military teams, it is critical to establish the competencies required for success in these environments, and to identify associated training requirements. For this reason, the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) in conjunction with the U.S. Army Peacekeeping and Stability Operations Institute (PKSOI) conducted research to identify the competencies that are related to success in CMT. Comprehensive results are presented in a technical report which is available upon request.

### Competencies Required for Success in CMT

Results of interviews and surveys with both civilian and military participants, as well as observations of team training, suggest a CMT competency model that has three higher order meta-competencies: Adapts Across Organizations and Cultures, Builds Partnering Relationships, and Collaborates to Solve Problems. Twelve competencies were identified

that fit within those three higher order competencies:

Meta-Competency	Competency
Adapts Across Organizations and Cultures	1 Understands the cultural context of situations
	2 Assesses new cultural environments & adjusts appropriately (cultural agility)
	3 Understands multiple perspectives
Builds Partnering Relationships	4 Understands capabilities of partners & systems
	5 Establishes effective partnerships & teams
	6 Develops positive relationships
	7 Builds common ground & shared purpose
	8 Manages conflict
Collaborates to Solve Problems	9 Manages the flow of communication
	10 Uses integrative methods for planning & problem-solving
	11 Synchronizes tactical actions, operational objectives, & strategic goals
	12 Applies available resources & expertise

Each of the 12 competencies represents a pattern of knowledge, skills, and abilities that are needed to successfully perform civil-military teaming (see attached Civil-Military Competency Model for more detailed information and associated definitions). These findings provide an answer to the key skills needed for successful

teaming in civil-military collaboration.

### Decision Requirements

The results of this research also provide rich descriptions of the performance challenges faced during civil-military teaming, the problem-solving strategies used by experienced practitioners, and the factors that must be considered in decision-making. The ability to understand and manage these decision areas is the hallmark of proficient performance and can form the basis for the development of training.

Each decision area was also cross-walked with the competencies required for success in CMT (see attached Civil-Military Teaming Decision Requirements Table). Taken together, these results provide the foundation for the formation of learning objectives that will ensure a focus on the most critical skills needed in the field.



### Applying the Competencies to Training Development

A preliminary review of existing training suggests that a number of these competencies are not currently covered in the professional military education (PME). Recommendations regarding integrating these competencies into existing courses are included in the final report.

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## Civil-Military Competency Model

### *1<sup>st</sup> Meta-Competency: Adapts Across Organizations & Cultures*

<b>Competency 1: Understands the cultural context of situations</b>			
<i>Maintains an accurate perception of the situation by keeping up-to-date on local, national, and international policies; aware of trends that influence his/her own organization and shape stakeholder views.</i>			
<b>Knowledge</b>	<b>Skills</b>	<b>Abilities/Attitudes</b>	<b>Behavioral Indicators</b>
<ul style="list-style-type: none"> <li>• Understands the situation within its historical, regional, and cultural context.</li> <li>• Understands policies and processes of other cultures, agencies, services, and NGOs.</li> <li>• Knows how and where to obtain relevant information.</li> <li>• Knows how to assemble all relevant facts.</li> <li>• Aware of trends that influence organizations and shape stakeholder views.</li> </ul>	<ul style="list-style-type: none"> <li>• Assesses impacts of actions, plans, and decisions on others.</li> <li>• Uses understanding of cultural factors and circumstances to interpret team members' behaviors.</li> <li>• Projects the current situation and analyzes "what if" scenarios.</li> <li>• Engages in critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Willing to persist in seeking relevant information.</li> <li>• Committed to checking the accuracy and completeness of information.</li> <li>• Committed to questioning own perceptions and experiences.</li> <li>• Does not consider own culture superior.</li> <li>• Believes that diversity within a multicultural team is a source of strength rather than a weakness.</li> </ul>	<ul style="list-style-type: none"> <li>• Keeps up-to-date on local, national, and international policies and trends that affect own organization and shape stakeholders' views.</li> <li>• Takes steps to increase the situational awareness of self and team members.</li> </ul>

## Competency 2: Cultural agility

*Assesses new cultural environments and acquires new or more effective behaviors as context and roles change.*

Knowledge	Skills	Abilities/Attitudes	Behavioral Indicators
<ul style="list-style-type: none"> <li>• Understands social norms and styles of communication for other cultures.</li> <li>• Understands own culture's stereotypes and biases.</li> <li>• Understands the ways in which cultures are similar and different.</li> <li>• Understands how cultural factors, values, and beliefs influence people's behaviors.</li> <li>• Understands how cultural stereotypes and prejudices develop.</li> <li>• Knows which behaviors members of other cultures may misinterpret as disrespectful.</li> <li>• Aware of own personal biases.</li> </ul>	<ul style="list-style-type: none"> <li>• Articulates insight into cultural impacts and perceptions when pursuing operational objectives.</li> <li>• Explains how own behavior may cause misunderstanding in multicultural settings and how to avoid misunderstandings.</li> <li>• Describes insight into how s/he has changed, personally and/or professionally, as a result of working in a multicultural team.</li> <li>• Establishes rapport and builds relationships with people from other cultural backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciates and respects representatives from multiple cultures.</li> <li>• Open-minded to cultural differences.</li> <li>• Willing to learn about team members' cultures.</li> <li>• Persistent in trying to overcome cultural challenges.</li> <li>• Appreciative of alternative solutions or approaches of other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Rapidly adapts to ambiguous or emerging conditions, opportunities, risks, new information, or unexpected obstacles.</li> <li>• Adapts own behavior as the situation dictates, turning observations and insights into course corrections in dynamic time.</li> <li>• Adjusts own behavior to avoid or correct misunderstandings.</li> <li>• Displays empathy in working with and leading others, despite differences.</li> <li>• Mitigates the impact of stereotypes and prejudices on group interaction.</li> <li>• Adjusts actions in relation to cultural cues.</li> <li>• Communicates respectfully with individuals of different cultures.</li> </ul>

### Competency 3: Understands multiple perspectives

*Is able to shift own perspective to see situations from other people's points of view in order to understand, predict, and coordinate behavior.*

Knowledge	Skills	Abilities/Attitudes	Behavioral Indicators
<ul style="list-style-type: none"> <li>• Understands the principles of goal setting and motivation.</li> <li>• Understands perceptions that can block perspective-taking.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes which aspects of different issues or situations are relevant to each party.</li> <li>• Aware of how own organization is perceived by other organizations/entities.</li> <li>• Keeps in check the tendency to interpret others' decisions and actions based on own experiences, beliefs, assumptions, and value system.</li> <li>• Recognizes others' needs and the motivations behind their behaviors.</li> <li>• Recognizes the importance of empowering others.</li> <li>• Anticipates how various actions and decisions will be interpreted</li> </ul>	<ul style="list-style-type: none"> <li>• Able to shift own perspective and perceive situations from another's point of view.</li> <li>• Committed to building trust.</li> <li>• Willing to listen to others</li> <li>• Committed to respecting team members' capabilities and preferences.</li> <li>• Is able to admit own weaknesses, limitations, or errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands, predicts, and coordinates others' behaviors.</li> <li>• Uses empowerment techniques to influence and motivate others.</li> <li>• Establishes and maintains open communications.</li> <li>• Encourages the participation of all team members.</li> </ul>

**2<sup>nd</sup> Meta-Competency: Builds Partnering Relationships**

**Competency 4: Understands capabilities of partners & systems**

*Demonstrates knowledge and understanding of the actors within the operation and key partnerships.*

<b>Knowledge</b>	<b>Skills</b>	<b>Abilities/Attitudes</b>	<b>Behavioral Indicators</b>
<ul style="list-style-type: none"> <li>• Familiar with different organizational power structures, communication styles, technologies, and metrics.</li> <li>• Understands the potential impacts of power structures, communication styles, and preferences on goal focus, information sharing, planning, and decision-making.</li> <li>• Comprehends the interdependencies between systems, decisions, organizations, and the tools that support own organization.</li> <li>• Understands organizational system components and functionality.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands organizational dynamics at the conceptual and applied levels.</li> <li>• Considers what contingencies or situations might evolve from the current situation.</li> <li>• Considers the impact of own plans, actions, and decisions on others.</li> </ul>	<ul style="list-style-type: none"> <li>• Willing to identify expertise and capabilities within one’s own team and across partners.</li> <li>• Respects role and history of other teams and organizations in the operational area.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge and understanding of the actors and key partnerships within the operation (e.g., adjusts communication styles appropriately with different organizations and partners).</li> </ul>

### **Competency 5: Establishes effective partnerships & teams**

*Develops networks, establishes alliances, and collaborates effectively across boundaries to build strategic relationships and achieve coordinated goals.*

<b>Knowledge</b>	<b>Skills</b>	<b>Abilities/Attitudes</b>	<b>Behavioral Indicators</b>
<ul style="list-style-type: none"> <li>• Knows how to access resources and expertise.</li> <li>• Aware of team roles in the operation.</li> <li>• Understands pertinent sources of information to direct his/her team members to accomplish mission goals.</li> <li>• Understands team capabilities and dynamics.</li> <li>• Comprehends the consequences of acting competitively.</li> <li>• Comprehends the benefits of acting cooperatively.</li> </ul>	<ul style="list-style-type: none"> <li>• Leverages individual strengths of team members within and across organizations.</li> <li>• Accommodates a variety of interpersonal styles and perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to share practical experience and lessons learned.</li> <li>• Appreciates the value of teamwork over individual effort.</li> <li>• Appreciates the value of task distribution within a team.</li> <li>• Willing to express appreciation to team members.</li> <li>• Willing to share knowledge, skills, and learning opportunities.</li> <li>• Willing to prioritize mission goals over personal credit or professional achievement.</li> <li>• Willing to place common goals above individual needs.</li> <li>• Willing to shift priorities and assignments to maintain team cohesion.</li> <li>• Willing to listen.</li> <li>• Committed to professional and personal development of team members.</li> <li>• Committed to maintaining team cohesion.</li> <li>• Tolerant of uncertainty.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates cohesion and cooperation among team members and partners.</li> <li>• Motivates partners/team members to accomplish coordinated goals.</li> <li>• Facilitates teamwork across organizational boundaries.</li> <li>• Fosters team commitment, spirit, pride, trust, and a climate of openness.</li> <li>• Partners effectively to achieve objectives and remove barriers.</li> <li>• Breaks down polarizing or stove-piped perspectives within and across organizational boundaries.</li> <li>• Builds strategic relationships to achieve coordinated goals.</li> <li>• Develops networks, establishes alliances, and collaborates effectively across boundaries.</li> <li>• Acts cooperatively rather than competitively.</li> <li>• Provides direction, information, feedback, encouragement, and coaching as needed.</li> </ul>

### **Competency 6: Develops positive relationships**

*Is willing to engage and cultivate relationships with people who may be very different from self; develops and leverages a diverse range of key relationships.*

<b>Knowledge</b>	<b>Skills</b>	<b>Abilities/Attitudes</b>	<b>Behavioral Indicators</b>
<ul style="list-style-type: none"> <li>• Knows how to ascertain team members' needs.</li> <li>• Aware of strengths and weaknesses of self and others.</li> <li>• Understands the consequences of not providing assistance to other team members when they need it.</li> <li>• Understands the importance of team cohesion and mission needs over personal preferences.</li> <li>• Understands how to build rapport and maintain relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds appropriately to the needs and feelings of different people in different situations.</li> <li>• Actively listens and responds to others while demonstrating an understanding of their comments and questions.</li> <li>• Offers assistance without embarrassing team member, showing disrespect or lack of confidence, or infringing on their role.</li> <li>• Does not give the impression of feeling self important and superior.</li> </ul>	<ul style="list-style-type: none"> <li>• Willing to engage with people who may be very different from self.</li> <li>• Willing to provide assistance when needed.</li> <li>• Considers the needs and feelings of different people in different situations.</li> <li>• Able to express empathy and respect for team members.</li> <li>• Respects and appreciates differences without trying to change others.</li> <li>• Respects team members' roles and responsibilities.</li> <li>• Committed to maintaining team cohesion.</li> <li>• Values importance of team cohesion over personal preferences.</li> <li>• Appreciates that there are different paths to success.</li> <li>• Demonstrates personal humility by not always drawing all attention to self or taking all the credit for achievements.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops and leverages a diverse range of key relationships.</li> <li>• Builds bridges across institutional divides.</li> <li>• Offers and provides assistance if accepted.</li> <li>• Shares attention and credit for achievements with others.</li> </ul>

### **Competency 7: Builds common ground & shared purpose**

*Works with others to develop the best ideas, obtain resources, elicit commitment and/or agreement, and accomplish mutually important goals.*

<b>Knowledge</b>	<b>Skills</b>	<b>Abilities/Attitudes</b>	<b>Behavioral Indicators</b>
<ul style="list-style-type: none"> <li>• Knows techniques for successful negotiations.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates mutually beneficial processes and outcomes.</li> <li>• Negotiates win-win solutions by considering the underlying consequences for stakeholders during negotiations.</li> <li>• Understands how, when, and what information to share.</li> <li>• Provides and receives constructive feedback.</li> <li>• Engages in active listening (e.g., summarizing, questioning)</li> <li>• Removes or works around communication barriers.</li> </ul>	<ul style="list-style-type: none"> <li>• Committed to providing constructive feedback.</li> <li>• Willing to exchange feedback.</li> <li>• Willing to compromise.</li> <li>• Willing to listen.</li> <li>• Able to maintain composure in adverse and uncertain circumstances.</li> <li>• Tolerant of uncertainty.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes and maintains common ground as a basis for creating shared purpose, unity of effort, and achieving mutually sought goals.</li> <li>• Explores alternatives as needed to reach consensus or reach a goal.</li> <li>• Encourages the participation of team members.</li> <li>• Encourages frank communication, friendly debate, and discussion.</li> <li>• Encourages inputs, and questions from others.</li> <li>• Asks others' opinion, feedback, suggestions, and points of view.</li> </ul>

## Competency 8: Manages conflict

*Manages and resolves individual and organizational conflicts and disagreements in a constructive manner to achieve a consensual effort, both internal and external to the team.*

Knowledge	Skills	Abilities/Attitudes	Behavioral Indicators
<ul style="list-style-type: none"> <li>• Understands barriers that prevent acceptable and viable solutions.</li> <li>• Understands the potential for conflicts among people with different cultural backgrounds.</li> <li>• Understands how certain behaviors can damage relationships during an argument.</li> <li>• Understands compromise and mediation techniques for resolving conflict.</li> <li>• Knows there is a difference between professional disagreement and personal conflict.</li> <li>• Recognizes the potential for conflict among organizational and individual goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipates counterproductive confrontations.</li> <li>• Cued into potential sources and signs of conflict.</li> <li>• Readily perceives in which situations conflicts are more likely to occur.</li> <li>• Applies compromise and mediation tactics for averting conflict.</li> <li>• Applies conflict management strategies.</li> <li>• Adapts the right conflict management strategy to the situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to maintain objectivity during a disagreement.</li> <li>• Able to place cohesion and mission needs over individual preferences.</li> <li>• Able to give and take to build consensus.</li> <li>• Has concern for team members' needs, preferences, and emotional states.</li> <li>• Willing to accept the consequences of being the first to acknowledge or discuss a conflict.</li> <li>• Willing to address potential conflicts early on.</li> <li>• Committed to preserving relationships within the team.</li> <li>• Committed to maintaining an atmosphere of open communication.</li> <li>• Able to maintain composure in interpersonal conflicts.</li> <li>• Maintains objectivity by not allowing disagreements to impact joint professional activities or team relationships.</li> <li>• Able to focus on what is wrong rather than who is wrong.</li> <li>• Willing to compromise.</li> </ul>	<ul style="list-style-type: none"> <li>• Achieves a consensual effort both internal and external to the team.</li> <li>• Takes steps to prevent counterproductive confrontations.</li> <li>• Manages and resolves individual and organizational conflicts and disagreements in a constructive manner.</li> <li>• Mediates differences to reach acceptable and viable solutions.</li> <li>• Addresses potential sources of conflict.</li> <li>• Participates in the discussion of a problem without expressing blame, anger, or hostility.</li> <li>• Establishes and maintains a rational and mutually respectful atmosphere.</li> <li>• Applies non-confrontational methods for exchanging perspectives.</li> </ul>

### **Competency 9: Manages the flow of communication**

*Recognizes that organizations differ in their information needs, priorities, and sense of willingness and/or urgency for information sharing.*

<b>Knowledge</b>	<b>Skills</b>	<b>Abilities/Attitudes</b>	<b>Behavioral Indicators</b>
<ul style="list-style-type: none"> <li>• Knows how to tailor communication to a level appropriate for the intended audience.</li> <li>• Knows techniques for clarifying misunderstandings.</li> <li>• Understands that organizations differ in their information needs, priorities, and sense of willingness and/or urgency for information sharing.</li> <li>• Understands that methods, technologies, and channels of communication differ across organizations (e.g., method of presentation, who shares information, how authority for information sharing is managed, how complete information must be to support decisions).</li> <li>• Understands barriers to effective communications.</li> <li>• Understands how much and the type of information to share with partners.</li> <li>• Understands priorities, timelines, mission expectations, and other team members' plans and activities.</li> <li>• Understands the components of active listening.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates effectively with broad audiences and external organizations.</li> <li>• Communicates effectively with non-native speakers.</li> <li>• Actively listens and responds to others, verifying information instead of assuming it was understood correctly.</li> <li>• Demonstrates an understanding of others' comments and questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to inspire the acceptance of ideas requiring collaboration among diverse partners.</li> <li>• Respectful of others when they are confused or make errors.</li> <li>• Willing to take responsibility for communication flow.</li> <li>• Willing to put aside personal pride to ensure mutual understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Conveys and describes facts or ideas in a clear, logical, and comprehensive manner, both orally and in writing.</li> <li>• Fosters an atmosphere of open communication by encouraging others to share differing perspectives.</li> <li>• Shares necessary information with partners in order to meet mission needs.</li> <li>• Resolves discrepancies, confusions, and misunderstandings.</li> <li>• Seeks information in a proactive manner.</li> </ul>

**3<sup>rd</sup> Meta-Competency: Collaborates to Solve Problems**

**Competency 10: Uses integrative methods for planning & problem-solving**

*Demonstrates the capacity to lead, plan, manage, or participate in a supporting role with individuals from foreign nations as well as with interagency counterparts, members of other services, and NGOs, in spite of differences in national/institutional cultures and processes.*

<b>Knowledge</b>	<b>Skills</b>	<b>Abilities/Attitudes</b>	<b>Behavioral Indicators</b>
<ul style="list-style-type: none"> <li>• Understands the multifaceted nature of problems and how the different parts of a problem relate to one another.</li> <li>• Understands the mission and operational timelines.</li> <li>• Understands the principles of goal-setting and motivation.</li> <li>• Understands the relevant task requirements.</li> <li>• Understands the different perspectives and needs that problem-solving partners contribute.</li> <li>• Aware of the importance of considering each team member’s constraints and responsibilities.</li> <li>• Understands the roles and influences within the team or organization.</li> <li>• Understands the importance of delegating tasks and empowering others.</li> <li>• Understands how and when to involve team members in problem-solving.</li> </ul>	<ul style="list-style-type: none"> <li>• Reconciles competing viewpoints while remaining focused on the goals at hand.</li> <li>• Applies the principles and techniques of time management.</li> <li>• Considers all sides of the problem and chooses a method and/or combining steps from multiple methods to solve a problem effectively.</li> <li>• Engages in iterative problem-solving in the absence of perfect solutions.</li> <li>• Collaborates effectively in “virtual” as well as face-to-face environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Willing to change or augment preferred problem-solving method.</li> <li>• Willing to question decisions and reapply a problem-solving process if necessary.</li> <li>• Committed to persisting until a resolution is obtained.</li> <li>• Able to recognize the need not to miss a critical step when under pressure.</li> </ul>	<ul style="list-style-type: none"> <li>• Leads, plans, and participates in a supporting role with foreign nationals, interagency counterparts, other service members, and NGOs.</li> <li>• Develops and shares problem-solving methodologies.</li> <li>• Delegates and empowers other team members.</li> <li>• Develops plans with attainable milestones.</li> <li>• Defines tasks and goals clearly.</li> <li>• Clarifies team member roles and responsibilities.</li> <li>• Assigns tasks according to capabilities and individual preferences.</li> <li>• Assigns tasks with clearly defined goals.</li> <li>• Mediates differences to reach acceptable and viable solutions.</li> <li>• Involves team members in the problem-solving process as applicable.</li> </ul>

### **Competency 11: Synchronizes tactical actions, operational objectives, & strategic goals**

*Demonstrates the ability to harmonize tactical planning with operational objectives and strategic goals, accounting for the consequences of decisions and/or actions over time and across multiple levels and lines of operations.*

<b>Knowledge</b>	<b>Skills</b>	<b>Abilities/Attitudes</b>	<b>Behavioral Indicators</b>
<ul style="list-style-type: none"> <li>• Understands the mission and operational timelines.</li> <li>• Understands the factors that influence functioning or lead to contingencies and emergencies.</li> <li>• Understands the consequences of not considering the impact of one's own plans, actions, and decisions on others.</li> <li>• Understands the consequences of unclear or poorly defined goals.</li> <li>• Understands there are conflicting time horizons across actors in the operation.</li> <li>• Identifies discrepancies between conflicting data or information.</li> <li>• Evaluates risks and benefits.</li> <li>• Once a decision is executed, checks the outcome and compares it to prior expectations (risk/benefit estimate).</li> </ul>	<ul style="list-style-type: none"> <li>• Predicts what contingencies or situations might evolve from the current situation.</li> <li>• Anticipates the consequences of decisions and/or actions over time and across multiple levels and lines of operation.</li> <li>• Sees the “big picture,” i.e., anticipates the implications of 2nd and 3rd order effects of plans and actions for own as well as partner organizations.</li> <li>• Engages in critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Willing to adjust priorities, plans, and assignments.</li> <li>• Willing to assume accountability.</li> <li>• Committed to questioning own perceptions and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Blends tactical actions with operational and strategic goals.</li> <li>• Formulates objectives and priorities.</li> <li>• Implements plans in conjunction with the efforts of many people, organizations, and communities.</li> <li>• Capitalizes on opportunities and manages risks.</li> </ul>

### **Competency 12: Applies available resources & expertise**

*Demonstrates the ability to cooperatively acquire and administer human, financial, material, and information resources to accomplish the mission.*

<b>Knowledge</b>	<b>Skills</b>	<b>Abilities/Attitudes</b>	<b>Behavioral Indicators</b>
<ul style="list-style-type: none"> <li>• Identifies the resources and expertise in own and other organizations/entities that are needed to address coordinated goals.</li> <li>• Understands the principles and techniques of time management. Understands each individual team member's strengths, weaknesses and professional capabilities.</li> <li>• Determines and verifies what resources are needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Aware of own boundaries for action.</li> <li>• Matches assets to the appropriate problems (not just those that are most salient to own organization).</li> </ul>	<ul style="list-style-type: none"> <li>• Able to manage own expectations according to own boundaries.</li> <li>• Committed to respecting team members' capabilities and preferences.</li> <li>• Values expertise outside of traditional roles in the organization.</li> </ul>	<ul style="list-style-type: none"> <li>• Administers human, financial, material, and information resources to accomplish the mission.</li> <li>• Delegates tasks and empowers individuals.</li> <li>• Supports team members with resources and authority.</li> <li>• Monitors the status of tasks and people.</li> <li>• Develops workarounds when resources are constrained or barriers to access exist.</li> <li>• Ensures team members have the appropriate tools and resources to complete tasks.</li> <li>• Assigns tasks according to capabilities and individual preferences.</li> </ul>

<b>CIVIL-MILITARY TEAMING: DECISION REQUIREMENTS TABLE</b>				
Table of tasks and decisions to support identification of training requirements and gaps and to focus scenarios				
<b>Dilemma/Decision</b>	<b>Challenges (Why Difficult)</b>	<b>Variables/Factors to Consider</b>	<b>Problem-Solving Strategies</b>	<b>Competencies</b>
<b>(1) Task/Activity: Build and Manage Relationships</b>				
<b>Build relationships across agencies, implementing partners, contractors, and military to support common interests</b>	<ul style="list-style-type: none"> <li>• Reluctance of all parties to share information freely with others</li> <li>• Lack of immediate value seen in programs that partners are running</li> <li>• Leaders in a battle space may have personality clashes, leading to barriers for their respective teams when they try to work together</li> <li>• Some team members do not understand sharing credit for achievements or allowing others to have credit when it is helpful to the situation</li> <li>• Some military members view cooperation and collaboration as threatening to the chain of command</li> </ul>	<ul style="list-style-type: none"> <li>• Views on how to spend money or how to govern projects</li> <li>• Degree of familiarity each partner has with the other agencies, their missions, and current operations</li> <li>• Level of information on capabilities of agency partners</li> <li>• Degree to which others are amenable to coordinating and collaborating on and off the record</li> <li>• How civilians are integrated with the military in different battle spaces (i.e., some may receive better accommodations and resources based on the perceived value they add to the mission)</li> </ul>	<ul style="list-style-type: none"> <li>• Welcome counterparts into existing civilian, military, or cross-agency planning functions</li> <li>• Introduce counterparts to senior host nation political officials</li> <li>• Use collaboration and discussion to inform situational awareness and to lead to better, more informed decisions</li> <li>• Leverage networks and sources of information about the area</li> <li>• Serve as intermediary for the military to assist other civilian organizations</li> <li>• Introduce commanders to other commanders who have successfully leveraged civilian capabilities and let them confer peer-to-peer</li> <li>• Coordinate off the record during smoke breaks, meals, convoys</li> </ul>	<p><u>Main Competency</u></p> <p>C7: Builds common ground &amp; shared purpose</p> <p><u>Supporting Competencies</u></p> <p>C2: Cultural agility C5: Establishes effective partnerships &amp; teams</p>
<b>Build trusting partnerships with host nation and multinational counterparts</b>	<ul style="list-style-type: none"> <li>• Prior assumptions and experiences may slow the process of forging trust</li> <li>• Some U.S. personnel are deployed strictly in an advising role without any decision-making authority</li> <li>• Military focus on kinetic action</li> <li>• The relationships with host nation personnel (e.g., security guards) may be a contractual and not a command, relationship</li> <li>• Host nation partners may be aiding the insurgents</li> </ul>	<ul style="list-style-type: none"> <li>• Operational turnaround time</li> <li>• Planning cycle time constraints</li> <li>• Priority of mission</li> <li>• Ability to put aside assumptions that interfere with partnering effectively with other cultures</li> <li>• Ability to put aside expectations and tolerate ambiguity in situations</li> <li>• Ability to exercise tactical patience</li> <li>• Level of understanding of culture in which you are operating</li> <li>• Ability to ask for advice</li> <li>• Level of in-depth cultural</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the needs of host nation partners (e.g., a place to sit, take a break, pray or drink tea) and implement ways of addressing those needs (e.g., bunkers)</li> <li>• Show genuine care for the well-being of host nation partners</li> <li>• Consider what motivates host nation partners (e.g., in Afghanistan, status, not money, is a driving force)</li> <li>• Provide host nation partners with the opportunity to stand side-by-side with U.S. Soldiers (implies status and being treated as equals)</li> <li>• Consider how host nation partners</li> </ul>	<p><u>Main Competency</u></p> <p>C6: Develops positive relationships</p> <p><u>Supporting Competencies</u></p> <p>C1: Understand the cultural context of situations C2: Cultural agility C3: Understands</p>

<b>CIVIL-MILITARY TEAMING: DECISION REQUIREMENTS TABLE</b>				
Table of tasks and decisions to support identification of training requirements and gaps and to focus scenarios				
<b>Dilemma/Decision</b>	<b>Challenges (Why Difficult)</b>	<b>Variables/Factors to Consider</b>	<b>Problem-Solving Strategies</b>	<b>Competencies</b>
<b>(1) Task/Activity: Build and Manage Relationships</b>				
	<ul style="list-style-type: none"> <li>• Culture norm may be to assure compliance and then do it their way anyway</li> <li>• Host nation personnel may not take initiative, may not move forward with actions, or they may move slowly as a way to resist</li> <li>• Military culture follows established protocol; if something is not written in a manual, it is less likely to occur</li> <li>• One careless blunder can set back hard-won progress gained from establishing relationships</li> </ul>	training (e.g., received in-depth vs. surface-level training)	<p>interpret actions based on norms of their culture (e.g., officers carry side arms, which are used to execute subordinates for doing a poor job)</p> <ul style="list-style-type: none"> <li>• Understand that in some cultures, placing complete trust in host nation partners ensures honor - they will not betray that trust</li> <li>• Visit the areas where host nation partners work frequently so that they get used to U.S. personnel, their roles, and capabilities</li> <li>• Include host nation role players in training prior to deployment</li> <li>• Recognize the opportunity to help host nation partners build credibility and status (e.g., by being seen on patrols, or standing side-by-side guarding a gate)</li> <li>• Set aside planning and prioritizing assumptions (i.e., that security, information, and chain of command are intact and working)</li> <li>• Explain asset priorities to the other cultures and organizations in a way they can understand, taking into account cultural differences</li> <li>• Leverage National Guard and Reserve personnel (i.e., broader experiences can facilitate developing relationships with civilians and other partners)</li> <li>• Learn some of local language</li> <li>• Make an effort to take meals with multinational partners, bring junior officers to experience a different</li> </ul>	multiple perspectives C12: Applies available resources & expertise

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<b>(1) Task/Activity: Build and Manage Relationships</b>				
			culture, and learn how to relate to others	
<b>Navigate relationship dynamics and political challenges</b>	<ul style="list-style-type: none"> <li>• There may be no model to use as guidance (must start from scratch)</li> <li>• Personnel may be too quick to make assessments (e.g., degree of corruption, where the enemy is operating from, who is deserving of resources)</li> <li>• Some partners may move quickly and get work started without military assistance</li> <li>• Personnel may be asked to serve as intermediaries and messengers in politically sensitive situations (e.g., asking the local mayor to reschedule a press conference when the US ambassador cannot attend)</li> <li>• People may feel easily slighted instead of viewing friction as cross-organizational differences</li> <li>• Sensitivity to using same local HUMINT sources for multiple purposes by different actors</li> <li>• Players often have overlapping and conflicting roles</li> </ul>	<ul style="list-style-type: none"> <li>• Interests, motivations, reasons and ideological views on how things should run</li> <li>• Opinions across partners on effective use of resources</li> <li>• Viewpoints of how each actor fits into the U.S. policy in country</li> <li>• Who is authorized to make what decisions on behalf of the host nation government</li> <li>• Protocol/norms for communicating with political officials (e.g., is it acceptable to contact/email, who to copy on email)</li> <li>• Styles and preferences of changing leadership</li> <li>• Each organization's mission, structure, and culture, including directives for how each organization should carry out its mission</li> <li>• Size, scope, and long-term impacts of programs and interventions</li> <li>• Perceived fairness and equality of programs and interventions implemented in the past</li> </ul> <p>Credibility and competence of agency representatives</p>	<ul style="list-style-type: none"> <li>• Implement a fair and equitable process (i.e., equal chance of everyone receiving assistance, minority tribes can lobby for support, everyone has a voice)</li> <li>• Develop relationships with those in positions of authority so they can apply pressure to others as needed</li> <li>• Write and share reports in a way that others can benefit from the work</li> <li>• Investigate the tone and directives established by each agency's senior leadership on how personnel execute the mission</li> <li>• Leverage organizational friendships to push project ideas</li> <li>• Write letters/emails to support other project efforts to gain consensus and solidarity around ideas</li> <li>• Keep abreast of logistics and standard operating procedures</li> </ul>	<p><u>Main Competency</u></p> <p>C5: Establishes effective partnerships &amp; teams</p> <p><u>Supporting Competencies</u></p> <p>C4: Understands capabilities of partners &amp; systems  C9: Manages the flow of communication  C12: Applies available resources &amp; expertise</p>

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<b>(2) Task/Activity: Manage Programs and Projects</b>				
<b>Adapt operations to align to changes in mission initiated by new leadership</b>	<ul style="list-style-type: none"> <li>• Rotations of leaders fosters lack of continuity in mission focus or scope</li> <li>• Predecessors/successors may not be known by incumbent</li> <li>• Deployments may not overlap and allow for a “right seat ride”</li> <li>• Personnel may be in different stages of their deployments; those going home may want to “wrap up” projects and gain a sense of completion, while others may want to continue the work</li> <li>• Those re-deploying are going to another job and may not have time for continued coordination with those still in country</li> </ul>	<ul style="list-style-type: none"> <li>• Different deployment cycles across agencies</li> <li>• Routine policy changes with new leadership can disrupt activities</li> <li>• Stages of project that are contingent on different actors each doing their part (changes to one actor’s mission impacts all)</li> <li>• Projects may be set up on assumption that the next person rotating in will have the same mission, directive, resources, and timeframe (not always the case)</li> </ul>	<ul style="list-style-type: none"> <li>• Take time to form an assessment of the current situation and be open-minded before implementing changes to existing missions</li> <li>• Listen to perspectives of subordinates</li> <li>• Investigate what actions have been conducted to ensure the correct subsequent actions are implemented</li> <li>• Make oneself available for questions, via email or phone to successors continuing the mission</li> </ul>	<p><u>Main Competency</u></p> <p>C5: Establishes effective partnerships &amp; teams</p> <p><u>Supporting Competencies</u></p> <p>C1: Understands the cultural context of situations C9: Manages the flow of communication</p>
<b>Investigate the rationale behind established plans and projects</b>	<ul style="list-style-type: none"> <li>• Resource constraints may be a factor in deciding on plans and projects (e.g., agencies may be severely challenged in getting their people trained, qualified, and on the ground)</li> <li>• Security issues/risks fall under a commander’s purview; agencies may need to get out of an area</li> <li>• Belief by military that they have authority over everything in theater</li> </ul>	<ul style="list-style-type: none"> <li>• What may be a sustainable long term solution for locals may be different than that for Americans (e.g., making a building heating system contingent on expensive fuel, maintenance cost and maintenance skill vs. designing a building with wood burning stoves for easy and affordable maintenance)</li> </ul>	<ul style="list-style-type: none"> <li>• Verify with the locals and commander that the plans are what they want and need</li> <li>• Check assumptions and continually ask questions to probe why the civilian agency or locals are doing things the way they are</li> </ul>	<p><u>Main Competency</u></p> <p>C4: Understands capabilities of partners &amp; systems</p> <p><u>Supporting Competencies</u></p> <p>C1: Understands the cultural context of situations</p>
<b>Determine who and how to help with programs, aid, and support</b>	<ul style="list-style-type: none"> <li>• Need to overcome bad reputations, promises made that were not kept, or dissatisfaction with previous</li> </ul>	<ul style="list-style-type: none"> <li>• Backgrounds, reputation, and positions of those in cross-functional working groups</li> <li>• Local networks and</li> </ul>	<ul style="list-style-type: none"> <li>• Identify working groups and organizations to facilitate entry into communities</li> <li>• Identify number, type (local, U.S.</li> </ul>	<p><u>Main Competency</u></p> <p>C12: Applies available</p>

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<b>(2) Task/Activity: Manage Programs and Projects</b>				
	<p>personnel</p> <ul style="list-style-type: none"> <li>• Inability to maintain a long time horizon instead of seeking more immediate solutions</li> <li>• Desire to support the most vulnerable populations may indirectly contribute to continued instability</li> <li>• Independent actions may result in unanticipated or unwelcome 2<sup>nd</sup> and 3<sup>rd</sup> order effects</li> <li>• True needs vs. wants may differ; local leaders may be motivated to ask for things that benefit them and their family personally, versus the community at large</li> <li>• Locals may not know what solutions are possible for a given challenge (e.g., may be lacking knowledge about farming techniques, equipment, or resources needed)</li> <li>• What the locals want/need may not be obvious from the Coalition's perspective</li> </ul>	<p>connections that those have in the working group</p> <ul style="list-style-type: none"> <li>• Level of tension between short term needs and long term mission goals</li> <li>• Knowledge of populations that are supporting the local government vs. those supporting insurgents</li> <li>• Who local key leaders are connected to by means of familial relationships (e.g., Taliban, government leaders)</li> <li>• Whether local contacts and sources are being paid to provide information (shifting loyalties) or freely offering it</li> <li>• Existing resources and capabilities of local population</li> <li>• Amount of information locals can provide on their current situation</li> <li>• Differing or competing perspectives of locals, depending on situation</li> <li>• Security in area</li> <li>• Availability and reliability of implementing agents</li> </ul>	<p>only, international), and purpose of each NGO/IO</p> <ul style="list-style-type: none"> <li>• Obtain recommendations from others in country on where to obtain credible information</li> <li>• Co-locate field coordinators in close proximity to other agency partners and/or military</li> <li>• Set up frequent, recurring meetings to share information</li> <li>• Compare and contrast top priorities and populations with those of interest for military to support</li> <li>• Formulate and deploy assessment teams with local leaders as key players</li> <li>• Support battalion/combat units in kinetic areas by providing a local civilian or NGO partner to work through the government</li> <li>• Perform a cost benefit analysis of potential projects</li> <li>• Engage with the community to fully understand the environment or area (i.e., who are the key actors, what are the upcoming events, and so forth)</li> </ul>	<p>resources &amp; expertise</p> <p><u>Supporting Competencies</u></p> <p>C1: Understands the cultural context of situations</p> <p>C4: Understands capabilities of partners &amp; systems</p> <p>C9: Manages the flow of communication</p> <p>C10: Uses integrative methods for planning &amp; problem-solving</p> <p>C11: Synchronizes tactical actions, operational objectives, &amp; strategic goals</p>
<b>Determine whether an area is a candidate for stability or development work</b>	<ul style="list-style-type: none"> <li>• Difference between gathering "intel" and gathering atmospherics</li> <li>• May not have access to information about local population</li> <li>• Kinetic activity may be ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Degree of corruption</li> <li>• What locals and leaders are discussing</li> <li>• Whether proposed program is something of interest to locals</li> <li>• Real needs of local community</li> <li>• Track record of results (i.e., programs tried in the past)</li> </ul>	<ul style="list-style-type: none"> <li>• Leverage NGOs to gather atmospherics on what is happening in a given area</li> <li>• Access fingerprints, demographic, and family history of all local nationals working for an NGO</li> <li>• Discern the temperament and loyalties of various villages and</li> </ul>	<p><u>Main Competency</u></p> <p>C1: Understands the cultural context of situations</p> <p><u>Supporting</u></p>

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<b>(2) Task/Activity: Manage Programs and Projects</b>				
	<ul style="list-style-type: none"> <li>Others may not understand the intention behind allocating resources in certain ways</li> <li>Some insurgent leaders are in charge of "shaking down" NGOs</li> </ul>	<ul style="list-style-type: none"> <li>Likelihood program will produce results based on structure, funding</li> <li>Local view of the government</li> <li>Whether safer for others to align with military or go in "neutral"</li> <li>Location of insurgent checkpoints</li> <li>Military plans and goals</li> <li>Capacity/capability of partners</li> </ul>	towns (e.g., Taliban, insurgents, sympathizers) <ul style="list-style-type: none"> <li>Meet with military to gather information</li> <li>Coordinate and share information with military counterparts</li> <li>View situation as an opportunity to "shape" the battlefield</li> </ul>	<u>Competencies</u> C9: Manages the flow of communication C11: Synchronizes tactical actions, operational objectives, & strategic goals C12: Applies available resources & expertise
<b>Coordinate efforts to resolve issues to execute a task or project between agency, partner, sub-contractor, and military</b>	<ul style="list-style-type: none"> <li>Accomplishing a major goal (e.g., create 2,000 police officers, pull off elections) may take months or years</li> <li>Command authority may be limited to those within a person's agency or unit</li> <li>Ability to drive projects may be based on relationships and indirect influence</li> <li>Corruption of project managers</li> </ul>	<ul style="list-style-type: none"> <li>Environmental characteristics (e.g., populace, geography, history)</li> <li>Expectations, directives, timelines</li> <li>Network of contacts</li> <li>Level of project oversight</li> <li>Cost concerns</li> <li>Number of players coordinating</li> <li>Level of commitment and dedication by the different parties</li> <li>Level of insurgent activities</li> <li>Level of corruption</li> </ul>	<ul style="list-style-type: none"> <li>Identify the key decision makers</li> <li>Plan and map out the timeline and determine how to implement it</li> <li>Prioritize tasks and sub-tasks according to the requirements of the mission</li> <li>Provide frequent status updates as more information becomes available</li> <li>Broker and negotiate deals to provide the most cost-effective solutions that make all parties happy</li> </ul>	<u>Main Competency</u> C10: Uses integrative methods for planning & problem-solving  <u>Supporting Competencies</u> C12: Applies available resources & expertise C7: Builds common ground & shared purpose
<b>Develop situation awareness of the operating environment, situation on the ground, and project status</b>	<ul style="list-style-type: none"> <li>Time constraints inhibit obtaining full baseline of situation</li> <li>Civilians are prohibited by law from collecting intelligence</li> <li>Military may disregard valuable information gathered by non-intelligence personnel</li> <li>Military may fail to grasp, appreciate, or leverage the</li> </ul>	<ul style="list-style-type: none"> <li>Key actors, network of experts, and upcoming events in area</li> <li>Willingness of partners to communicate and deconflict</li> <li>Ability to speak the language of the military</li> <li>Extent of partners' experience in project management</li> <li>Awareness of long-term development goals</li> </ul>	<ul style="list-style-type: none"> <li>Triangulate information from a variety of sources to understand and assess credibility of other actors</li> <li>Work across partners to form a combined/shared assessment</li> <li>Make frequent site visits to get to know players involved (e.g., planners in country, host nation connections)</li> </ul>	<u>Main Competency</u> C1: Understands the cultural context of situations  <u>Supporting Competencies</u>

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<b>(2) Task/Activity: Manage Programs and Projects</b>				
	<p>access civilians have established in local communities</p> <ul style="list-style-type: none"> <li>Disengaged agency POCs may be bottlenecks and warrant someone else stepping into management</li> <li>Logistical issues involved with accessing information about what is happening on the ground or getting information from contractors and sub-contractors</li> <li>Lack of information flow between contractors, agencies, and military</li> </ul>	<ul style="list-style-type: none"> <li>Investigative skills</li> <li>Where to access information</li> <li>Ability to evaluate objectively the usefulness of information</li> <li>Experience level of person receiving information</li> <li>Volume of reports to sift through and filter</li> <li>Ability to differentiate good information (i.e., accurate, credible) from actionable information</li> <li>Level of detail as related to level of credibility</li> </ul>	<ul style="list-style-type: none"> <li>Train civilians on military culture and differences between the Services</li> <li>Volunteer to personally obtain information to facilitate assessment</li> <li>Bring partners to meetings to help them gather firsthand information</li> <li>Identify information gaps</li> <li>Ask culturally appropriate questions (e.g., with Afghans, the more specific the better)</li> <li>Consider a source's position in the community, past experience, motivation in providing information</li> <li>Leverage investigative skills to ascertain situation on the ground</li> </ul>	<p>C7: Builds common ground &amp; shared purpose C9: Manages the flow of communication C12: Applies available resources &amp; expertise</p>
<b>Manage expectations of what, how, and when projects will be implemented</b>	<ul style="list-style-type: none"> <li>Locals may appreciate idea of long term projects, but more concerned with how to be productive, earn wages, and feed their families in the short term</li> <li>"Bad guys" take advantage of gaps in timeline; their goal is to gain favor with locals to undermine the mission</li> <li>May be difficult to determine what resources are available</li> </ul>	<ul style="list-style-type: none"> <li>Time to get supplies to area in need</li> <li>Time needed to realize benefits</li> <li>Other supporting projects that need to be completed prior to completing main project</li> <li>Degree to which other entities (NGOs, university personnel) can deliver smaller projects and programs to fill gaps</li> <li>Degree to which one is able to construct an accurate mental model for what it takes to do x, y, or z</li> <li>Availability of resources</li> </ul>	<ul style="list-style-type: none"> <li>Identify gaps and formulate bridging strategies</li> <li>Learn what resources are available and the timelines for procurement</li> <li>Develop contingency plans should projects become delayed</li> <li>Convey timelines across different disciplines to ensure common understanding of situation and proposed solution</li> <li>Make specific and immediate plans to aid locals in areas important to them (e.g., agriculture)</li> </ul>	<p><u>Main Competency</u></p> <p>C11: Synchronizes tactical actions, operational objectives, &amp; strategic goals</p> <p><u>Supporting Competencies</u></p> <p>C4: Understands capabilities of partners &amp; systems C12: Applies available resources &amp; expertise</p>

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<b>(3) Task/Activity: Align and Integrate Operations</b>				
<p><b>Determine what type, how much, and how to share information with partners</b></p>	<ul style="list-style-type: none"> <li>• Language barriers, high illiteracy rates, and differing attention spans</li> <li>• Lines of communication may not be direct between civilians and military commanders</li> <li>• Commanders differ in how they involve, leverage, and utilize civilian and contractor assets</li> <li>• Local politics may change the rules during interventions</li> <li>• Constitutional limitations and laws may impede information sharing</li> <li>• Not sharing all information may violate trust</li> <li>• Traditional intelligence reports of enemy activity may not capture all details pertinent to civilian operational planning</li> <li>• What military considers a threat may not apply to civilians</li> <li>• Military and civilian operations may occur simultaneously in same area/region, with different goals and objectives, so the information pertinent to different agencies may be different</li> </ul>	<ul style="list-style-type: none"> <li>• Different cultures, norms of operating, terminology, and planning cycles</li> <li>• Ability to translate classified information into a form that can be shared</li> <li>• Ability to present findings to different audiences (USAID, military, and so forth)</li> <li>• Level of education/literacy of locals</li> <li>• How personnel are rewarded for sharing/not sharing information</li> <li>• Level of trust already established in key relationships</li> <li>• Credibility of sources providing information</li> <li>• Ability to categorize information into pieces that can and cannot be shared</li> <li>• Different norms, standards, and language for operating</li> <li>• Rationale behind historical enemy activity in the area</li> <li>• Goals and motivations of each actor in the area</li> <li>• Ability to interpret information received from different organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas by offering them as “recommendations”</li> <li>• Share problems before they get out of control</li> <li>• Ask questions to verify information</li> <li>• Be sensitive to terminology (e.g., interrogation vs. law enforcement interview)</li> <li>• Recognize that common/standard military and law enforcement techniques may be new to locals</li> <li>• Keep counterparts informed enough to motivate them to investigate and gather their own information</li> <li>• Build trust by providing credible information, even if it is not directly needed at the time (e.g., show/share UAV feeds)</li> <li>• Establish working model of how each player typically performs his/her job</li> <li>• Identify what information is relevant and pertinent to the particular task</li> <li>• Be aware of who has access to the information you are seeking</li> <li>• Make it clear what pieces of information are critical vs. extraneous to mission</li> <li>• Share specific details about how</li> </ul>	<p><u>Main Competency</u></p> <p>C9: Manages the flow of communication</p> <p><u>Supporting Competencies</u></p> <p>C7: Builds common ground &amp; shared purpose  C5: Establishes effective partnerships &amp; teams  C11: Synchronizes tactical actions, operational objectives, &amp; strategic goals</p>

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<b>(3) Task/Activity: Align and Integrate Operations</b>				
			assistance will be provided to partners	
<b>Negotiate information flow among agencies, implementing partners, subcontractors, and military</b>	<ul style="list-style-type: none"> <li>• Cultural differences in work styles impact expectations/relationships</li> <li>• Tendency for military to view civilians, contractors, and implementing partner as subordinates instead of as peers</li> </ul>	<ul style="list-style-type: none"> <li>• Level of understanding of cultural differences between different actors</li> <li>• Norms for acceptable work quality</li> <li>• Norms for how workers are hired and paid</li> <li>• Degree to which civilians can show value added to the military</li> <li>• Degree to which military are open to working with civilians as peers instead of assets/subordinates</li> </ul>	<ul style="list-style-type: none"> <li>• Uncover and discuss cultural differences (norms, ways of working) in a way that all can understand</li> <li>• Educate the military about what civilians do and what role they play in executing the overall mission</li> <li>• Educate the military in the systems approach (interrelated systems that must function as a unified whole)</li> </ul>	<p><u>Main Competency</u></p> <p>C3: Understands multiple perspectives</p> <p><u>Supporting Competencies</u></p> <p>C2: Cultural agility</p>
<b>Coordinate joint military operations</b>	<ul style="list-style-type: none"> <li>• Leadership of respective Services may believe they have command authority over one another</li> <li>• Common terms may have different definitions across Services (e.g., establish a perimeter, provide staffing for the perimeter)</li> <li>• Counterparts fail to realize they have to protect each other, so cannot begin to start to work together</li> </ul>	<ul style="list-style-type: none"> <li>• Degree to which leadership is willing to work across Services</li> </ul>	<ul style="list-style-type: none"> <li>• Take the time to build relationship with counterpart and find out how to support him/her</li> <li>• Determine what agreements, contracts, and memoranda of understanding have already been established</li> </ul>	<p><u>Main Competency</u></p> <p>C5: Establishes effective partnerships &amp; teams</p> <p><u>Supporting Competencies</u></p> <p>C4: Understands capabilities of partners &amp; systems</p> <p>C7: Builds common ground &amp; shared purpose</p>

<b>CIVIL-MILITARY TEAMING: DECISION REQUIREMENTS TABLE</b>				
Table of tasks and decisions to support identification of training requirements and gaps and to focus scenarios				
<b>Dilemma/Decision</b>	<b>Challenges (Why Difficult)</b>	<b>Variables/Factors to Consider</b>	<b>Problem-Solving Strategies</b>	<b>Competencies</b>
<b>(4) Task/Activity: Determine Roles and Responsibilities</b>				
<b>Distinguish and track the different types of civilians and civilian organizations operating in theater</b>	<ul style="list-style-type: none"> <li>Common mindset of civilians that those in uniform are Warfighters</li> <li>Misunderstandings and confusion about different roles and functions between agencies</li> <li>Agencies report how many civilians/vehicles are planning to be in the area, but information may change in the last minute - out of military's control</li> <li>Military may not know who the civilian agencies are and their roles in country</li> <li>Many military have not had any experience working closely with non-military counterparts</li> </ul> <p>Common mindset of military personnel is that all civilians are contractors who only care about making money</p>	<ul style="list-style-type: none"> <li>Agencies vary on how they function and keep track of their personnel</li> <li>Military intelligence procedures and how those overlap or complement work of contractors in country</li> </ul>	<ul style="list-style-type: none"> <li>Accurately create and maintain current list of all civil-military units or organizations working in theater</li> <li>Contact various agencies to understand who they are working with and what projects they are working on</li> <li>Explain to military what DoD civilians can do, how they differ from contractors, and the leverage they have over contractors to ensure quality control</li> <li>Prior to deployment, provide personnel with some of the civil-military organizations that they will see in theater and inform them as to their roles</li> <li>Implement in-theater training to reinforce who the players are</li> </ul>	<p><u>Main Competency</u></p> <p>C4: Understands capabilities of partners &amp; systems</p> <p><u>Supporting Competencies</u></p> <p>C3: Understands multiple perspectives C7: Builds common ground &amp; shared purpose</p>
<b>Determine who the relevant players are that need to be integrated into operations</b>	<ul style="list-style-type: none"> <li>Not all players are easily identifiable and accessible</li> <li>The more players involved in the mission, the greater the security concerns</li> <li>Civil-military organizations may be involved in various operations (e.g., elections)</li> <li>Military personnel at field grade level may not know the role of civilians</li> </ul>	<ul style="list-style-type: none"> <li>Established partnerships with the military (e.g., Afghan Uniform Police, Border Police, Afghan Military Schools) vs. with civilians (e.g., force protection)</li> <li>Different contractors may be providing security services at different FOBs, but there are opportunities to link up, connect systems, and share information</li> </ul>	<ul style="list-style-type: none"> <li>Work to uncover the network of contractors at a location and across FOBs to determine responsibilities of each entity</li> <li>Recognize that there may be multiple entities within the same organization that are important for coordination (e.g., one group of USACE engineers for building design; another group for security equipment placement)</li> </ul>	<p><u>Main Competency</u></p> <p>C4: Understands capabilities of partners &amp; systems</p> <p><u>Supporting Competencies</u></p> <p>C1: Understands the cultural context of situations</p>

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<b>(4) Task/Activity: Determine Roles and Responsibilities</b>				
				C5: Establishes effective partnerships & teams
<b>Determine how to get started in a new assignment/location</b>	<ul style="list-style-type: none"> <li>• Specific job roles may be unclear due to differences between agencies and organizations</li> <li>• Lack of clear links between the overall goal (e.g., advisors to the military) and the specific role(s)</li> <li>• There may be little guidance from superiors or predecessors on mission, scope, and goals</li> <li>• Hand-offs from previous personnel may not occur</li> <li>• It may take time to get bearings and a working understanding of the operational environment</li> <li>• Getting outside the wire or getting seats on a convoy may be difficult</li> </ul>	<ul style="list-style-type: none"> <li>• Plans/projects previous personnel managed and implemented while in country</li> <li>• Plans developed by local government entities or NGOs for the area of operations</li> <li>• Availability of insights from departing personnel on what they would have done differently at the beginning of their assignments</li> <li>• How information is filtered through different organizations</li> <li>• Leaders' level of initiative to research the area on their own</li> </ul>	<ul style="list-style-type: none"> <li>• Form good relationships with local government leaders and coordinating bodies before taking major actions</li> <li>• Streamline communications from lower levels up to regional headquarters</li> <li>• Field questions and find answers to issues raised in the field</li> <li>• Research what existing plans have been developed by predecessors</li> <li>• Be flexible about where and how to best support the mission</li> <li>• Approach assignment with an open mind and without assuming you have all the answers (i.e., a learning stance)</li> <li>• Before deployment, research the culture, language, etc.</li> <li>• Start forming an approach in order to hit the ground running upon arrival</li> <li>• Maintain flexible attitude – be open to learning specifics once deployed (i.e., if approach not working, adapt it)</li> <li>• Keep learning and updating mental models</li> </ul>	<p>C5: Establishes effective partnerships &amp; teams</p> <p><u>Main Competency</u></p> <p>C2: Cultural agility</p> <p><u>Supporting Competencies</u></p> <p>C1: Understands the cultural context of situations</p> <p>C5: Establishes effective partnerships &amp; teams</p> <p>C6: Develops positive relationships</p>
<b>Determine how to integrate oneself with the Army</b>	<ul style="list-style-type: none"> <li>• Getting outside the wire or getting seat on the convoy may be difficult</li> <li>• Military may not see what value civilian agencies partners bring to the</li> </ul>	<ul style="list-style-type: none"> <li>• Personality and leadership style across key players</li> <li>• Access to resources (e.g., funding, implementing partners, key leaders, information, equipment and supplies)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify civilians who are successful in working with military</li> <li>• Learn the military system as opposed to fighting it</li> <li>• Determine how to show your</li> </ul>	<p><u>Main Competency</u></p> <p>C1: Understands the cultural context of situations</p>

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<b>(4) Task/Activity: Determine Roles and Responsibilities</b>				
	operation <ul style="list-style-type: none"> <li>• Goals and objectives may differ across civilian and military partners (e.g., stability vs. development)</li> <li>• Culture of the military is action-oriented and sometimes they just want to “do something”</li> </ul>	<ul style="list-style-type: none"> <li>• Past or existing relationships across civilian-military counterparts may affect how players respond to new personnel</li> </ul>	worth or bring a capability to the table <ul style="list-style-type: none"> <li>• Be persistent in researching information and asking questions</li> <li>• Be willing to say “I don’t know,”</li> <li>• Attend provincial and military briefings to understand operational situation</li> </ul>	<u>Supporting Competencies</u> C7: Builds common ground & shared purpose C8: Manages conflict

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<b>(5) Task/Activity: Align Goals</b>				
<b>Generate a picture of what success looks like</b>	<ul style="list-style-type: none"> <li>• Conflict between finding local solutions to local problems vs. doing things the American way</li> <li>• Metrics are developed by those not working in the field - no understanding of what success looks like or factors involved</li> <li>• Unavailability of feedback that crosses over time periods needed to judge success because information is not always available after a deployment ends</li> <li>• Personnel turnovers across agencies disrupt continuity and create turbulence</li> <li>• Each new rotating US military unit brings new perspective and direction for operations</li> <li>• Competition for resources can turn deadly and corruption can occur</li> <li>• Rules can change politically during an intervention</li> <li>• Different sets of rules, political changes, and corruption can cause one to lose focus on successes</li> <li>• Activity standards may be widely understood (e.g., train 200 personnel) but desired end states are often unknown</li> <li>• Fractured infrastructure in country makes</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic overall goals of the mission</li> <li>• Level of turbulence</li> <li>• Ability to present findings to different audiences (e.g., USAID, military)</li> <li>• Commander's strategy, intent, and perspective</li> <li>• Differences in risk-taking (e.g., USMC more aggressive, willing to go make mistakes, spend money, and go on the offensive vs. Army more conservative)</li> </ul>	<ul style="list-style-type: none"> <li>• Discern different agendas, interests, and motivations of key players</li> <li>• Accept competition and corruption may be present, but focus on what goals were met</li> <li>• Describe local successes instead of blanket evaluation of entire country</li> <li>• Look for clues in reports on short-term goals that shed light on big picture goals</li> <li>• Interact with players involved to gain an understanding of their roles and mission requirements</li> <li>• Engage in mental simulation in order to generate a picture of what success looks like.</li> <li>• Respect the decision-making systems of the locals</li> </ul>	<p><u>Main Competency</u></p> <p>C4: Understands capabilities of partners &amp; systems</p> <p><u>Supporting Competencies</u></p> <p>C1: Understands the cultural context of situations  C8: Manages conflict  C10: Uses integrative methods for planning &amp; problem-solving  C11: Synchronizes tactical actions, operational objectives, &amp; strategic goals</p>

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<b>(5) Task/Activity: Align Goals</b>				
	<ul style="list-style-type: none"> <li>communication challenging</li> <li>Some may be too concerned with the process and not with action or results or vice versa</li> </ul>			
<b>Entice other actors (e.g., local, U.S. agency, military, NGO and international partners) into working together</b>	<ul style="list-style-type: none"> <li>Some players may be skeptical about what NGOs can deliver (scope and scale) and whether it is worth the time and effort to engage</li> <li>U.S. entities may be concerned about moving too quickly or showing too much progress for fear that things are not controlled or are corrupt</li> <li>Agencies may control or restrict access to NGO partners or military</li> <li>NGOs must provide aid while being non-threatening to insurgents</li> <li>NGO survival depends on developing relationships and trust with the community; if the military is seen working with them, that will undermine trust and make them a target for insurgents (and the military can inadvertently destroy the dynamic the NGOs have taken years to develop with the community)</li> </ul>	<ul style="list-style-type: none"> <li>Track records, experience levels, and reputations of partners</li> <li>Financial resources and capacity of the program</li> <li>Effort and resources partners will have to expend to make it worth their time to engage</li> <li>Amount of latitude agencies have in approving projects (contract vs. cooperative agreement)</li> <li>Kinetic activity in the area</li> <li>Degree to which civilians and military can work out conditions of how to operate together without threatening the others' mission</li> </ul>	<ul style="list-style-type: none"> <li>Leverage anyone who is willing to talk and share connections in communities and villages</li> <li>Approach local elders/leaders to gauge interest and gain buy-in on projects</li> <li>Demonstrate capabilities with high impact, short term projects</li> <li>Provide locals with immediate aid such as training and equipment</li> <li>Make clear that programs are not handouts but short term assistance toward locals being self-sufficient</li> <li>Recognize when the military should keep their distance from the civilians so as not to make them a target</li> <li>Civilians must balance their need for protection by the military with the need to maintain distance (e.g., following a mile behind a convoy)</li> </ul>	<p><u>Main Competency</u></p> <p>C11: Synchronizes tactical actions, operational objectives, &amp; strategic goals</p> <p><u>Supporting Competencies</u></p> <p>C1: Understands the cultural context of situations C10: Uses integrative methods for planning &amp; problem-solving C12: Applies available resources &amp; expertise</p>
<b>Gain consensus on mission priorities across U.S. agency</b>	<ul style="list-style-type: none"> <li>The indigenous definition of success (what the locals want) and what the agencies want to</li> </ul>	<ul style="list-style-type: none"> <li>Different goals and objectives across partners (e.g., stability vs. development)</li> </ul>	<ul style="list-style-type: none"> <li>Clarify how proposed actions are in support of stability or development goals</li> </ul>	<p><u>Main Competency</u></p> <p>C7: Builds common</p>

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<b>(5) Task/Activity: Align Goals</b>				
<b>and military partners</b>	<p>provide are sometimes in opposition to one another</p> <ul style="list-style-type: none"> <li>• Multinational partners may have competing interests and priorities about where to offer aid and services (e.g., schools and clinics)</li> <li>• Quality standards and metrics of success may not apply in wartime situations</li> <li>• Military addresses symptoms and not causes of instability</li> <li>• Civilian focus is on long-term objectives involving less action, less use of visible resources, and more use of mental resources</li> <li>• No good rules of thumb exist for estimating cost of development mission with expected benefit and return in reducing insurgency</li> <li>• Risking military casualties for unknown returns may be unacceptable to the military</li> <li>• Unintended and unforeseen consequences for locals when implementing projects (e.g., electric power encourages Taliban to continue operating at night and prevents locals from leaving their homes)</li> <li>• Activities performed in silos or pursued independently by the military (e.g., providing toys, clothes, food) may support a short term goal but</li> </ul>	<ul style="list-style-type: none"> <li>• Past civil-military relationships affect how players respond to one another</li> <li>• Personality and leadership styles across key players</li> <li>• Degree of military understanding of capacity building</li> <li>• Systemic organizational differences between military and civilian worlds</li> <li>• Degree to which players see projects as long-term development vs. short-term solutions to problems</li> <li>• Willingness of the parties to come together and deconflict</li> <li>• Willingness of military to let civilians address causes of instability</li> <li>• Level of coordination in place at higher levels for both military and civilians</li> <li>• Type of mission each entity is planning/running in the area</li> <li>• Goals and motivations of each actor in the area</li> <li>• Level of awareness of different perspectives of the parties involved</li> <li>• Funding cycles of sponsoring organization</li> <li>• Level of understanding of how each organization operates, what their timelines are, the network they are in, and the key players involved</li> <li>• Level of awareness of the local</li> </ul>	<ul style="list-style-type: none"> <li>• Train military understanding of how civilian agencies operate</li> <li>• Define clear-cut responsibilities for civilians and military so they do not step on each other's toes</li> <li>• Link strategies and goals by sending the information up to the embassy and senior commands, so they can integrate elements</li> <li>• Encourage joint civilian and military coordination at planning stage</li> <li>• Seek support of local community decision-making groups – it will be difficult for others to disregard the voice of a locally organized entity</li> <li>• Translate information into a common shared format that can be compared and understood</li> <li>• Make salient the long-term benefits to be derived from your project</li> <li>• Research other agencies' progress and status reports published online prior to meeting with them</li> <li>• Investigate and obtain development plans that have already been established or negotiated with the local population</li> <li>• Listen to what local experts have to say and be open to their perspectives</li> <li>• Leverage the situation to make others look good, which will increase support from them</li> </ul>	<p>ground &amp; shared purpose</p> <p><u>Supporting Competencies</u></p> <p>C1: Understands the cultural context of situations  C9: Manages the flow of communication  C10: Uses integrative methods for planning &amp; problem-solving  C11: Synchronizes tactical actions, operational objectives, &amp; strategic goals  C12: Applies available resources &amp; expertise</p>

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<b>(5) Task/Activity: Align Goals</b>				
	<p>create unintended consequences</p> <ul style="list-style-type: none"> <li>• Funding for USAID programs is based on a proposal and bid cycle a year in advance, fraught with uncertainty whether projects will get approved or renewed</li> <li>• Military may not have an opportunity to weigh in on the funding process on which areas have strategic importance</li> <li>• Agencies may not be able to share details about proposed projects in order to protect the integrity of the procurement process</li> </ul>	<p>perspective</p>	<ul style="list-style-type: none"> <li>• Take into account the local perspective</li> </ul>	
<b>Prioritize projects to implement</b>	<ul style="list-style-type: none"> <li>• Requires saying “no” to some requests</li> <li>• Not all projects can be completed during one’s deployment</li> <li>• Not all interventions work in every region or area</li> <li>• Having to deal with people who don’t agree on the first steps, but who want things done a specific way</li> <li>• Working within what the security situation will safely allow</li> <li>• There may be corruption on the part of those with a vested interest in what and where projects happen</li> </ul>	<ul style="list-style-type: none"> <li>• Level of awareness of motives, agendas, and possible corruption</li> <li>• Scope of proposed projects</li> <li>• Resource constraints</li> <li>• Timeline constraints</li> <li>• Location of proposed projects</li> <li>• Locals’ desire for projects and solutions</li> <li>• Whether results will help build trust and confidence</li> <li>• Whether actions support long term sustainability</li> <li>• Feasibility of delivering and transitioning project successfully to those who follow in deployment</li> <li>• Whether the projects are in support of development or stability missions, as these have</li> </ul>	<ul style="list-style-type: none"> <li>• Think through 2<sup>nd</sup> and 3<sup>rd</sup> order effects</li> <li>• Align projects to existing plans or government requests</li> <li>• Consider what locals will consider as indicators of governance</li> <li>• Explore rationale behind requests (e.g., location of planned resources) to expose possible corruption</li> <li>• Be willing to “run a bluff” if others believe you are the decision maker</li> <li>• Find resources by re-purposing or looking outside your organization</li> <li>• Distinguish between elements that U.S. can sustain and those U.S. cannot</li> <li>• Be willing to take exploratory</li> </ul>	<p><u>Main Competency</u></p> <p>C11: Synchronizes tactical actions, operational objectives, &amp; strategic goals</p> <p><u>Supporting Competencies</u></p> <p>C1: Understands the cultural context of situations</p> <p>C12: Applies available resources &amp; expertise</p>

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<b>(5) Task/Activity: Align Goals</b>				
		different objectives and timeframes associated with them	steps <ul style="list-style-type: none"> <li>• Develop immediate actions and simultaneously plan for longer term</li> <li>• Build on existing programs/projects</li> <li>• Leverage personnel across the civil-military team who are trained in assessing infrastructure</li> </ul>	
<b>Determine how to position/nest programs, goals and activities with larger US strategy in country</b>	<ul style="list-style-type: none"> <li>• Different development partners may have differing views on their ultimate purpose in country (e.g., relieving suffering and helping the most vulnerable people vs. building an infrastructure and a more stable world)</li> <li>• There is no chain of command across organizations</li> <li>• USAID personnel may not want to share everything that their implementing partners (NGOs) are doing with the military in order to try and keep them more safe/secure</li> </ul>	<ul style="list-style-type: none"> <li>• Degree of stability in country</li> <li>• Degree of security in country</li> <li>• Different people, with different organizations, and different government entities with their own philosophies or agendas</li> <li>• Size of program/amount of funding</li> <li>• Understanding of what is essential for the success of a COIN operation</li> <li>• Experience level of NGOs in implementing similar programs</li> <li>• Source of funding (e.g., USAID, other government entity vs. private donors)</li> <li>• Potential of program to affect what portion of the population</li> </ul>	<ul style="list-style-type: none"> <li>• Keep in mind the high-level U.S. strategy in country across military, DoS, USAID, etc.</li> <li>• Coordinate plan across civilians and military on how to influence the local population to meet goals</li> <li>• Tie activities to host nation government plans</li> <li>• Place agency agenda in terms of military goals and vice versa</li> <li>• Utilize local/host nation employees to make activity visible and put a "local" face on it</li> <li>• Coordinate activities through leaders and other bodies (e.g., district governor, District Development Assembly)</li> <li>• Seek an audience with a military counterpart to share information, plans, and capabilities and coordinate and deconflict activities</li> </ul>	<p><u>Main Competency</u></p> <p>C11: Synchronizes tactical actions, operational objectives, &amp; strategic goals</p> <p><u>Supporting Competencies</u></p> <p>C1: Understands the cultural context of situations            C8: Manages conflict            C10: Uses integrative methods for planning &amp; problem-solving</p>
<b>Anticipate 2<sup>nd</sup> and 3<sup>rd</sup> order consequences of actions</b>	<ul style="list-style-type: none"> <li>• A person may not be in country long enough to see the effects of a decision play out</li> <li>• U.S. personnel (both civilian and military) may be more</li> </ul>	<ul style="list-style-type: none"> <li>• Degree organizational cultures may reinforce long-term vs. short-term perspectives</li> <li>• Metrics of success (i.e., what is actually being measured vs. what should be measured)</li> </ul>	<ul style="list-style-type: none"> <li>• Establish metrics that measure outcomes (i.e., end results), not just activities (e.g., dollars spent, number of personnel trained)</li> <li>• Require a pre-deployment course for military on <i>Development</i></li> </ul>	<p><u>Main Competency</u></p> <p>C11: Synchronizes tactical actions, operational objectives, &amp; strategic goals</p>

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<b>(5) Task/Activity: Align Goals</b>				
	<p>heavily evaluated on immediate goals and progress made, despite long-term consequences</p> <ul style="list-style-type: none"> <li>Lack of understanding of drivers of conflict (i.e., only looking at the immediate causes instead of engaging in systems level thinking)</li> </ul>	<ul style="list-style-type: none"> <li>Degree to which military personnel understand the cultural implications of their actions</li> <li>Understanding of the difference between capacity and capability</li> <li>Ability to understand cultural dynamics (i.e., military is mission-focused; other cultures may be people-focused)</li> </ul>	<p><i>Theory</i></p> <ul style="list-style-type: none"> <li>Place immediate needs in the context of long-term ultimate goal</li> <li>Train systems thinking early in military careers, integrating an understanding of the drivers of conflict and lessons learned</li> </ul>	<p><u>Supporting Competencies</u></p> <p>C1: Understands the cultural context of situations C10: Uses integrative methods for planning &amp; problem-solving</p>
<b>Develop an integrated civil-military campaign plan for a 3-5 year strategy</b>	<ul style="list-style-type: none"> <li>Civilians lack understanding of how to provide guidance to military</li> <li>Military complains about lack of guidance from civilians, but when they obtain guidance, they often don't know how to leverage it</li> <li>Military is trained to take action and shape the battlefield, so creating a multi-year strategy is new to them</li> <li>Military may not understand the cultural context of the environment, thereby letting the enemy gain the advantage</li> </ul>	<ul style="list-style-type: none"> <li>How well the planners on both sides communicate with one another</li> <li>Assets and resources available across the civil-military team</li> <li>Level of civilian understanding of the military culture</li> <li>Level of military understanding of the cultural context</li> </ul>	<ul style="list-style-type: none"> <li>Civilian planners must communicate their intent, in military terms, to military planners</li> <li>The embassy must establish an integrated civil-military planning and assessment capacity</li> <li>Ensure ambassador and military commander sign off on the agreed-upon campaign plans</li> </ul>	<p><u>Main Competency</u></p> <p>C3: Understands multiple perspectives</p> <p><u>Supporting Competencies</u></p> <p>C7: Builds common ground &amp; shared purpose</p>

<b>CIVIL-MILITARY TEAMING: DECISION REQUIREMENTS TABLE</b>				
Table of tasks and decisions to support identification of training requirements and gaps and to focus scenarios				
<b>Dilemma/Decision</b>	<b>Challenges (Why Difficult)</b>	<b>Variables/Factors to Consider</b>	<b>Problem-Solving Strategies</b>	<b>Competencies</b>
<b>(6) Task/Activity: Educate Partners</b>				
<b>Subtly train and coach counterparts</b>	<ul style="list-style-type: none"> <li>Personnel may not be receptive to education and training efforts</li> <li>Inexperienced military need help learning how to use available assets to solve problems</li> <li>Young military leaders may have a sense of pride that they can do everything themselves</li> <li>Young military leaders in technical areas may be taught more about leadership than about their technical specialty</li> </ul>	<ul style="list-style-type: none"> <li>Level of experience military personnel have in their roles</li> <li>Openness and willingness to learning new ways</li> <li>Availability of mentors</li> <li>Willingness to ask for and accept assistance from others</li> </ul>	<ul style="list-style-type: none"> <li>Seek opportunities to help, but where others will not feel as if someone is trying to take over</li> <li>Subtly ask questions to draw partner's attention to a particular concern</li> <li>Paint a picture of what to look for and how the situation may unfold</li> <li>Step in firmly when lack of knowledge will impact the mission</li> <li>Identify mentors and emulate their actions and habits</li> <li>Look for opportunities to educate the commander/staff on value provided</li> </ul>	<p><u>Main Competency</u></p> <p>C10: Uses integrative methods for planning &amp; problem-solving</p> <p><u>Supporting Competencies</u></p> <p>C2: Cultural agility C5: Establishes effective partnerships &amp; teams C7: Builds common ground &amp; shared purpose</p>
<b>Develop military's understanding of how civilian agencies function in capacity building and community development missions</b>	<ul style="list-style-type: none"> <li>Differences in understanding what constitutes a campaign plan</li> <li>Military's short-term focus and action-orientation vs. years it takes to develop government capacity</li> <li>Asking village elders may not be sufficient for determining needs vs. wants (e.g., proximity of key local leaders' and their families' houses to planned project sites vs. needs of community as a whole)</li> <li>Lack of civilian doctrine/standard</li> <li>DoS develops national level policy; foreign service officers are not trained in</li> </ul>	<ul style="list-style-type: none"> <li>Amount and type of training military members received on developing tactical patience and taking a long-term view</li> <li>Understanding of important and relevant drivers of conflict</li> <li>Differences in information flow and management</li> <li>Whether commander's past experience with agencies was positive or negative</li> </ul>	<ul style="list-style-type: none"> <li>Train and synchronize the three lines of effort in COIN - security, governance, and development - for both the civilians and the military</li> <li>Investigate and dig for information and connections that can explain motivations and why locals request certain assistance</li> <li>Train military in understanding how the civilian platform operates, what information requirements they need, and why</li> <li>Provide clear understanding of other's goals and roles in the overall effort.</li> <li>Advise military on best way to obtain information about an area (e.g., put together an assessment team) if/when requests for</li> </ul>	<p><u>Main Competency</u></p> <p>C11: Synchronizes tactical actions, operational objectives, &amp; strategic goals</p> <p><u>Supporting Competencies</u></p> <p>C3: Understands multiple perspectives C5: Establishes effective partnerships &amp; teams</p>

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<b>(6) Task/Activity: Educate Partners</b>				
	<p>how to extrapolate and interpret policies at the regional, provincial, or district levels</p> <ul style="list-style-type: none"> <li>• Civilian resources pale in comparison to military</li> <li>• Civilian structure may not be consistent across regions</li> <li>• Characteristics of how the civilian agencies function (i.e., often as program managers, and without the ability to respond to specific requests for information)</li> <li>• Implementing partners may have information about specific areas that may not be collected or filtered up to the agency partner</li> </ul>		<p>information overwhelm civilian agency counterpart or counterpart is too slow to respond</p>	

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<b>(7) Task/Activity: Create Integrated Civil-Military Team</b>				
<p><b>Create functioning civil-military working group</b></p>	<ul style="list-style-type: none"> <li>Working groups may duplicate work efforts</li> <li>Framework civilians use (e.g., assess, act, and adapt) is not linear, but iterative</li> <li>Civilians are more process-oriented than military</li> <li>Long-established entities view new structures or coordinating mechanisms as unwanted interference</li> <li>Many commanders view their jobs as keeping civilians out of harm's way, which can prevent civilians from doing their jobs</li> <li>Failure of military to see long-term goals (i.e., for the region to be peaceful and safe for civilians to work in, and for military to leave FOB without armor or loaded weapons)</li> </ul>	<ul style="list-style-type: none"> <li>Ability/authority of facilitator to bring diverse groups together</li> <li>Ability and willingness of the parties to communicate and coordinate</li> <li>Resources and information each party brings to the table</li> <li>Access to places and people that other entities do not have</li> <li>Degree parties are able to view collaboration as beneficial (i.e., gaining an advocate for their purpose and mission)</li> <li>Recognition that development planning is contingent on interaction with locals</li> <li>The particular commander's view or bias regarding what the role of the military should be in working with civilians</li> <li>The ability of the commander to engage in system-level thinking</li> </ul>	<ul style="list-style-type: none"> <li>Seek out opportunities to deconflict</li> <li>Introduce members of working group to host nation political officials so that they may build relationships</li> <li>When military is not allowed to work in an area, they must leverage their relationships with civilian counterparts</li> <li>Highlight each partner's strengths and abilities</li> <li>Align working group responsibilities and activities to the requests being made by local officials</li> <li>Identify constituencies that are not represented and invite them to participate (e.g., donors, culture office)</li> <li>Include an educational component in each meeting (inform others of the different capabilities of the different organizations)</li> <li>Ensure meeting times, locations, and agenda are consistent (i.e., set standards for regular communication and coordination)</li> <li>Push back resistance by proactively defining and developing roles and responsibilities</li> </ul>	<p><u>Main Competency</u></p> <p>C8: Manages conflict</p> <p><u>Supporting Competencies</u></p> <p>C7: Builds common ground &amp; shared purpose</p> <p>C10: Uses integrative methods for planning &amp; problem-solving</p>

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<b>(7) Task/Activity: Create Integrated Civil-Military Team</b>				
<b>Facilitate project planning, roles and assignments across agencies</b>	<ul style="list-style-type: none"> <li>Lack of available funding for projects</li> <li>Corruption of local government officials impedes planning and progression of projects - entities cancel as a result</li> <li>Communications are often one-way, from lower levels to regional</li> <li>Lower levels can overwhelm regional levels with requests for information</li> <li>Coordination and cooperation may not be as attractive to one organization as it is to another</li> <li>Risk involved in coordinating operations may be too high for one partner to accept</li> <li>The process for approval may be long and tedious (e.g., USAID has to go through D.C. and must be planned a year in advance)</li> </ul>	<ul style="list-style-type: none"> <li>Level of ease getting off base to do assessments and attend meetings</li> <li>Degree agencies contract the work that needs to be done vs. complete it themselves</li> <li>Timing impacts the success of the project</li> <li>Amount and type of information requested</li> <li>Ability to find technical experts who can provide the requested information</li> <li>Personnel available to integrate operations</li> <li>Resources available (e.g., UAVs)</li> <li>Permission to fly UAVs in restricted airspace</li> </ul>	<ul style="list-style-type: none"> <li>Conduct bi-weekly meetings to discuss details/address issues</li> <li>Meet with local government officials to create a sense of legitimacy</li> <li>Generate broad support for funding request prior to formal evaluation</li> <li>Leverage political relationships to exert pressure on uncooperative counterparts</li> <li>Utilize windows of opportunity of newly elected government officials to help build credibility</li> <li>Locate specialists at the local level which will take workload off the regional level</li> <li>Set up a fair, equitable, and transparent process for locals to lobby for support</li> <li>Show metrics and evaluation data to convince others to participate</li> </ul>	<p><u>Main Competency</u></p> <p>C10: Uses integrative methods for planning &amp; problem-solving</p> <p><u>Supporting Competencies</u></p> <p>C9: Manages the flow of communication  C11: Synchronizes tactical actions, operational objectives, &amp; strategic goals  C12: Applies available resources &amp; expertise</p>

**CIVIL-MILITARY TEAMING: DECISION REQUIREMENTS TABLE**

Table of tasks and decisions to support identification of training requirements and gaps and to focus scenarios

Dilemma/Decision	Challenges (Why Difficult)	Variables/Factors to Consider	Problem-Solving Strategies	Competencies
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(8) Task/Activity: Measure Success				
<p><b>Assess the effects and impacts of development and capacity building</b></p>	<ul style="list-style-type: none"> <li>• Time horizons differ between military and civilians</li> <li>• Difficult to gather data from locals on their sentiment toward local government</li> <li>• Survey data can be fabricated</li> <li>• Activities and effort are easier to measure than outcomes or lasting impacts</li> <li>• Monitoring and assessing is resource intensive and the military is loathe to take any resources away from combat capacity</li> <li>• Measuring these types of outcomes is inherently difficult</li> <li>• The military understands effects-based monitoring but their focus is on battlefield damage, not development or stability</li> <li>• Agencies must show data on effects to drive "political sentiment" to leverage and influence the powers that be</li> </ul>	<ul style="list-style-type: none"> <li>• Local population sentiment towards the government</li> <li>• Landscape (urban, rural)</li> <li>• Degree of education of population</li> <li>• Recognition by populace of government officials (visibility)</li> <li>• Recognition by populace that the government is behind key programs or progress</li> <li>• Populace perceptions of fair and equitable processes</li> <li>• Local beliefs that government should provide support, education, and so forth</li> <li>• Level of agreement on what the end state is, among various parties</li> <li>• Level of understanding of its role (the military) as part of the overall goal (building local govt. capacity)</li> <li>• Willingness of parties to pay attention to feedback from the community on how well interventions are meeting short- and long-term objectives</li> <li>• Ability to work at both the strategic and operational levels</li> </ul>	<ul style="list-style-type: none"> <li>• Measure level of violence and insurgent activity over time in areas where programs are implemented</li> <li>• Balance reporting activities (numbers of people trained, amount of aid handed out) with long term effects</li> <li>• Understand the culture of the people and other organizations</li> <li>• Be willing to take risks, and be willing to get out there and implement side-by-side assistance</li> <li>• Gather project-specific information in terms of quality control</li> <li>• Check project-specific goals against longer-term stability objectives</li> <li>• Recheck progress toward overall mission and goals on a regular basis</li> <li>• Stay informed via "feedback loops" (assessing environment day-to-day)</li> <li>• Keep overall mission goals in mind, i.e., if the whole goal is to support government legitimacy, <i>how</i> a project is implemented is more important than <i>what</i> is done</li> </ul>	<p><u>Main Competency</u></p> <p>C2: Cultural agility</p> <p><u>Supporting Competencies</u></p> <p>C11: Synchronizes tactical actions, operational objectives, &amp; strategic goals                      C12: Applies available resources &amp; expertise</p>

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<b>(9) Task/Activity: Manage US Presence</b>				
<b>Decide how best to work with local national counterpart</b>	<ul style="list-style-type: none"> <li>• Uncertainty whether the person you are working with has the support of others</li> <li>• Security concerns for counterpart, since he and his family may be a target of insurgents</li> <li>• Counterpart may not have adequate resources to make an impact</li> </ul>	<ul style="list-style-type: none"> <li>• Goals of counterpart</li> <li>• Information counterpart needs</li> <li>• Willingness of counterpart to learn new ways of doing things</li> <li>• Skills counterpart needs to build</li> <li>• Current level of security in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with counterpart on a regular basis, engaging in a variety of conversations (i.e., build a relationship with counterpart)</li> <li>• Make introductions with other key players to establish credibility of counterpart</li> <li>• Provide security, if necessary</li> <li>• Provide coaching on how to request assistance from various USG entities</li> <li>• Present precise facts and not promises of what can be done</li> <li>• Introduce important players to counterpart and allow them to discuss project matters</li> <li>• Provide suggestions on what to do, but do not force the issue (e.g., to communicate with military, use a map)</li> </ul>	<p><u>Main Competency</u></p> <p>C1: Understands the cultural context of situations</p> <p><u>Supporting Competencies</u></p> <p>C2: Cultural agility C5: Establishes effective partnerships &amp; teams</p>
<b>Position host nation government to respond to various situations on the ground</b>	<ul style="list-style-type: none"> <li>• Members of some cultures or organizations fear losing face so lack the confidence to make recommendations to commanders</li> </ul>	<ul style="list-style-type: none"> <li>• Extent to which locals have confidence that the government can meet their needs</li> <li>• Extent to which the government has not been viewed as a destructive force by the locals</li> <li>• Level of understanding of how to motivate people of other cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Assist local government in responding to local needs to increase confidence in government</li> <li>• Assist government in establishing and maintaining security</li> <li>• Use natural gathering place (e.g., the market) to leverage relationships of those who can help spread the word</li> <li>• Demonstrate success in an information operations campaign</li> <li>• Make sure the governor is attached to success (i.e., give credit to locals)</li> <li>• Educate local commander's staff to take initiative, (i.e., it is their job to collect the data, analyze the</li> </ul>	<p><u>Main Competency</u></p> <p>C5: Establishes effective partnerships &amp; teams</p> <p><u>Supporting Competencies</u></p> <p>C1: Understands the cultural context of situations C3: Understands multiple perspectives C6: Develops positive relationships</p>

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<b>(9) Task/Activity: Manage US Presence</b>				
			data, and make recommendations to inform commander's decisions)	C12: Applies available resources & expertise
<b>Coordinate operations across host nation counterparts, militaries, and multinationals</b>	<ul style="list-style-type: none"> <li>• Failure to realize it may be unreasonable to expect others to fully adapt to American military way of doing things (e.g., Afghan locals work 4-5 hours/day, take frequent breaks for prayers)</li> <li>• U.S. military has technology and resources at its disposal that counterparts may not and will not have once U.S. leaves</li> <li>• International agencies do not work with the same requirements as U.S. agencies (i.e., demonstrating a sense of urgency to accomplish the intended mission may not alter the tradition of the International agency going to the coffee shop before discussing the issue at hand)</li> <li>• Other organizations and cultures keep track of operations differently than Americans (e.g., tendency to track the destination of a convoy versus the last known reported location or point of departure; not writing things down but keeping track in one's head and through verbal reports)</li> <li>• Locals know terrain so well that they report location by</li> </ul>	<ul style="list-style-type: none"> <li>• Differences in work ethics and work styles across cultures</li> <li>• Ability to perform multiple tasks at the same time in order to accomplish mission's goals</li> <li>• Willingness to adapt to other work styles (i.e., conduct early morning meetings vs. later meetings, take coffee breaks throughout the day)</li> <li>• Determining when to take action to show results vs. allowing a process to develop that includes everyone in creating the results</li> <li>• Leadership goals for other organizations (e.g., Afghan Army measures success differently)</li> <li>• Different tactics work in different situations, depending on desired immediate vs. long-term results</li> </ul>	<ul style="list-style-type: none"> <li>• Implement and enforce rules to encourage workers to be punctual</li> <li>• Provide stakeholders with daily status updates on progress</li> <li>• Purchase new technology to assist in security efforts (i.e., devices that detect contact with explosives)</li> <li>• Meet with different heads of the political parties</li> <li>• Work with liaison teams, monitoring teams, Intel groups, and psychological operations</li> <li>• Develop friendships with individuals from other organizations</li> <li>• Attend meetings of agencies and note the information shared</li> <li>• Acknowledge pace and work style of counterparts and be willing to adjust own style as necessary (i.e., use breaks to get to know others)</li> <li>• Utilize the same techniques as the locals or other organization with whom you are working (i.e., use maps instead of GPS) or modify procedures to account for how others can manage operations independently</li> <li>• Talk to local people and organizations directly to gather information instead of using the internet to search for information</li> <li>• Investigate what is stopping the others from taking initiative to help themselves vs. just taking</li> </ul>	<p><u>Main Competency</u></p> <p>C10: Uses integrative methods for planning &amp; problem-solving</p> <p><u>Supporting Competencies</u></p> <p>C1: Understands the cultural context of situations  C2: Cultural agility  C5: Establishes effective partnerships &amp; teams  C12: Applies available resources &amp; expertise</p>

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<b>(9) Task/Activity: Manage US Presence</b>				
	terrain feature without giving coordinates <ul style="list-style-type: none"> <li>• Each time a new unit comes into an area of operation, they bring their own new goals, new knowledge and new structure or way of doing things; Local nationals and others there for the long-term recognize this and it can affect how willing they are to jump on to the new way of operating</li> </ul>		direction from Americans <ul style="list-style-type: none"> <li>• Walk through the plan with your sponsoring POC and/or request help in communicating/sharing purpose and authority of your program with other partners</li> </ul>	