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CULTURAL INTELLIGENCE INDICATORS GUIDE

A Guide for Understanding the
Cultural Environment at the Tactical Level

CULTURAL INTELLIGENCE INDICATORS GUIDE (CIIG)

CONTENTS

PURPOSE

Understanding the local culture is critical to mission success. This Cultural Intelligence Indicators Guide (CIIG) will contribute to an initial Intelligence Preparation of the Operational Environment that should be continuously updated by line companies. It is intended to aid Marines in the identification of key cultural observables during security and atmospherics patrols, while at the same time helping tactical unit leaders identify the information needed to understand and influence their local environment. The intent is to anticipate the second and third order effects of our actions in order to shape and influence events to our advantage.

How is this guide organized?

There are 12 sections within this guide. Within each section, the questions are divided into indicators Marines can *observe* during patrols and into things that Marines can *find out* during engagements with local populations.

Marines may choose to focus of these sections directly tied to their mission. The first few sections cover basic cultural indicators about the local populace to include language, education, economy, health, and the environment. These indicators are most often readily observable or easily accessible and will help the Marines understand people's backgrounds in order to anticipate or prevent potential

sources of friction or conflict. The latter sections cover more complex cultural indicators such social organization, power and authority, values and beliefs, and motivating issues. These sections are crucial in helping Marines understand the organization and mindset of the local people in order to better shape and influence lines of operations.

How is this guide different from the C-GIRH?

The CIIG is intended to complement the Cultural Generic Information Requirements Handbook (C-GIRH). The questions asked in this guide can be used as tactical cultural indicators for more complex "big picture" questions asked in the C-GIRH.

Where to Go for Cultural Information

MCIA produces a series of cultural products on more than 50 countries designed for the operational needs of Marines. They include country handbooks, culture cards, and cultural field studies. To order products call 703-784-6167.

How can you improve this product?

MCIA seeks your suggestions on how to improve and update the CIIG. Please forward any comments and suggestions to feedback@mcia.osis.gov.

Practical Field Application of the CIIG

During security and stability operations overseas, Marines set up check points where personnel were screened for identification. After a short time, the Marines turned the check points over to local police. They noticed, however, that some odd practices were cropping up.

The local police were given instructions to not let anyone through after 1800 except uniformed members of the police and members of coalition forces. After a while, one of the Marines noticed that traffic did not diminish after 1800 for one check point in particular. The Marine joined a local policeman on guard duty and found that higher ranking police officers were running a taxi service for non-police locals who needed to pass the check point and were willing to pay. The local policeman at the checkpoint also got some money for every 'taxi' he let though. "But I have to let him through," said the policeman when confronted. "He's an important man in my tribe, so it's hard for me to say no."

Using Cultural Intelligence Indicators

- Marines noticed a change in daily traffic patterns at check points. Traffic patterns were an important indicator of cultural intelligence for this locality. (See CIIG, pp. 36–38)

- Marines went beyond directly observable indicators to find out why the traffic patterns changed. This led Marines to learn about dominant affiliations and backgrounds of the population in the AO. (See CIIG, p. 8)

- Marines also found out about informal services and the wielding of power in that locality. (See CIIG, pp. 22–24, 60–62)

- To learn more about interactions among tribes in the AO, Marines could also investigate which tribes did and did not take advantage of 'taxi' service.

PEOPLE AND PLACES

The questions in this section shed light on the background of the people in the area of interest, their living conditions, as well as their attitudes towards U.S. forces. Knowing people's backgrounds helps to better anticipate potential sources of friction and provides insight into people's perceptions of their surrounding environment.

Things You Can See

- Is the area of interest densely or sparsely populated?
- Are there any recognized administrative boundaries in the area of interest (county, city, district, village, town, neighborhood, etc.)?
- What are the different types of structures (mud huts, farms, slums, houses, apartments, tents, markets, commercial stores, religious places of worship, etc.)?
    - Where are the religious places of worship (type, description, and MGRS)?
    - Where are the markets and commercial stores (type, description, and MGRS)?
    - What are the conditions of the living quarters?
    - How many people occupy each dwelling?
    - Are there any unoccupied quarters?

- - Does local housing appear to meet the needs of the local populace?
- Describe the people throughout the area of interest.
  - Where are they concentrated (description and MGRS)?
  - How are they dressed?
- Do the people appear to be:
  - Shy
  - Outgoing
  - Apprehensive
  - Receptive
  - Hostile
  - Friendly
  - Aggressive
- Did any of the locals attempt to verbally engage U.S. forces in either a positive or negative manner (conversation, shouting, remarks, taunting, etc.)?
- Was there any non-verbal communication (hand gestures, body language, deliberate avoidance, eye contact, hard stares, etc.)?
- Are there any refugees/Internally Displaced Persons (IDPs) in the area?
  - Approximately how many?

- Are they mostly men, women, or children or a mix of all three?
  - ◻ Where are they currently located (description and MGRS)?
  - ◻ How are they dressed?

Things You Can Find Out

- What is the average number of children per household?
- Where are the IDPs originally displaced from?
  - ◻ Why did they leave their homes?
- What are the dominant affiliations and backgrounds of the population in the area of interest (ethnic, religious, tribal, political, professional, other)?
  - ◻ Where are these different groups located (description and MGRS)?
- What are the minority affiliations and backgrounds of the population in the area of interest (ethnic, religious, tribal, political, professional, other)?
  - ◻ Where are these different groups located (description and MGRS)?
  - ◻ Where does the group live, shop, work, and gather (description and maps)?

- How are minorities treated?
    - Are they discriminated against or favored?
    - Are they represented in the local governance?
        - Under-represented
        - Over-represented
        - Proportional representation
- Are they mainly men, women, or children or a mix of all three?
    - Approximate Ages
- What materials or technologies do individuals carry on their person (prayer book, beads, music players, etc.)?
- What are the other significant places are in the area of interest?
    - Historical
    - Religious
    - Tribal
- Why are they significant?
- Who are they significant to?
- Where are they (description and MGRS)?
- Are U.S. personnel allowed or accepted in these areas?

LANGUAGES

Knowing how languages are used in the area of interest provides insight into people's background, particularly the degree of their literacy and education, ethnicity, and social status.

Things You Can See

- Which language(s) are used on signs, posters, graffiti, advertisements, government documents, and street signs?

Things You Can Find Out

- Does the local populace speak English?
- What language(s) is (are) spoken in the area of interest?
    - What are the dialects?
    - What specific geographic areas are these languages/dialects associated with (description and MGRS)?
    - If there is an interpreter or translator, is he/she able to understand the local dialects spoken?
    - Are different languages or dialects used for different purposes (slang, business, family, or religious settings, etc.)?

❑   Are there language differences between genera-
    tions (young people speaking more languages
    than older people)?

SCHOOLS AND EDUCATION

This section gives insight on the local education system
and people's attitude towards education in the area of in-
terest. Groups may use education (or the lack of educa-
tion) to assert their beliefs on the local population to aid
recruitment and expand their area of influence.

Things You Can See

- Are there any schools and/or universities in the area
  of interest?

  ❑   Location (MGRS)

  ❑   General condition of the schools and/or universities

      - Are there any desks, school supplies, water, sani-
        tation, etc.?

      - Describe in detail any graffiti, flags, posters, or
        other displays.

  ❑   What types of schools and/or universities are
      there (elementary, secondary, vocational, reli-
      gious, technical, other)?

  ❑   Are the schools and/or universities co-ed or seg-
      regated (male or female)?

- Are there students present at the school and/or universities?
    - How many?
    - What is the day and time when you see the students?
    - What are the school/university hours?
    - Approximately how many teachers are there?
    - What is the age range of the students?

Things You Can Find Out

- If the students are not in school and/or universities,
    - Why?
    - Where are they?
- What is the education level of the teachers?
    - Who employs them (government, village, private, etc.)?
        - How are they hired?
        - Approximate teacher salary?
    - What is the ratio of teachers to students?
    - Are the teachers from the local area? If not, where are they from?
    - What are the main subjects taught at each school and/or university?

- ❑ Are there adequate resources at each school and/or university?
- ❑ Who administers the different schools and/or universities?
- ■ What is the local attitude towards education in the area of interest?
  - ❑ Is school attendance mandatory?
    - ■ Is it enforced?
    - ■ What is the minimum amount of education locals believe is necessary?
    - ■ Do the locals believe they have sufficient access to education? If not, then why?
    - ■ Where do the wealthy send their children to school?
    - ■ What is the local perception of the teachers?
- ■ What is the educational level of the people you encounter in the area of interest?
  - ❑ What percentage (approximate) can read and write?
  - ❑ What percentage (approximate) attended a university or has a university degree?
- ■ Is there any indication of basic or advanced education for adults?

ECONOMY

Understanding how a local economy functions is the key to conducting an assessment. (MCIA C-GIRH) This section gives insight into the way the local population uses resources in their daily lives.

Things You Can Find Out

- How do the locals make a living (farming, manufacturing, tourism, etc.)?
    - How long have individuals, families, or groups practiced their trade?
    - Do families or neighborhoods participate in subsistence farming in addition to jobs or trade?
- What products or commodities are generated in the area of interest?
    - Who owns factories, stores, farms, and businesses?
    - Who operates factories, stores, farms, and businesses?
        - Are there unions?
            - Is membership mandatory?
            - What influence do the unions have within the area of interest?
    - Who distributes these products and commodities?
    - What products are used in the area of interest?

- ❑ What products or commodities are exported?
- ❑ How and where are they exported?
- What products or commodities are imported into the area of interest?
  - ❑ How and where are they imported from?
  - ❑ Do the locals believe the price they pay for imported goods is fair?
- Centers of Commerce
  - ❑ Where do people go to trade goods and services (description and MGRS)?
  - ❑ What are the rules, customs, and patterns of the local marketplace?
  - ❑ Who controls or runs the marketplace?
  - ❑ What are the normal hours of operation?
    - Do the hours of operation vary by season or by day of the week?
  - ❑ Are there any taxes levied at the centers of commerce?
    - If so, by whom?
- What services are performed in the area of interest (restaurants, hotels, gas stations, shops, medical, legal, construction, utilities, communications, recreation, etc)?
  - ❑ Who performs the services?

- □ What services are imported (outside the local area, foreign contractors, etc.)?
  - By whom?
  - Why are these services imported?
  - Where are they imported from?
- □ What services are seasonal?
- □ Do the locals believe the price they pay for services is fair?
- Are there any unregulated products and services offered, distributed, or exchanged in the area of interest (barter, black market, sharing, charity, etc.)?
  - □ What are these products and services?
  - □ Who provides these products and services?
  - □ Are these activities tolerated by the locals?
    - Why?
- What are acceptable means for paying for goods and services?
  - □ Do the locals have any price expectations for certain goods and services?
  - □ Is there a bartering system?
  - □ Is there a credit system to pay for goods and services?
- Is there a banking system?
  - □ Is it regulated by the local or national authority?

- ❑ Is it regulated by a religious authority?
- ❑ Is it used by the locals?
  - ■ If not, how do locals store their currencies?
- ❑ Is there a currency exchange?
  - ■ Where (description, MGRS)?
  - ■ What currencies are available?
  - ■ Who controls the currency exchange site?
  - ■ Do the locals feel that they are getting a fair value for their currency exchange?
- ■ Who are the wealthy individuals in the area of interest?
  - ❑ What makes them wealthy?
  - ❑ What is the extent of their influence within the local community?
- ■ How is wealth displayed in the area of interest?
  - ❑ What are local economic status symbols (expensive clothes, cars, houses, livestock, land, buildings, etc.)?
- ■ Who do the locals perceive as poor?
  - ❑ What are the reasons for their perceived poverty?
  - ❑ Do locals generally perceive this poverty as acceptable or expected?
- ■ Is there a recognized class/caste system?

- Are there physical boundaries based on economics ("other side of the tracks" or "rich neighborhoods")?
  - What are these boundaries (description and MGRS if possible)?
  - Who set these boundaries?
    - Why?
  - Who controls the boundaries?
    - How?
- Are there any foreign assistance programs available in the area of interest?
  - How is that assistance viewed?
  - Why is it viewed that way?

HEALTH AND WELL-BEING

Understanding local health issues is critical when engaging the local population. Knowing how people seek care and what restrictions they may have can help in planning efficient and effective medical missions.

Things You Can Find Out

- Are there any diseases or sicknesses in the area of interest?
  - Where are they most problematic?
  - Who is affected?

- How long have these diseases affected the community?
- What do the locals believe is the cause of these diseases or sickness?
- What are the current methods of treatment or prevention?
- Do the locals believe these treatments are effective?
- What are the different types of medical care (modern and/or traditional) available in the area of interest?
    - Where (description and MGRS)?
    - Who provides the care?
        - What are the qualifications of the care providers?
        - What level of care do they provide?
        - How many people can they treat?
    - What medical resources are available for these different types of care?

- Is the availability of medical care based on?
    - Affordability
    - Location
    - Gender
    - Age
    - Tribal or ethnic affiliation
    - Religious affiliation
    - Social affiliation
    - Other
- Are there any diseases or sicknesses among the animals in the area of interest?
    - What animals are infected?
    - Where (description and MGRS)?
    - What diseases are most common?
    - Have humans been affected and/or infected?
    - How long have these diseases affected the community?
    - What do the locals believe is the cause of these diseases or sickness?
    - What is the current method of treatment?
    - Do the locals believe treatment is effective?
- Is there veterinary care available in the area of interest?
    - Where (description and MGRS)?

- ❑ What resources are available for veterinary care (clinics, trained veterinarians, local healers, traveling veterinarians, etc.)?
- ❑ Who provides the care?
  - ■ What are the qualifications of the care providers?
- ❑ What animals have priority for veterinary care?
- ■ What are the most significant animals to the local community (important livestock, pets, sacred animals)?
  - ❑ Why?
  - ❑ What is the effect of the loss of these animals on the local community?

ENVIRONMENT

This section helps build insight into how the local population uses naturally available resources to adapt to their surroundings so that we can minimize any potential disruption to their way of life.

Things You Can Find Out

- ■ What materials are used in constructing dwellings, fences, roads, and other infrastructure?
  - ❑ Where do the materials come from?
  - ❑ What is the availability of these materials in the area of interest?
- ■ What is used for fuel (cooking, transport, heating, etc.)?

- ❑ What is the availability of these materials in the area of interest?
- ■ Is water readily available in the area of interest?
    - ❑ Where do the locals get their water?
    - ❑ Are there different sources for drinking water and for water used for other purposes?
    - ❑ Is there any treatment or filtration of the water?
    - ❑ Do the locals pay for water?
        - ■ If so, to whom?
- ■ What shortages in natural resources do locals identify in the area of interest?
    - ❑ Where (description and MGRS)?
    - ❑ Who is most affected by these shortages?
    - ❑ Why do they believe these shortages exist?
    - ❑ How long have these shortages existed? Are they seasonal?
    - ❑ What are the effects of these shortages on the local community?
    - ❑ What do the locals believe the solution to these shortages should be?
- ■ What are the supply routes and/or bridges into/out of the area of interest?
    - ❑ How much traffic do they experience and at what times of day/week?

- ❑ What are the conditions of these routes and/or bridges?
- ❑ Are these routes and/or bridges susceptible to flooding and/or other natural disasters (earthquakes, mudslides, volcano, typhoon, twisters, etc.)?
  - ■ During what season of the year?
  - ■ Which routes/bridges are most susceptible to damage by weather and/or other natural disasters?
    - ■ Why?
- ■ Are there any daily routines, rituals, or holidays related to harvest, planting, changes in the weather, or seasons?
  - ❑ What are these rituals and what do they involve?
  - ❑ When do they occur?
  - ❑ Where do they occur?
  - ❑ Who participates?
  - ❑ Who leads?
- ■ How do locals dispose of their waste (garbage, sewage, etc.)?
- ■ What materials are reused or recycled?
  - ❑ Why?
  - ❑ How?
  - ❑ Is this process done on an individual or community level?

- What materials or technologies do individuals use on a daily basis (transportation, farming equipment, generators, etc.)?

- What other materials or technologies are readily accessible (cooking stoves, manufacturing equipment, etc.)?

- Do any individuals or groups migrate based on environmental changes during the year?

  - Identify these individuals or groups.

  - If they move, why do they move?

  - When and where do they move to?

  - How do they move?

    - What is their means of transport?

    - Do they move in groups or families?

    - Do whole populations or subsets move?

  - How do the locals perceive these individuals or groups?

INFORMATION

This section gives insight on how information is spread, disrupted, or manipulated among the local population in order to adapt and facilitate our information operation campaign to help accomplish our mission.

Things You Can Find Out

- How is information or news relayed in the area of interest (word of mouth, newspapers, radio, TV, internet, phones, other)?

    - What types of information do individuals find in each of those listed (local news, world news, gossip, inspirational messages, trends, etc.)?

- What print media is available in the local area?

    - Name and description?

    - How is it distributed?

    - What is the cost?

    - Who is the publisher?

- What broadcast media (radio, TV, loud speaker) is available in the local area?

    - Name and description?

    - What types of information do individuals find in each of those listed above (local news, world news, gossip, inspirational messages, trends, etc.)?

    - Who owns the station or speakers?

    - Are there any especially popular media personalities or shows?

        - Why are these popular?

    - How many people in the area have the ability to receive these broadcasts?

- Is there internet available in the area of interest?
    - How do individuals get access?
    - Is internet access censored?
    - What is the cost to access the internet?
    - Are there any internet cafes in the area of interest (description and MGRS)?
    - What do most individuals in the area of interest use the internet for?
- Is there telephone connectivity (hard-line and cell phone) in the area of interest?
    - How do individuals acquire or get access to the phones?
        - Where (description and MGRS)?
    - What is the cost of telephone services?
    - How common is cell phone usage?
    - Where are the cell phone towers (MGRS)?
- Does the government attempt to control public information/media?
- What form of information do the locals perceive as most reliable and/or trustworthy?
- Do individuals believe this media is associated with any particular political party or group?

CUSTOMS AND PRACTICES

People will respond more positively to U.S. presence if Marines know and respect their customs and practices. The questions in this section will help improve our interaction with the local population by gaining a better insight into their culture.

Things You Can See

- What customs do you observe in the area of interest?
    - Greetings
    - Visiting/Hospitality
    - Displays of Affection
    - Gifts/Taboos
    - Concepts of Time
    - Personal Space
    - Death/Burial Rituals
    - Weddings
    - Other
        - Are these customs practiced throughout the area of interest?

Things You Can Find Out

- Can the locals explain the origins of any of these customs?
- What non-verbal communication is part of the local customs (hand signs, body gestures, physical space, eye contact, etc.)?
- What are the significant holidays identified by the locals?
    - Why are they significant?
    - What are the dates of these holidays?
    - Are there any customs associated with these holidays?
    - Do people come together for these holidays on the basis of a particular affiliation (families, ethnic groups, religious groups, political groups, etc.)?
        - Do they come from other areas?
            - Where do the come from?
            - How do they arrive/depart (walk, POV, bus, train, other)?

SOCIAL ORGANIZATION

People organize themselves into groups based on family, politics, religion, economic factors, etc. These are the patterns that they use to get through the day — what makes it possible for them to have a routine and anticipate how they will interact with other people. This section will help

determine what is significant to each group, who to engage with, and how to interact with them.

Things You Can Find Out

- What is the typical family structure within a single dwelling (husband/wife/kids, multiple wives, grandparents, other relatives)?
- What role do women play in a family (primary caretaker, breadwinner, other)?
  - Are they allowed to work?
  - Are they allowed to vote?
  - How are they perceived in society?
    - Are they allowed to be seen in public?
    - Do they have access to education?
  - Does this role change with age or marriage?
- What role do men play in the family (primary breadwinner/provider, homemaker, other)?
  - Does this role change with age?
  - How many wives does a man usually have?
- Is a person's age relevant in social interactions?
  - Are older people revered or considered a burden?
  - Do older people live with the younger generation or on their own?

- ◻ Do older people provide any significant social functions?
- ■ Identify the following groups in the area of interest:
  - ◻ Social (businesses, hobby clubs, sports, professional associations, unions, etc.)
  - ◻ Religious (Sunni, Shi'a, Catholic, Protestant, etc.)
  - ◻ Tribal
  - ◻ Racial
  - ◻ Ethnic (Pashtu, Kurdish, etc.)
  - ◻ Political (political parties or clubs)
  - ◻ Educational (scholar groups, poets, etc.)
- ■ Are there sizeable numbers of individuals with mixed racial/ethnic background?
- ■ Where are the different groups (description and MGRS)?
- ■ What are the different activities of these groups?
  - ◻ When do they meet?
  - ◻ Where do they meet (offices, markets, religious structures, etc.)?
  - ◻ What are their goals and interests?
  - ◻ How do they communicate (word of mouth, internet, meetings, telephone, etc.)?
  - ◻ Do they perform any rituals or ceremonies?

- How do the members identify themselves (physical characteristics, titles, symbols, language/dialect, clothing, headgear, daggers, swords, other weapons, etc.)?
- How are they organized (sub groups, rank structure, seniority, etc.)?
    - How many members do they have?
    - Who are the leaders or organizers?
    - Are there any key middlemen?
- How do these groups interact with other groups (alliances, friendships, hostility, etc.)?
- How are these groups supported?
    - Internally (dues, donations, etc.)
    - Externally (donations, aid, foreign funding, extortion, etc.)
- Are any of these groups part of a larger group? (local, regional, or transnational)?
- How do they view government?
    - National/Regional/Local
- What is the extent of that group's influence in the area of interest?

POWER AND AUTHORITY

Understanding who has power and how they use it is critical for figuring out how an area functions. This section is divided into two parts. The first part will shed some light on the extent of influence for local and other security groups. The second part will give us insight into who the key leaders and facilitators are, and how decisions are made among different groups.

Things You Can Find Out

Local Security

- What are the different local security forces (police, paramilitary, military, militia, other) present in the area of interest?
  - What is the approximate number of these forces?
  - How many are available at different times of day/week?
  - How long would it take them to muster their forces?
  - Are they volunteers or professionals?
  - Where are they located (description and MGRS)?
    - Do any of these forces live and work among the populace?
  - How is their morale?

- ▫ Who do they report to?
- ▫ Do they favor any segment of the population over another?
- ■ What type of weapons do they have?
  - ▫ What is the condition of the weapons?
  - ▫ Is the number of weapons adequate for daily operations?
  - ▫ What is the role of weapons in the local culture?
- ■ Which of these security forces do the locals view as reliable and/or trustworthy?
  - ▫ Why?
- ■ Which ones are viewed as unreliable and/or trustworthy?
  - ▫ Why?
- ■ Do the locals view any of these security forces as able to control the area of interest and viewed as effective?
  - ▫ If not, then why?
- ■ What are the different security forces' spheres of control in the area of interest?
  - ▫ Do they patrol regularly?
    - ■ Where?
    - ■ How often?
    - ■ On foot or by using vehicles?

- ❑ What type of vehicles do they employ?
    - How many are available?
    - How many are usable?
- Do they have any jails or detention facilities in the area of interest?
    - ❑ What is their location?
    - ❑ Who controls them?
    - ❑ Who operates them?
    - ❑ What are the conditions of these facilities?
    - ❑ How many detainees are present?
    - ❑ What are the conditions of these detainees?
        - Is there any visible evidence of maltreatment or torture?

Leadership

- Is there a mayor, neighborhood leader, or local leadership structure that governs the area of interest?
- Is there a judge or a judiciary structure in the area of interest?

- Who usually settles disputes?
  - Kinship (marriage, divorce, etc.), tribe, neighbors
  - Religious
  - Economic (business, merchant, person-to-person)
  - Judicial
  - Educational
  - Other
- If the locals are not satisfied with the settlement dispute, what do they do?
- Is there any type of tax collection—formal or informal (forced collections, bribes, dues, "skimming off the top," etc.)?
  - How is the tax collection enforced?
  - What are the consequences of not paying these taxes?
- Where can a person go to see the written laws that govern the area of interest?
  - Which laws are enforced and by whom?
  - Are they perceived as effective?
  - Which laws are disregarded?
  - Is there an unwritten set of rules that seems to be followed?
- Do people perceive the government as effective and/or legitimate?

- □ If perceived as illegitimate, who do they think is/should be the legitimate authority?
- □ If perceived as ineffective, who or what group do they think would be effective?
- How effective do individuals believe the following groups are?
  - □ Local Government
  - □ National Government
  - □ Local Security
  - □ Local Police
  - □ National Police
  - □ Military
  - □ Other
- Have you seen any people getting corrected in public?
  - □ By whom?
  - □ What were the circumstances and results of that public correction?
- What group meetings do individuals go to?
  - □ Why do they go to them?
  - □ How often do these meetings occur?
  - □ Where do these meetings occur?
  - □ How does someone become a member of that group?

  ❑ Do individuals provide financial or other material contributions to any of these groups?

VALUES, BELIEFS, AND IDENTITIES

Groups have values and beliefs that strengthen their members attachment to the group. Understanding these values helps to better anticipate the likely behavior of a group.

Things You Can Find Out

- At the individual level what do people say is important to them?
    - ❑ Where do locals go to learn about these factors?
    - ❑ Where would U.S. personnel go to learn about these factors?
    - ❑ Are U.S. personnel allowed or accepted in these areas?
- Do people tell any stories or news that suggest what they think are important personal characteristics (independence, supporting family, chastity, helpfulness, strength, integrity, cleverness, boldness, etc.)?
    - ❑ Do they tell any stories about external forces or local groups undermining important values?
    - ❑ Do young and old people have the same ideas about what are important personal or group characteristics?

- When people talk about groups they don't like, what characteristics do they highlight (weakness, dishonesty, straying from religious doctrine, violence, greed, etc.)?
- What do individuals say they are most proud of?

MOTIVATING ISSUES

Knowing the issues that motivate the local population will help anticipate their likely behavior and prevent potential sources of friction in our daily interaction with them.

Things You Can Find Out

- What do the locals perceive as the most pressing issues in each of the following categories?
    - Economic
    - Political
    - Religious
    - Ethnic
    - Security
    - Education
    - Housing
    - Health
    - Crime
    - Drugs/Alcohol addiction

- ❏ Other
- ■ How do the locals prioritize the above categories as the most pressing issues?
- ■ How are these issues addressed?
- ■ How do the locals believe these issues can best be addressed?
- ■ What formal institutions are available to address these issues? Where are they located?
- ■ Do the locals believe they have the ability to impact change their conditions?
    - ❏ How?
    - ❏ If not, why?

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