HANDBOOK

Interpreter Ops

Multi-Service Reference Manual for Interpreter Operations

Air Land Sea Application Center

Tactics, Techniques, and Procedures

FOR OFFICIAL USE ONLY

FOREWORD

This handbook is published as a cooperative effort between the Center for Army Lessons Learned (CALL) and the Air Land Sea Application (ALSA) Center. The purpose of this handbook is to provide tactics, techniques, and procedures (TTP) for service members involved in the planning, quality selection, and employment of interpreters across various operational environments. This handbook incorporates lessons from operations in Bosnia, Kosovo, Afghanistan, and Iraq. In addition, the handbook includes information collected from existing doctrinal publications and standing operating procedures (SOPs).

The ALSA Center, in conjunction with the Defense Language Institute (DLI), American Translators Association, Headquarters Department of the Army (HQDA), G2, U.S. Army Europe, U.S. Army Special Operations Command, and the Air Force Intelligence Education and Foreign Language Program provided the TTP and lessons. The information is provided to assist warfighters in acquiring and employing skilled interpreters in support of military operations. Managing and effectively using interpreters can be a challenging task. The successful negotiation of terms or agreements sometimes rests on the expertise of the interpreter. This Interpreter Operations Handbook should prove to be a useful tool for commanders and staffs who rely on interpreters for effective communication.

LAVERM YOUNG
COL, USA
Director, Air Land Sea Application Center

PREFACE

1. Purpose

This publication provides techniques for the effective use of interpreters. It will assist planners, staffs, units, and individuals in dealing with interpreters, interpreter requirements, and managing interpreters in this limited resource environment. It also provides helpful proven techniques that may alleviate previously identified problems that have not previously been covered in joint and multi-service publications.

2. Scope

This publication provides information on interpreters, their use, and their limitations. The primary focus is to provide information that will be useful in implementing interpreters across the spectrum of operations from single users to joint forces' staffs.

3. Applicability

This publication is for leaders, planners, and all warfighters tasked with missions requiring the use of interpreters communicate. The tactics, techniques, and procedures (TTPs) presented in this manual can be used as a reference when dealing with interpreters at all levels within the combatant commands, sub-unified commands, joint task forces (JTF), and subordinate components of these commands.

4. User Information

a. The Air Land Sea Application (ALSA) Center developed this publication to meet the immediate needs of the warfighter. CALL will review and update this publication as necessary.

b. Although not all inclusive, this publication reflects current joint and service doctrine and the best practices of command and control organizations, facilities, and personnel.

c. We encourage recommended changes for improving this publication. Key your comments to the specific page and paragraph and provide a rationale for each recommendation. See information pages at the end of this handbook for contact information.

INTERPRETER OPERATIONS HANDBOOK

For Official Use Only

CENTER FOR ARMY LESSONS LEARNED

Director	**Colonel Lawrence H. Saul**
Managing Editor	**Dr. Lon Seglie**
Editor	**Valerie Tystad**
Cover Design	**Catherine Elliott**

EXECUTIVE SUMMARY

Introduction

Most U.S. military operations are conducted on foreign soil. Typically, service members will lack the ability to communicate effectively with the local populace in the area of operations (AO). The use of interpreters is often the best or only option but must be considered a less than satisfactory substitute for direct communication. The proper use and supervision of interpreters can play a decisive role in mission accomplishment.

Impact

This publication discusses terminology, categories of interpreters, and extensive planning considerations so that the end users have the appropriate interpreter support needed to aid in successful mission accomplishment. This handbook contains lessons learned from Operation IRAQI FREEDOM (OIF), Operation ENDURING FREEDOM (OEF), BRIGHT STAR, Operation JOINT FORGE (Bosnia), and Operation JOINT GUARD (Kosovo). This information is divided into two sections. Section I is an overview of interpreter operations, and Section II covers the employment of interpreters.

Summary

Interpreter requirements must be identified early in the planning stages so interpreters can be acquired early in the process. Quality interpreters are high demand assets that need to be used correctly and effectively. This handbook provides proven techniques that are useful when working with interpreters at all levels of military operations.

SECTION I

Overview

1. Background

Most U.S. military operations are conducted on foreign soil and service members typically lack the ability to communicate effectively with the local populace within the area of operations (AO). The use of interpreters and translators is often the best or only option but must be considered a less than satisfactory substitute for direct communication. Therefore, the proper use and supervision of interpreters and translators can play a decisive role in the mission.

2. Definitions

Language requirements vary depending on the requirements that exist for specific missions. Each mission may require a different level of support. It is imperative that the user understands his/her requirements prior to requesting support. The following definitions are provided to help make the correct request. Unless otherwise noted, the term interpreter will be used throughout this document.

    a. **Interpreter:** Interpreters translate oral communication from one language to the oral communication of another language.

    b. **Linguist:** Linguist is a term used by the military to designate those individuals who have varying degrees of proficiency in a foreign language. Traditionally, this term refers to individuals in career fields requiring a foreign language.

    c. **Translator:** Translators interpret written text. It is better to work with a translator who is working in his/her native language (the target language). (**Note:** Translators and interpreters do not match word-for-word but meaning-for-meaning.)

3. Ratings

    a. To best use interpreters, units should attempt to identify their language proficiency. The preferred scale for measuring language skills within Department of Defense (DoD) is the Interagency Language Roundtable (ILRT). Knowledge of individual proficiency also enables the unit to avoid placing interpreters in situations beyond their capabilities. This is particularly important when working with military linguists.

    b. The DoD language proficiency levels are listed below. These are applicable to DoD personnel. Other interpreters may not have such ratings.

Code	Proficiency Level
00	No proficiency (0)
06	Memorized proficiency (0+)
10	Elementary proficiency (1)
16	Elementary proficiency, plus (1+)

20	Limited working proficiency (2)
26	Limited working proficiency, plus (2+)
30	General professional proficiency (3)
36	General professional proficiency, plus (3+)
40	Advanced professional proficiency (4)
46	Advanced professional proficiency, plus (4+)
50	Functionally native proficiency (5)

(Note: A "2+" proficiency in English and a "3" or higher in the native language have proven to be the minimum requirements for even limited interpreter duties. In contrast, professional interpreters typically hold oral proficiency ratings of "4" and above.)

4. Categories

a. **Category I (CAT I):** CAT I interpreters are usually local nationals, but may be U.S. citizens who cannot be cleared for security. CAT I interpreters may be local nationals or U.S. citizens who cannot be cleared for security. The CAT I designation refers to their clearance level (none) as opposed to their citizenship or country of hire. As appropriate, CAT I interpreters must pass a counterintelligence (CI) screening prior to being employed by the contracting officer or contractor. The date of screening will be annotated in the employee's file. All CAT I interpreters will be re-screened by CI every six months, at a minimum. Any individual who fails the CI screening during the initial hire and/or any subsequent screening will be entered into the interpreter "unsuitable for hire" database file. The interpreter database is a listing of potential and existing interpreters; the security checks of these personnel are maintained on file by Army CI. Contracts must state explicitly that a CAT I who fails CI screening is not eligible for employment or use. The following are general requirements and authorizations for CAT I interpreters. Specific authorizations are contractual and may differ significantly. Consult the contract officer (KO) or servicing contract officer representative (COR) for clarification:

(1) CAT I interpreters are proficient in a particular language (minimum level of "4" is recommended) and possess an advanced working knowledge of English (minimum level of "2+/3" per ILR is recommended, "4" and above is preferred).

(2) The U.S. government may provide billeting to CAT I interpreters. Dining facilities may be made available to the contractor. The contractor, in accordance with (IAW) federal regulation, must pay for meals consumed. This cost may be borne by the individual, the prime contractor, or the government. Consult your local resource management officer for specific details.

(3) CAT I interpreters may be authorized emergency military medical and dental services.

(4) CAT I interpreters are not authorized military exchange privileges.

(5) CAT I interpreters are not authorized military postal service privileges.

(6). The base camp commander may authorize CAT I interpreters to use morale, welfare, and recreation (MWR) facilities.

b. **Category II (CAT II):** CAT II interpreters are U.S. citizens (often contractor-provided) who have a "secret" security clearance or access memorandum. Interpreter contractors must provide proof of clearance to the interpreter coordinator/manager and the servicing military security officer. The date of investigation, type of investigation, and the date clearance was granted will be annotated in the interpreter database. The following are general requirements and authorizations for CAT II interpreters. Specific authorizations are contractual and may differ significantly. Consult the contract officer (KO) or servicing contract officer representative (COR) for clarification:

(1) CAT II interpreters are proficient in a particular target language (minimum level of "4" is recommended) and possess an advanced working knowledge of English (minimum level of "2+/3" per ILR is recommended, "4" and above is preferred).

(2) The government generally provides mess and billeting to CAT II interpreters.

(3) CAT II interpreters may be authorized routine military medical and emergency dental services; the cost is reimbursed to the government.

(4) CAT II interpreters may be authorized military exchange privileges.

(5) CAT II interpreters may be authorized MWR privileges.

(6) CAT II interpreters may be authorized military postal service privileges.

c. **Category III (CAT III):** CAT III interpreters are U.S. citizens who have a "top secret" (TS) security clearance. The following are general requirements and authorizations for CAT III interpreters. Specific authorizations are contractual and may differ significantly. Consult the contract officer (KO) or servicing contract officer representative (COR) for clarification:

(1) CAT III interpreters are proficient in a particular target language (minimum level of "4" is recommended) and possess an advanced working knowledge of English (minimum level of "2+/3" per ILR is recommended, "4" and above is preferred).

(2) The Government generally provides mess and billeting to CAT III interpreters.

(3) CAT III interpreters may be authorized routine military, medical, and emergency dental services; the cost is reimbursed to the government.

(4) CAT III interpreters may be authorized military exchange privileges.

(5) CAT III interpreters may be authorized MWR privileges.

(6) CAT III interpreters may be authorized military postal service privileges.

5. Types of Interpreters

a. **Contractor-provided:** All categories may be contractor-provided. Occasionally CAT I interpreters are provided under a contract administered by a military organization. CAT I interpreters can also be locals hired by unit field ordering officers or contracting officers to meet an immediate need.

b. **Military linguists:** Linguists are members of the DoD, formally trained in a language. Military linguists' capabilities range from a basic understanding of the language to fluency in that language. Military linguists are tested and receive a rating from zero (no proficiency) to five (proficiency equal to that of an educated native speaker) in reading, listening, and speaking skills (not all receive speaking evaluations). The Defense Language Proficiency Test (DLPT) rates reading and listening skills up to level three. The DoD standard is level two in listening and reading. The majority of military linguists are American citizens whose familiarity with local dialects is limited.

c. **Unofficial:** "Unofficial" interpreters are personnel within DoD who are serving in some other capacity and are "heritage" or "native" speakers of a language. Such personnel have generally obtained their language skills from their family heritage and culture. Such personnel often work in other specialties and may not have proficiency in specific local dialects.

6. Responsibilities

a. **Executive agent (EA):** In accordance with the multi-service regulation (AR 350 20/OPNAVINST 1550.7B/AFR 50-40/MCO 1550.4D), the Secretary of the Army is the executive agent (EA) for the Defense Foreign Language Program. The Deputy Chief of Staff for Operations and Plans (DCSOPS), HQDA, Director of Training has been delegated by the EA overall responsibility for the DoD Foreign Language Program. For more information concerning the delegated responsibilities of the EA, see the multi-service regulation.

b. **Joint task force (JTF):** The JTF is responsible for:

(1) Identifying requirements early

(2) Identifying languages and numbers

(3) Consolidating requirements and critiques for overlap

(4) Identifying the best methods to support requirements and notifying operations centers how to acquire resources when needed

c. **Unit/User:** The following are examples of unit responsibilities when dealing with contractor-provided interpreters over an extended period: (**Note:** Actual unit responsibilities will be determined when the contract is established.)

(1) Remember that the interpreters work for the contractor and are not employees of the government. Services are provided within the scope of work defined in the performance work statements (PWS) and contract.

(2) In accordance with Federal Acquisition Regulations (FAR 37.104), units will not directly counsel or provide interpreters with any type of evaluation. Questions or comments regarding service or conduct are sent to the servicing COR.

(3) Units will direct interpreters to their area supervisors for problem resolution. Units will not attempt to solve an interpreter's problems. If an interpreter reports an illegal or unethical act or a situation that will negatively impact the U.S. or its missions, the unit will report the situation to the COR immediately.

(4) Units will provide for the interpreters' safety and security. Interpreters will not carry weapons or operate government vehicles and equipment.

(5) Units generally will provide all required supplies and equipment for interpretation services including notebooks and pens, computers, and office/work space.

(6) Units are encouraged to welcome new interpreters by providing a brief description of their responsibilities, as well as unit and base camp policies.

(7) Units are encouraged to provide nuclear, biological, and chemical (NBC) and force protection training, as most interpreters have little to no prior military experience.

7. Planning Considerations

a. **Research:** Units planning to conduct overseas operations should research the language, dialects, and ethnic and cultural aspects of the local populace in order to better identify their interpreter requirements. Clearly identified requirements will facilitate getting the needed interpreter support.

b. **Order timeline:** Ordering timelines vary by contract specifications. As a general rule, CAT I interpreters should be available within seven days. Because of security access and clearance requirements, CAT II and III interpreters may take from 45-90 days to begin contractual performance.

c. **Determine users:** The first step in determining interpreter requirements is conducted during the mission analysis process. Determine prime users and mission requirements. Prime users include the commander and staff, military intelligence, military police/security forces, civil affairs, base operations/security, special operations, unit patrols, and medical personnel. In a diverse society where multiple languages exist, requesting interpreters with multi-language capabilities may be more feasible.

d. **Computer support:** These requirements apply primarily to units requiring translator support and include the following:

(1) **Fonts:** Different alphabets require that appropriate fonts be loaded on unit computers in order to produce written documents and products.

(2) **Keyboard adapters:** These are guides indicating which keys represent which font when using different alphabets.

(3) **Programs:** Some foreign language programs exist for translation and interpreter training purposes. A detailed search of the Internet will identify what

is available. In addition, the Defense Language Institute (DLI) may have such material available.

(4) **Electronic translator equipment:** In past operations, electronic translation devices have been tested for use at checkpoints and at other locations requiring limited interpretation. This equipment is of value only for translating standard, basic phrases. These devices are not a substitute for an interpreter. Simply looking up words and phrases without understanding the true meaning could prove harmful to a unit's mission.

e. **Technical vocabulary requirements:** Specific terms for specific tasks are necessary for proper understanding. As a rule, interpreters are not subject matter experts in a particular field. Specialized terminology, jargon, and acronyms should be explained in basic terms whenever possible. Some of the areas requiring specialized vocabulary (in both English and the target language) are the following:

(1) Technical terms

(2) Medical terms

(3) Military terms

(4) Contractual terms

(5) Construction terms

f. **Cultural and religious considerations:** When supplying interpreters, units should be aware of cultural and religious differences and local populace sensitivities to certain nationalities/ethnicities.

g. **Behavior:** Certain behavior patterns of U.S. and/or Western nations may be offensive to other cultures. Units can more effectively use their interpreters and translators if they identify and avoid any potential offensive behaviors.

h. **Command and control (C2):**

(1) **Interpreters hired by the unit without contractor involvement.**

(a) Interpreters should be assigned based upon the demand and needs for their use.

(b) Many units assign the task of overseeing interpreters and translators to the intelligence section (S/G/J2) of a military unit. As they are often operational assets employed with operational forces, interpreters can also be controlled at the unit operations (S/G/J3) level.

(c) One technique to more effectively use interpreters is to maintain them in a standing "pool" controlled at the unit headquarters level. This technique works best when there are limited numbers of interpreters and multiple requests for their use. The unit headquarters can then prioritize their use as needed.

(d) If sufficient numbers of interpreters are available, they can be assigned to subordinate organizations.

(e) One technique to assist units in managing a pool of interpreters and translators is to identify one of them (CAT II or CAT III only) as a "coordinator." Units should carefully evaluate all the interpreters and translators before making such a decision to ensure that ethnic, personal, cultural, and other factors will not create problems with such a decision. Such "coordinators" are administrative in nature and assist unit leaders in managing the daily work of the interpreters. Such positions are not meant to include pay or hiring/firing authority within the group.

(2) **Contractor-provided interpreters/translators.** Units should be provided a contractor POC within the region for contractor-provided interpreters and translators. The POC can assist in resolving issues concerning interpreter performance, behavior, security issues, pay, and removal procedures, if necessary. These personnel do not govern the actual day-to-day use of the interpreters and translators; however, the contractor supervisor should be very involved in the day-to-day use of interpreters. The contractor provides a management team to manage the contractor-provided interpreters.

i. **Logistics:** Units need to plan for workspace, dining facilities, and living areas for interpreters.

j. **OPSEC issues:**

(1) Interpreters are a primary security risk.

(2) Once briefed, isolate the interpreter until the mission is complete.

(3) Interpreter should remain with the service member.

(4) Interpreter should communicate only in English.

(5) Interpreter should not engage in conversation with other locals.

(6) Interpreter should not have access to phone or e-mail.

(7) CAT I and CAT II interpreters should have separate living quarters.

k. **Administration:** Work all issues concerning contracted services with the COR. Contractor personnel are controlled by their terms of employment contract and their contractor "chain of command." Unless war is formally declared, contractors are not governed by the Uniform Code of Military Justice (UCMJ) and may fall under host nation laws and procedures.

8. Obtaining Interpreter Support

a. **Overview:** The Worldwide Linguist Support Contract (WWLSC) is administered by the Department of the Army (daily management by the Army's Intelligence Command [INSCOM]). This contract is designed to support all interpreter/translator needs for combatant commanders. Requirements are validated by the user and funded in advance. Once funded, an "order" is written and the contractor delivers.

b. **Service:** Units requiring long term interpreter support should request such support well in advance of deployment. One technique to speed the arrival of interpreters is to identify interpreter requirements in the joint manning document (JMD) at the beginning of the planning cycle. Requesting units should identify the following information as early as possible to facilitate the request:

(1) Unit POC and phone number

(2) Location (where the support will be required)

(3) Specific number of interpreters per language (including dialect, if known) and category required (see Section I for category description)

(4) Begin date and end date (use indefinite [INDEF] if end date cannot reasonably be determined)

(5) Duty description:

(a) Simultaneous interpreter: Appropriate for high level, formal staff meetings and conferences

(b) Consecutive interpreter: Takes at least twice as much time, has more potential for missed communication, appropriate in the field, in informal settings, and during interrogations

(6) Justification: State the impact of interpreters on unit operations

(7) Requesting unit commander

(8) Contracting officer representative (if known or established)

c. **Pooled resources:** In many cases, the contractor maintains pools of interpreters within the AOR. Some specialized units and larger headquarters also have pools of interpreters. Units requiring short-term (under 30 days) use of interpreters may contact the units or the contractor (via their COR) to obtain support.

d. **Battlefield acquisition:** In the initial stages of a conflict, commanders may have to conduct immediate local hires to obtain interpreter support. Commanders should plan accordingly for such circumstances by identifying a field-ordering officer (or appropriate service equivalent) with sufficient funds. Use the following guidelines:

(1) As soon as possible, have a linguistically proficient service member or DoD civilian question the individual to discover any potential problems.

(2) Ensure that unit members understand that such individuals have not been screened and may have other motives.

(3) Keep locally hired and unscreened interpreters away from weapons, sensitive areas, and classified information. You may not be sure whom this person truly is working for.

(4) Assign armed escorts to such interpreters to protect him from reprisals and protect your service members.

(5) Insist that interpreters ask for clarification if they are unsure of the communication. In some cultures, it is embarrassing to admit a lack of knowledge and/or understanding.

(6) Never allow interpreters to operate on their own.

SECTION II

Interpreter Employment

(**Note:** The techniques presented here deal primarily with contract and/or civilian interpreters.)

1. Role of the Interpreter

Interpreters are not mediators or negotiators unless they have been specifically trained and selected for such tasks. The role of the interpreter is to pass and receive information in a contextually correct manner in a designated language. Due to the nature of their work, interpreters are often in volatile situations and in a position to become mediators between U.S. forces and members of the local populace.

2. Selection and Hiring

    a. **General:** Very good interpreters have the ability to speak well and to express themselves clearly in the target language. Typically, professional interpreters translate only into their specific language.

    b. **Evaluation:** A technique to use when hiring a new interpreter is to have a proven interpreter assist in the evaluation. Oral evaluations (with previously developed solutions) should be provided to the new interpreter to assist in evaluating his/her skills in the target language. Such evaluations should also test the interpreter's English language skills. Evaluation results should not be given directly to the interpreter. Evaluations should be used to identify the interpreter's capabilities and may be provided to the COR for contract evaluation purposes.

    c. **Requirements:** The following criteria can help in determining if an interpreter is a good fit for the requirements:

        (1) **Native speaker:** Interpreters should be native speakers of the socially or geographically determined dialect. Their speech, background, and mannerisms should be completely acceptable to the target audience so that no attention is given to the way they talk, only to what they say.

        (2) **Social status:** In some situations and cultures, interpreters may be limited in their effectiveness with a target audience if their social standing is considerably lower than that of the audience. This may include significant differences in position or membership in an ethnic or religious group. Local prejudices should be accepted as a fact of life.

        (3) **English fluency:** Consider how well the interpreter speaks English. As a rule, if the interpreter understands the service member and the service member understands the interpreter, then the interpreter's command of English is satisfactory. The service member can check comprehension by asking the interpreter to paraphrase, in English, something the service member says. The service member should then restate the interpreter's comments to ensure that they both agree on the content of the communication. The interpreter must be able to convey the information expressed by the interviewee or target audience.

(4) **Mental Agility:** The interpreter should be quick, alert, and responsive to changing conditions and situations. He must be able to grasp complex concepts and discuss them without confusion in a reasonably logical sequence.

(5) **Technical ability:**

(a) In certain situations, the service member may need an interpreter with technical training or experience in special subject areas. Background knowledge in very technical or specialized subjects is necessary.

(b) The interpreter must have knowledge of the general subject of the speeches that are to be interpreted (general ideas and facts and intimate familiarity with both cultures).

(c) The interpreter should possess an extensive vocabulary and the ability to express thoughts clearly and concisely in both languages.

(d) The interpreter should demonstrate excellent note-taking techniques for consecutive interpreting. Many professional interpreters develop symbols that work for them. These symbols allow the interpreter to take down the thoughts, not just the words of the speaker in a language-independent form. This technique is less bound to the language and helps improve the interpreter's output. (**Note:** Depending on the mission, some interpreter notes may be sensitive or even classified [CAT III interpreters have TS clearances] and proper procedures need to be observed.)

(6) **Reliability:** Beware of the potential interpreter who arrives late for the interview. Throughout the world, the concept of time varies widely. In many countries, time is relatively unimportant. The service member should make sure that the interpreter understands the military's preoccupation with punctuality.

(7) **Loyalty:** If the interpreter is a local national, it is safe to assume that his first loyalty is to the host nation (HN) or subgroup and not to the U.S. military. The security implications are clear. The service member must use caution when explaining concepts to interpreters. Additionally, some interpreters, for political or personal reasons, may have ulterior motives or a hidden agenda when they apply for the interpreting job. If the service member detects or suspects such motives, he should tell his commander, intelligence section, or security manager.

(8) **Age:** Interpreters should be adults.

d. **Characteristics:** The service member should be aware of and monitor the following interpreter characteristics:

(1) **Gender and race:** Gender and race have the potential to seriously affect the mission. For example, in predominantly Muslim countries, cultural prohibitions may make a female interpreter ineffective under certain circumstances. Additionally, ethnic divisions may limit the effectiveness of an interpreter from outside the target audience's group. Since traditions, values, and biases vary from country to country, it is important to be aware of specific taboos or cultural norms.

(2) **Compatibility:** The service member and the interpreter will work as a team. The target audience will be quick to recognize personality conflicts between the service member and the interpreter, which can undermine the effectiveness of the communication effort. If possible, when selecting an interpreter, the service member should look for compatible traits and strive for a harmonious working relationship.

(3) **Confidence:** Good interpreters act with self-confidence in adverse or hostile situations.

e. **Experience:** If an interpreter has worked in a position for a long time, a new user should consider the following:

(1) Does the interpreter have rapport with the other parties? This can benefit or hinder the process. Evaluate and make adjustments as necessary.

(2) The interpreter may be well known and trusted by both parties, if so, try to limit disturbances that may move them to other areas.

(3) If the user feels the interpreter is too familiar with the locals, it may help to bring in another interpreter for a while in order to reestablish and regain control of the situation (if needed).

3. Orientation and Training

a. **Orientation:** Early in the relationship with interpreters, the service members should ensure that interpreters are briefed on their duties and responsibilities. The service members should ensure that the interpreters understand the nature of their duties, the standards of conduct expected, the interview techniques used, and any other requirements necessary. The orientation may include the following:

(1) Current tactical situation

(2) Background information obtained on the source, interviewee, or target audience

(3) Specific objectives for the interview, meeting, or interrogation

(4) Method of interpretation to be used – simultaneous or consecutive:

(a) In simultaneous interpreting, the interpreter listens and translates at the same time.

(b) In consecutive interpreting, the interpreter listens to an entire phrase, sentence, or paragraph, then translates during natural pauses.

(5) Conduct of the interview, lesson, or interrogation

(6) Need for interpreters to avoid injecting their own personality, ideas, or questions into the interview

(7) Need for interpreter to inform interviewer (service member) of inconsistencies in language used by interviewee. For example, does the interviewee claim to be a

college professor, yet speak like an uneducated person. During interrogations or interviews, this information will be used as part of the assessment of the information obtained from the individual

(8) Physical arrangements of the site, if applicable

(9) Possible need for the interpreter to assist in after action reports (AARs) or assessments

b. **Training:** As part of the initial training with the interpreter, the service member should tactfully convey that the instructor, interviewer, or interrogator (service member) must always direct the interview or lesson. The service member should put the interpreter's role in proper perspective and stress the interpreter's importance as a vital communication link between the service member and the target audience. The service member should appeal to the interpreter's professional pride by clearly describing how the quality and quantity of the information sent and received is directly dependent on the interpreter's skills. Also, the service member should mention how the interpreter functions solely as a conduit between the service member and the subject.

(1) The service member must be aware that some interpreters, because of cultural differences, may attempt to "save face" by purposely concealing their lack of understanding. They may attempt to translate what they think the service member said or meant without asking for a clarification or vice versa. Because this can result in misinformation and confusion and impact on credibility, the service member should let the interpreter know that when in doubt he should always ask for clarification. The service member should create a safe environment for clarification as early in the relationship as possible.

(2) Consult/chat with your interpreter ahead of time so that he/she can gain familiarity with your:

(a) Accent

(b) Rate of speech

(c) Vocabulary

(d) Sentence structure

c. **Additional issues:** The user should address the following additional issues when orienting and training the interpreter:

(1) Importance of the training, interview, or interrogation

(2) Specific objectives of the training, interview, or interrogation, if any

(3) Outline of lesson or interview questions, if applicable

(4) Background information on the interviewee or target audience

(5) The additional time required to brief, train, or interview when using an interpreter to convey the information; interpreter may be helpful in scheduling sufficient time

(6) Any technical terminology the interpreters may be asked to translate; interpreter may need time to look up unfamiliar words or ask questions to clarify meaning

(7) Handout material, if applicable

(8) General background information on the subject

(9) Glossary of terms, if applicable

4. Establishing Rapport

a. Establish rapport with the interpreter. He/she should understand you and the terms you use. While a user needs to limit colloquialisms, if you have rapport with the interpreter, these colloquialisms can be identified early and explained or eliminated.

b. The interpreter is a vital link to the target audience. Without a cooperative, supportive interpreter, the mission can be in serious jeopardy. Mutual respect and understanding is essential to effective teamwork. The service member must establish rapport early in the relationship and maintain it throughout the joint effort.

c. The service member begins the process of establishing rapport before he meets the interpreter for the first time. Most foreigners are reasonably knowledgeable about the United States. The user should obtain some basic facts about the HN. Useful information may include population, geography, ethnic groups, political system, prominent political figures, monetary system, business, agriculture, and exports. A good general outline can be obtained from a recent almanac or encyclopedia. More detailed information is available in the country handbook for the country and current newspapers and magazines, such as *New York Times*, *Washington Post*, *Newsweek*, and *U.S. News and World Report*. (**Note:** Country handbooks [field-ready reference publications] are for official use only and can be obtained through the U.S. Department of Defense Intelligence Production Program. The Marine Corps Intelligence Activity is the community coordinator for the Country Handbook Program.)

d. The service member should find out about the interpreter's background. The user should show genuine concern for the interpreter's family, aspirations, career, education, and so on. Many cultures emphasize the family over career, so the service member should start with understanding the interpreter's home life. The service member should also research cultural traditions to find out more about the interpreter and the nation in which the service member will be working. Though the service member should gain as much information on culture as possible before entering an HN, his interpreter can be a valuable source to fill gaps. Showing interest is also a good way to build rapport.

e. Gain the interpreter's trust and confidence before embarking on sensitive issues, such as religion, likes, dislikes, and prejudices. Approach these areas carefully and tactfully. Deeply held personal beliefs may be very revealing and useful in the interpreter's orientation, training, and professional relationship; gently and tactfully draw these beliefs out of your interpreter.

f. Just as establishing rapport with the interpreter is vitally important, establishing rapport with interview subjects or the target audience is equally important. To establish critical rapport, the subjects or audiences should be treated as mature, important human beings that are capable and worthy of respect.

5. Meeting/Interview Preparation

a. **Understanding:** To be successful, interpreters must understand the subject matter of the text or speech they are translating. Interpreters change words into meaning and then change meaning back into words of a different language. Interpreters must fully understand a thought before they can translate or interpret that thought into another language.

b. **Site selection:** The service member selects an appropriate site for the interview and directs the physical setup of the area. When conducting interviews with VIPs or individuals from different cultures, the physical arrangement can be significant.

c. **Rehearsals:** As in all operations, rehearsals are excellent tools to wargame how a meeting may proceed and allow the interpreter and service member to better anticipate and prepare for changes and new items in the meeting.

d. **Signals:** The service member and interpreter should develop a series of signals to indicate speech breaks (nodding, hand gestures, eye contact, or the verbal "OK") to indicate a pause for the interpreter to begin speaking.

e. **Other considerations:**

(1) Interpreters should mirror the tone and personality of the user.

(2) Interpreters should not interject their own questions or personality.

(3) Interpreters should inform the user if they notice any inconsistencies or peculiarities from sources.

(4) Periodically check with your interpreter to ensure that he or she:

(a) Understands concepts

(b) Is communicating effectively with your counterpart

(c) Is not experiencing difficulties of a personal nature with your counterpart

(5) Prior to the meeting, insist that the interpreter:

(a) Speak in the first person.

(b) Remain in close proximity when you are speaking.

(c) Carry a notepad and take notes as needed.

(d) Ask questions when not clear of a term, concept, or acronym.

(e) Project clearly and mirror both your vocal stresses and overall tone.

(f) Refrain from becoming engaged in a tangent dialogue with your audience and refrain from becoming an advocate or mediator in the dialogue; ideally the interpreter should remain invisible.

6. The Meeting

a. **Controlling the environment:**

(1) **Security:** The service member should ensure that adequate security measures have been taken prior to the meeting.

(2) **Escapes:** Meeting away from a military compound should be in locations with multiple exits from the building so that service members are not trapped without an escape route.

b. **Positioning the interpreter:** The interpreter should be physically positioned in a "subordinate" location in close proximity to the service member. For example, have the interpreter sit alongside and just behind the service member. If standing, the interpreter should be alongside and one step behind the service member. The service member should always be in a position to maintain eye contact and address the target audience.

c. **Roles in multiple interpreter situations:**

(1) During formal discussions when both parties employ interpreters, ensure that the interpreters agree ahead of time on the division of responsibilities. Generally, your interpreter will translate your counterpart's ideas into your native language; your counterpart's interpreter will interpret your ideas into his/her native language. If your interpreter detects an error by their counterpart, he or she needs to notify you so that you may clarify.

(2) In multinational events communication may be translated into a third or even fourth language. In addition, some interpreters may be using their third or fourth language. As a result communications time increases and transmission reliability decreases. Pay particular attention to the delegation or audience members who are the most challenged by the interpretation effort. Certain delegations or groups may rely on a single interpreter for several or even many listeners. Other delegations may not use interpreters because some or all of the delegation are fluent to some degree in the briefing language.

d. **Executing the meeting:**

(1) Whether conducting an interview or presenting a lesson, the service member should avoid simultaneous translations; that is, both the service member and the interpreter talking at the same time. The service member should speak for a minute or less in a neutral, relaxed manner, directly to the individual or audience. The interpreter should watch the service member carefully and, during the translation, mimic the service member's body language as well as interpret his verbal meaning. The service member should observe the interpreter closely to detect any inconsistencies between the interpreter's and his/her own manners. The service member should provide the interpreter sufficient time to interpret completely and accurately. The service member should present one thought in its entirety and allow the interpreter to interpret it.

(2) Although the interpreter will be doing some editing as a function of the interpreting process, it is imperative that he communicate the exact meaning without additions or deletions. As previously mentioned, the service member should insist that the interpreter always ask for clarification, prior to interpreting, whenever he/she is not absolutely certain of the service member's meaning. However, the service member should be aware that a good interpreter, especially if he is local, can be invaluable in translating subtleties and hidden meanings.

(3) During an interview or lesson, if questions are asked, the interpreter should immediately relay them to the service member for an answer. The interpreter should never attempt to answer a question, even though he may know the correct answer. Additionally, neither the service member nor interpreter should correct the other in front of an interviewee or class; all differences should be settled away from the subject or audience.

(4) An important first step for service members in communicating in a foreign language is to polish their English language skills. This is true even if no attempt is made to learn the indigenous language. The clearer the service member speaks in English, the easier it is for the interpreter to translate. Other factors to consider include use of profanity, slang, and colloquialisms. In many cases, such expressions cannot be translated. Even those that can be translated do not always retain the desired meaning. Military jargon and terms such as "gee whiz" or "golly" are hard to translate. In addition, if a technical term or expression must be used, the service member must be sure the interpreter conveys the proper meaning in the target language. The service member should speak in low context, simple sentences and add words usually left off such as the "air" in airplane. This ensures the meaning will be obvious and he is not talking about the Great Plains or a wood plane.

(5) When the service member is speaking, he must think about what he wants to say. He should break the communication down into logical bits, and give it out a small piece at a time using short, simple words and low context sentences that can be translated quickly and easily. As a rule of thumb, the service member should never say more in one sentence than he can easily repeat word for word immediately after saying it. Each sentence should contain a complete thought without excess verbiage.

7. Number of Interpreters

a. If several qualified interpreters are available, the service member should select at least two. This practice is of particular importance if the interpreter will be used during long conferences or courses of instruction.

b. The exhausting nature of this job makes approximately four hours of active interpreting in a six to eight hour period the maximum for peak efficiency. An interpreter is usually only effective for 30-45 minutes at a time.

c. Two or more interpreters can switch off about every 15-20 minutes. While one translates the other can provide quality control and assistance. Additionally, this technique can be useful when conducting coordination or negotiation meetings. One interpreter is used in an active role and the other pays attention to the body language and the side conversations of the others present. Many times, the service member will gain important side information that assists in negotiations from listening to what others are saying among themselves outside of the main discussion.

d. Tired interpreters are less effective. Program ten minute breaks every hour or so for the interpreters to rest, regroup, look up vocabulary, and consult with primaries on content.

e. Toward the end of a long day or a long discussion, the interpreter's efficiency and, therefore, your ability to communicate decreases.

f. Interpreters generally work the hardest during meals because they are a limited resource in a social setting where many voices want to be heard. To mitigate the pressure on the interpreter, do the following:

    (1) Carefully plan seating to strategically place available interpreter assets.

    (2) Actively ensure that the interpreters get a chance to eat their meal (they probably will not unless you make it happen).

8. Behaviors

a. Understanding target population is the first step to effective communication. The following factors affect our ability to communicate with the target audience.

    (1) **Perception:** The internal representation of sensory input from seeing, smelling, hearing, tasting, or touching, such that we produce an internal representation of the outside world.

    (2) **Motivation:** Those physiological, cognitive, or emotional factors arising from biology, temperament, or learning which drive behavior.

    (3) **Attitude:** Consistent, learned, emotional predisposition to respond in a particular way to a given object, person, or situation.

    (4) **Prejudices:** An unfavorable opinion or feeling formed beforehand without knowledge, thought, or reason. Prejudice is a behavior that:

        (a) Is learned indirectly rather than directly from objects of prejudice

        (b) Is highly emotional as opposed to rational

        (c) Is rigid and unlikely to listen to differing perspectives

        (d) Is typically negative, tends to dehumanize, mistreat, or discriminate against objects of prejudice

        (e) May follow from institutional/cultural opinions and actions, especially where conformity to group norms are highly valued

b. Understanding the cultural aspects of communication is the second step in understanding the target audience. To thoroughly understand the culture:

    (1) Study the culture and history.

    (2) Observe all aspects of the culture, if possible.

(3) Accept the culture.

(4) Respect cultural differences.

(5) Whenever possible, identify any cultural restrictions before interviewing, instructing, or conferring with particular foreign nationals.

c. Nonverbal communication is an important aspect of the communication process. Users and interpreters must pay attention to the following nonverbal factors:

(1) Communication setting

(2) Physical appearance

(3) Dress

(4) Personal space

    (a) Level of intimacy

    (b) Emotional state

    (c) Type of interaction: confrontational, cooperative, competitive, friendly, or territoriality

(5) Vocal cues

(6) Eye contact and eye movements

(7) Gestures and posture

(8) Touching

(9) Facial expressions

d. Colloquialisms, humor, acronyms, and jargon

(1) Colloquialisms tend to confuse and waste valuable time.

(2) Be cautious of using American humor. Cultural and language differences can lead to misinterpretations by foreigners. Determine early on what the interpreter finds easiest to understand and translate meaningfully.

(3) Avoid using acronyms if possible. Address any acronyms being used with your interpreter prior to any meetings.

(4) Jargon is language used only by a specific group or occupation and should be cleared with the interpreter before the communication event.

e. The service member should:

(1) Position the interpreter by his side (or even a step back). This method will keep the subject or audience from shifting their attention or fixating on the interpreter and not on the service member.

For Official Use Only

(2) Always look at and talk directly to the subject or audience; guard against the tendency to talk to the interpreter.

(3) Speak slowly and clearly; repeat as often as necessary.

(4) Speak to the individual or group as if they understand English. The service member should be enthusiastic and employ the gestures, movements, voice intonations, and inflections that would normally be used before an English-speaking group. Considerable nonverbal meaning can be conveyed through voice and body movements. The service member should encourage the interpreter to mimic his delivery.

(5) Periodically check the interpreter's accuracy, consistency, and clarity.

(6) Check with the audience whenever misunderstandings are suspected and clarify immediately. Using the interpreter, the service member should ask questions to elicit answers that will verify that the point is clear. If the point is not clear, he should rephrase the instruction and illustrate the point again. The service member should use repetition and examples whenever necessary to facilitate learning. If the class asks few questions, it may mean the instruction is "over the heads" of the audience, or the message is not clear to the audience.

(7) Speak to your counterpart and not to the interpreter. A good interpreter interprets in the first person, for example, " I think" as opposed to "He thinks" or "He says." If your interpreter does not do this, make the correction. Likewise, a good principal does not say, "Tell him …" or "Ask him …." Always address your counterpart directly, as if there is no interpreter.

(8) Make the interpreter feel like a valuable member of the team; give the interpreter recognition commensurate with the importance of his contribution.

(9) Keep the entire presentation as simple as possible:

      (a) Use short sentences and simple words (low context).

      (b) Avoid idiomatic English.

      (c) Avoid tendency toward flowery language.

      (d) Avoid slang and colloquial expressions.

      (e) Assume that less than 100% of your message will get across. Likewise, never assume that you completely understand the other half of the conversation directed at you. No matter how good the interpreter, less than 100% is to be expected. Your ability to communicate will depend on the proficiency of the interpreter.

f. The service member should not:

(1) Address the subject or audience in the third person through the interpreter. (For example, the service member should say, "I'm glad to be your instructor," not "tell them I'm glad to be their instructor.")

(2) Make side comments to the interpreter that are not expected to be translated.

(3) Be a distraction while the interpreter is translating and the subject or audience is listening. (For example, the service member should not pace the floor, write on the blackboard, teeter on the lectern, drink beverages, or carry on any other distracting activity.)

9. Post Meeting Actions

a. Verify information:

(1) Confirm with your interpreter that what you heard was what was meant. Was the question stated correctly? Observing the other person's body language in response to questions often indicates whether they understand your meaning.

(2) Identify disagreements.

(3) Identify misunderstandings and prepare a way to resolve those misunderstandings at the next meeting.

b. Provide feedback.

c. Prepare for the next meeting while the information is fresh.

d. Review your post meeting notes prior to your next meeting and discuss any problems with your interpreter again.

10. Other Considerations

a. **Gender:** Gender can have a major impact on the interpreter's effectiveness, based on the cultural norms of the area. In some societies and cultures, women are held in lower esteem than men. Female interpreters may become partially or completely ineffective in cases where male members of the local area refuse to speak to them directly. In other societies, female interpreters may be seen as less of a threat than their male counterparts, and may increase the dialogue between the local residents and the military unit. Units should research the area of operations during pre-deployment training, identify cultural/societal norms, and plan accordingly when determining their interpreter requirements.

b. **Ethnicity:** Ethnicity also plays a major role in identifying unit interpreter requirements. Just as with gender, cultural differences between members of various ethnic groups may significantly reduce interpreter effectiveness and may cause outright hostility between the local populace and military units in the area. Ethnic differences may also be reflected in language dialects and alphabets used in certain areas. Again, units should research the area well during pre-deployment training and identify what ethnicities and applicable cultural/societal norms are present in their area and plan accordingly when determining their interpreter requirements.

c. **Wear of uniforms:** Units using interpreters and translators should assess the advantages and disadvantages of having their interpreters wear U.S. military uniforms. In many operations, CAT I, II, and III interpreters and translators wore U.S. military uniforms, while their non-U.S. counterparts remained in civilian clothes. Some of the potential advantages and disadvantages are as follows:

(1) Advantages:

    (a) Builds a sense of identity with the military unit they support

    (b) Interpreter force protection increases

    (c) Military forces able to rapidly identify interpreters as "friendlies"

(2) Disadvantages:

    (a) May lower local populace receptiveness to interpreter

    (b) Interpreters less able to blend into local area

    (c) May incite overt hostility towards interpreters

d. **Time off:** Just as with service members, morale and retention depend heavily on operations tempo. Units are asked to remember that interpreters often work in the AOR for years, so quality of life is very important to maintain low turnover. Therefore, it is recommended that interpreters be given at least one day off per six work days. Use the following guidelines:

(1) Interpreters scheduled for "on call" or "standby" days will work in the base camp's interpreter pool to support local taskings, but remain available to support the interpreter's primary unit of assignment, if needed. On-call days will not count as days off.

(2) If an interpreter does not report for work when scheduled, the unit will immediately contact the area supervisor and report the incident to the COR as soon as possible.

(3) Days off will be scheduled in advance and submitted to the contractor area supervisor. Changes to the schedule must be pre-coordinated with the area supervisor. The contractor may preempt a interpreter's days off at anytime, without consulting the unit, in order to support other missions that may come up.

(4) The COR will perform periodic checks to ensure interpreters are working according to schedule.

e. **Leave:** Upon completion of their initial six-month contract, the contractor can authorize leave for their interpreters. The contractor will coordinate with units to ensure minimum impact to mission when scheduling leave for the interpreters. Units should not expect to receive a replacement while a interpreter is on leave. General guidelines include the following:

(1) Upon completion of six months of service, CAT I interpreters can be authorized seven consecutive days off.

(2) Upon completion of six months of service, CAT II/III interpreters can be authorized 14 consecutive days off. Interpreters traveling from downrange to

Continental United States (CONUS) are authorized an additional two days travel time.

f. **Mission differences:** Do not assume the interpreter understands the varying missions of different military units. Be sure to explain those differences to him prior to an operation.

11. Overseeing Interpreters

a. Unsatisfactory interpreter practices include the following:

(1) Not interpreting everything that is said

(2) Carrying on a side conversation during a meeting or interview

(3) Speaking on behalf of the person being met with or interviewed

(4) Answering the phone or other distracting behavior during a meeting or interview

(5) Demonstrating demeaning behavior or attitude toward the person being met with or interviewed (unless directed to do so by the unit)

(6) Paraphrasing

b. Some indicators of operational security (OPSEC) problems with interpreters include the following:

(1) Interpreter compromises sensitive or operational information

(2) Operations known to the interpreter fail

(3) Attacks occur when the interpreter is absent

(4) Interpreter tries to dissuade source from providing certain information

(5) Interpreter volunteers or avoids certain duties or sources

(6) Sources trust a particular interpreter less than others

(7) Normally reliable sources provide unreliable information with a particular interpreter present

12. Alternate Sources

a. Military linguists are specifically trained and should not be used in place of native-speaking interpreters unless there are no other options available. The same can be said of other military members that have a familiarity or background in a specific language (heritage speakers). When these individuals are used as interpreters, they are a loss to their organization, causing another shortfall. If, as a last resort and in an emergency, you must use a military linguist, consider the following:

For Official Use Only

(1) They need sufficient preparation time to familiarize themselves with technical terms, colloquialisms, and dialect.

(2) They should not be expected to perform to the level of an interpreter.

(3) They lack proper training and thus may not know when they are overstepping their bounds as an interpreter.

(4) Interpreting is difficult work; the service member will be under significant stress to perform in an unfamiliar setting/environment.

b. Each of the services has individuals trained in languages. Many of these individuals are within the intelligence units. Some may also be found within the special operations community such as civil affairs (CA) and psychological operations (PSYOP). Many special operations forces (SOF) routinely employ interpreters and may be able to assist in obtaining interpreter support.

REFERENCES

Joint Publications

JP 3-05.1 *Joint Techniques and Procedures for Joint Special Operations Task Force Operations*

JP 3-07.3 *Joint Tactics, Techniques, and Procedures for Peace Operations*

JP 3-07.4 *Joint Counterdrug Operations*

JP 3-07.5 *Joint Tactics, Techniques, and Procedures for Noncombatant Evacuation Operations*

JP 3-07.6 *Joint Tactics, Techniques, and Procedures for Foreign Humanitarian Assistance*

JP 3-10.1 *Joint Tactics, Techniques, and Procedures for Base Defense*

JP 3-16 *Joint Doctrine for Multinational Operations*

JP 5-00.2 *Joint Task Force (JTF) Planning Guidance and Procedures*

JP 6.0 *Doctrine for C4 Systems Support to Joint Operations*

Multi-Service

FM 3-05.401/MCRP 3-33.1A, *Civil Affairs Tactics, Techniques, and Procedures*, Sep 03

FM 3 07.31/MCWP 3-33.8/AFTTP (I) 3-2.40, *Multi-Service Tactics, Techniques, and Procedures for Conducting Peace Operations*, Oct 03

FM 5-01.12/MCRP 5-1B/NWP 5-02/AFTTP(I) 3-2.21, *Multi-Service Tactics, Techniques, and Procedures for Joint Task Force (JTF) Liaison Officer Integration*, Jan 03

AR 350 20/OPNAVINST 1550.7B/AFR 50-40/MCO 1550.4D, *Management of the Defense Foreign Language Program*, 15 Mar 87

Army

GTA 41-01-001, *Civil Affairs Planning and Execution Guide*, Oct 02

"Fundamentals of Interpersonal Communication," USASOC Slide show, Jul 03

FM 3-05.301, *Psychological Operations TTP*, Dec 03

FM 3-16, *The Army and Multi-national Operations*

FM 3-07.3, *Peace Operations*

FM 5-0, *Army Planning and Orders Preparation*

Marine Corps

MCRP 5-12D, *Organization of the Marine Corps*,

Air Force

Air Force Handbook 10-222, Refugee Camp Planning and Construction Handbook, Vol 22, 15 JUN 2000

Other

Web sites:

http://world.std.com/~ric/what_is_int.html

For Official Use Only

CALL PUBLICATIONS INFORMATION PAGE

In an effort to make access to our information easier and faster, we have put all of our publications, along with numerous other useful products, on our World Wide Web site. The CALL website is restricted to Department of Defense personnel. The URL is http://call2.army.mil.

If you have any comments, suggestions, or requests for information, you may contact CALL by using the web site "Request for Information" or "Comment" link. We also encourage soldiers and leaders to send in any tactics, techniques, and procedures (TTP) that have been effective for you or your unit. You may send them to us in draft form or fully formatted and ready to print. Our publications receive wide distribution throughout the Army and CALL would like to include your ideas. Your name will appear in the byline.

Contact us by:

PHONE:	**DSN 552-3035/2255;Commercial (913)684-3035/2255**
FAX:	**Commercial (913) 684-9564**
MESSAGE:	**CDRUSACAC FT LEAVENWORTH, KS // ATZL-CTL//**
MAIL:	**Center for Army Lessons Learned**
	ATTN: ATZL-CTL
	10 Meade Ave, Building 50
	Fort Leavenworth, KS 66027-1350

Additionally, we have developed a repository, the CALL Database (CALLDB), that contains a collection of operational records (OPORDS and FRAGOS) from recent and past military operations. Much of the information in the CALL DB is password-protected. You may obtain your own password by accessing our web site and visiting the CALL database page. Click on "Restricted Access" and "CALL DB Access Request." After you have filled in the information and submitted the request form, we will mail you a password. You may also request a password via STU III telephone or a SIPRNET e-mail account.

CALL's products are produced at Fort Leavenworth, KS, and are not distributed through publication channels. Due to limited resources, CALL selectively provides its products for distribution to units, organizations, agencies, and individuals and relies on them to disseminate initial distribution of each publication to their subordinates. Contact your appropriate higher element if your unit or office is not receiving initial distribution of CALL publications.

Installation distribution centers	**TRADOC schools**
Corps, divisions, and brigades	**ROTC headquarters**
Special forces groups and battalions	**Combat training centers**
Ranger battalions	**Regional support commands**
Staff adjutant generals	

CALL PRODUCTS "ON-LINE"

Access information from CALL via the World Wide Web (www). CALL also offers web-based access to the CALL database (CALLDB). The CALL Home Page address is

http://call.army.mil

CALL produces the following publications:

BCTP Bulletins, CTC Bulletins, Newsletters, and Trends Products: These products are periodic publications that provide current lessons learned/TTP and information from the training centers.

Special Editions: Special Editions are newsletters related to a specific operation or exercise. Special Editions are normally available prior to a deployment and targeted for only those units deploying to a particular theater or preparing to deploy to the theater.

News From the Front: This product contains information and lessons on exercises, real-world events, and subjects that inform and educate soldiers and leaders. It provides an opportunity for units and soldiers to learn from each other by sharing information and lessons. *News From the Front* can be accessed from the CALL website.

Training Techniques: Accessed from the CALL products page, this on-line publication focuses on articles that primarily provide tactics, techniques, and procedures (TTP) at the brigade and below level of warfare.

Handbooks: Handbooks are "how to" manuals on specific subjects such as rehearsals, inactivation, and convoy operations.

Initial Impressions Reports: Initial impression reports are developed during and immediately after a real-world operation and disseminated in the shortest time possible for the follow-on units to use in educating personnel and supporting training prior to deployment to a theater. Products that focus on training activities may also be provided to support the follow-on unit.

To make requests for information or publications or to send in your own observations, TTP, and articles, please use the CALL Request For Information (RFI) system at http://call-rfi.leavenworth.army.mil/. There is also a link to the CALL RFI on each of our major web pages, or you may send email directly to:

callrfi@leavenworth.army.mil

Support CALL in the exchange of information by telling us about your successes so they may be shared and become Army successes.

Center for
Army Lessons Learned

FOR OFFICIAL USE ONLY