

**Information Paper**  
(Draft)

**Purpose:**

To help ARSTAF assess LREC curriculum in PME, specifically in culture training/education, by inventorying the culture training/education currently incorporated in PME **curricula** across the TRADOC learning domain.

**Situation:**

GEN Casey signed The Army Culture and Foreign Language Strategy (ACFLS) in December 2009. "The strategy's end state is to build and sustain an Army with the right blend of culture and foreign language capabilities to facilitate full spectrum operations. The resulting force will have the ability to effectively conduct operations with and among other cultures". TRADOC Operations Order 11-013 dated 18 May 11, established CAC as the lead for ACFLS implementation.

CAC is working to integrate ACFLS/ALRECS (Army Language Regional Expertise and Culture Strategy ) learning objectives into existing programs of Instruction (POIs) using internal resources/assets at the CoEs and other Army Educational Institutions. The first step is to assess the current culture training in PME in order to understand how to support the generating force culture training/education requirements. The next step will be to implement the appropriate curricula changes at CoEs/Schools.

**Introduction:**

The ARSTAF questions focus primarily on PME; however PME across the cohorts is not centrally directed by a single office, but is rather a coalition effort among the cohorts and Branch School Commandants. TRADOC PAM 10-5 establishes CAC as the Education Core Function lead.

. Defining culture training requirements, projecting student load, prescribing POI time, or enforcing standards are the responsibilities of the OES, NCOES, WOES, CES PME proponents (SALT, INCOPD, WOCC, and AMSC respectively). The Army and TRADOC have previously conducted similar assessments. Most recently, an assessment of the capability to train Soldiers and leaders to achieve cultural understanding skills within the three learning domains was initiated during the summer of 2013. While the ARSTAF conducted a comprehensive data call across the Army's LREC enterprise, no results or subsequent plan have been published. A study of this scope may be appropriate for ARI.

## **Questions:**

1. Do the current instruction, method of delivery, and learning objectives provide Soldiers and leaders sufficient cultural understanding to effectively operate in their designated operational environment (military environment and military operations)?

The Army has never attempted to measure the outcomes in a holistic and longitudinal manner. Ideally, cultural competency outcomes would be evaluated applying an assessment mechanism such as the Kirkpatrick Model – a suitable project for an organization such as ARI.

NCOES introduces NCOs attending the Warrior Leader Course to cultural effects within the operational environment. Soldiers take Structured Self Development on the impact of culture on military operations in the contemporary operational environment (COE). Future NCO professional development will require better lesson integration to support broader understandings of culture within ALC and SLC learning topics. Culture is also addressed as a learning topic within the Sergeant Major Course as it pertains to the regional operations. In addition USASMA prides itself on presenting their International Military Students (IMS) with a favorable impression of the American way of life.

The Command and General Staff Officers Course (CGSOC) Common Core that all Army officers must complete includes 40 hours of education that both support and expand concepts related to cultural considerations for military plans and operations. The CGSOC Advanced Operations Course provides additional opportunities to apply cultural analysis in numerous practical exercises in the planning and execution of military operations from Land Component through brigade level, using both the Joint Operational Planning Process and Military Decision Making Process. Additionally, officers attending the resident CGSOC have multiple language education opportunities. Every staff group in the resident CGSOC has an international officer assigned to further inculcate culture into the daily education experience. The CGSC Know Your World Program has the international students provide overviews of their country in the auditorium followed by a social event featuring the food and drink from their country. It is open to the entire college. Ensuring at least one international officer per sixteen U.S. officers truly assists in acculturation. In addition, CGSS has the entire British Defence College class come to Fort Leavenworth two time per year for a Joint Multinational exercise. The staff groups are made up of half U.S. and half British officers.

The TRADOC Culture Center (TCC) is responsible for Cultural training development but the OES, NCOES, WOES, and CES proponents are responsible for defining requirements, projecting student load, prescribing POI time or enforcing standards and

delivering culture training. Each of the cohorts approaches sequential and progressive culture education differently, so it is nearly impossible to determine if outcomes are being met. From the TCC's perspective this is especially true for the Enlisted cohort as they have not requested development support.

2. Does the current level of culture training at COEs provide a baseline understanding of culture at each level of PME?

Culture curricula are uneven across PME learning cohorts. Of note, there is PME associated with NCOES, WOES, OES and CES. To date, the only PME proponent that has been prescriptive and directive has been OES (SALT). While the TCC is TRADOC's training development proponent, again the responsibility to define PME requirements, prescribe instruction, and enforce standards rests with the respective PME proponents – INCOPD, WOCC, SALT, and AMSC.

CGSC sets the example of the integration of cultural studies into PME. CGSC has numerous culture education opportunities beyond the core curriculum. There are multiple culture related electives and a close association with the Defense Language Institute provides all students with extensive opportunities to learn a language while attending CGSOC. CGSOC is expanding its pool of scenarios to ensure more complex, multi-cultural Operating Environments are available in the curriculum to challenge students and remove them from their comfort zone.

The School of Advanced Leadership and Tactics (SALT) dedicates 15 hours of resident instruction in the Captains Career Course Common Core. The curriculum is designed to enhance the knowledge base of the students regarding analysis of cultural considerations and their impact on military operations, cross-cultural communication, rapport, and the role of leaders as examples of cross-culturally competent Soldiers. Although the lesson content is not region-specific, the courseware enhances understanding in analyzing cultural considerations for military plans and operations.

3. What are the outcome measures in assessing the level and type of culture training provided and needed within PME?

The current ALCC-approved General Learning Outcomes (GLOs) describe the desired sequential and progressive end-state of a culturally trained learner but do not prescribe actual measurement standards and mechanism of implementation. In keeping with the spirit and letter of the draft ALRECS, GLOs and, subsequently, PME curricula will be informed by the CJCSI competencies and proficiency levels. LD&E LRECMO ICW CAC GAO is currently developing a new Culture accreditation standard which is specifically

aimed to assess the compliance of CoEs/Schools curricula TLOs/ELOs with the approved sequential/progressive ALCC GLOs.

There are presently no TCC developed culture curricula associated with NCOES PME, WOES PME or CES PME. Note – TCC was tasked to produce TSPs to support NCOES and WOES PME in FY12 (basic lesson plans were approved by CAC in March 2012 and are available in Training Development Capability). TCC in concert with SALT has developed 3.5 hours of Distributed Learning (DL) courseware for the Warrant Officer Advanced Course Common Core. The instruction explores the operational importance of culture and supports the skills/ knowledge needed to conduct analysis of cultural variables. The lesson material overviews communication style differences, foundational knowledge of conflict resolution, and basic negotiation skills incorporating cultural considerations. The courseware is currently awaiting contract development and is projected to be incorporated in FY17.

CGSOC has cultural focused Terminal Learning Objectives and is required by title X to meet the Joint Professional Military Education level 1 standards which include cultural considerations. As noted by the J-7 and TRADOC in their accreditation of CGSOC, the evaluation programs and assessment instruments in the course provide extensive data for course analysis and detailed feedback to the students. Culture is integrated into exercises where students are assessed on their ability to weight, mitigate, and/or leverage cultural impacts on military planning and operations.

4. If needed, how can we accelerate cultural/regional learning within PME and our curricula?

TCC's Train-the-Trainer events at MCoE present a useful and effective model of collaboration between TCC and CoE instructors and training developers to tailor and incorporate culture lessons into existing courses without significant increased POI time. This is a long-term solution but most effective because each course at the CoE has ownership and investment in the product. Culture curriculum efforts throughout PME can be expanded; however, it would require a bill. To expedite and expand the process, additional personnel and travel are needed.

Another tactic to accelerate learning could include harnessing blended learning capabilities and ensuring that technology and face-to-face facilitation work together to limit in-class resources, sustain learning, and build competency, which is likely the most effective approach.

CGSC with its International Student Division and relationship with DLI is one of the few Army schools that have resources to adequately incorporate culture into the curriculum.

As a part of NCO 2020 initiatives, INCOPD would be interested in getting additional resources in the form of DL instructional content to support building broader knowledge regarding culture and NCO KSAs needed to support OE and RAF requirements into the deeper future.

5. Are we leveraging current technology and distributed learning tools that support development of cultural understanding?

While the operational Army has leveraged DL ISO RAF LREC training requirements, there has been little appetite for this approach within PME with the exception of CGSS, CGSOC, the Captains Career Course and Warrant Officer Advanced Course Common Core. If TRADOC were to adopt a more aggressive approach to leveraging DL ISO PME, the PME proponents would be responsible for defining the requirements, prescribing adherence and enforcement. Organizations such as the DLIFLC and TCC would be responsible for developing and delivering the training suitable for the DL platform.

TCC and other TRADOC stakeholders are active partners with DLNSEO and JKO in the production of Virtual Cultural Awareness Training products. These distance learning modules have knowledge exams as well as scenario-based assessments (go/no-go) and are linked to ATRRS for tracking completed training. TCC also sponsors several courses on ALMS which meet the Awareness level criteria (Culture general and Afghanistan specific), as well as specific blocks on Negotiations and Female Engagement Teams. These are at the Awareness level and Learners cannot legitimately achieve Understanding level through DL alone.

SALT in concert with the TCC has developed Government Furnished Information (GFI) for contract bid to construct a DL product for both the Warrant Officer Advanced Course and the Reserve Component Captains Career Course Common Core. As mentioned previously WOAC will have a total 3.5 hours and the Reserve Component will have 3 hours developed. Projected date of incorporation is FY17.

CGSS is the only PME school with distance learning programs that have the equivalent learning activities and rigor of their resident programs. The CGSS DL programs run scenario-based exercise in synchronous and asynchronous environments using virtual technologies and live online activities. They incorporate full time DL faculty to mentor, guide and evaluate students during the exercises.

DLIFLC has developed online culture and regional expertise modules that could be employed in PME. These modules also include an assessment component to check learning.

6. What percentage of PME has culture training and education?

With the exception of CGSOC, there currently is very little to meet Army's training requirements. Again, when one considers that PME cuts across NCOES, WOES, OES and CES –the three lesson plans associated with OES PME could be an example(CCC – at face value 15 hours of a 24 week course). It is also useful to consider that culture is often taught most effectively as a condition, not a discrete task. It is likely that culture is fairly well represented as a condition of the OE in most PME learning cohorts, but that does not translate cleanly into POI hours.

The Command and General Staff Officers Course (CGSOC) Common Core that all Army officers must complete includes 40 hours of education that both support and expand concepts related to cultural considerations for military plans and operations. The CGSOC Advanced Operations Course provides additional opportunities to apply cultural analysis in numerous practical exercises in the planning and execution of military operations from Land Component through brigade level, using both the Joint Operational Planning Process and Military Decision Making Process. Additionally, officers attending the resident CGSOC have multiple language education opportunities. Every staff group in the resident CGSOC has an international officer assigned to further inculcate culture into the daily education experience.

Below is the breakdown of the cultural content across cohorts:

#### **USACHCS Chaplain Assistant Curriculum**

- **AIT** - Core curriculum has 2.0 hours of programmed instruction addressing culture. Learning is applied during applicable practical exercise.
- **Advanced Leader's Course (ALC)** - There is 1.0 hour of instruction in matters of culture. Instruction is focused in areas of religious accommodation and JIIM considerations.
- **Senior Leaders Course (SLC)** - Has 1.5 hours of cultural training incorporated in the curriculum. Therein, the emphasis is helping the student learn to identify leadership issues associated with cultural diversities.
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#### **Sergeants Major Course**

- **JPME 2 Common Core** – contain over 130 hours of education supporting and expanding concepts related to cultural considerations for military plans and strategy.
- **Common Core Course Exercises** – provides over 6 hours of practical application of culture
- **Regional Studies** – provides over 30 hours of culture material
- Over 600 curricular elective hours contain LREC related content

### **Warrant Officer Basic Course**

- Culture Through History IMI product approved for all BOLC-B courses
- 5 hour Cross-Cultural Competency TSP developed and approved for use by each CoE

### **Warrant Officer Advance Course**

- 8 hour Cross-Cultural Negotiations TSP approved for use in the Warrant Officer Senior Staff Course

TCC in concert with SALT has developed 3.5 hours of Distributed Learning (DL) courseware for the Warrant Officer Advanced Course Common Core. The instruction explores the operational importance of culture and supports the skills/knowledge needed to conduct analysis of cultural variables. The lesson material overviews communication style differences, foundational knowledge of conflict resolution, and basic negotiation skills incorporating cultural considerations. The courseware is currently awaiting contract development and is projected to be incorporated in FY17. Additionally, SALT and TCC are developing 4 hours of resident training for the WOAC to incorporate within their Common Core curriculum.

### **Warrant Officer Staff Course**

- **WOSC Curriculum** –contains over 105 hours of education with practical exercises introducing, supporting, and/or expanding concepts related to socio-cultural, global and regional considerations for the development of policy and strategy. A history staff ride incorporates analysis of the impact of cultural perceptions and attitudes on the tactics used and ethical conduct in Battle of Horseshoe Bend

### **Warrant Officer Senior Staff Course**

- **WOSSC Curriculum** – contains over 100 hours of education supporting student understanding of the impact of cultural considerations on strategic level policy and planning. A multinational humanitarian exercise contains 10 hours of experiential learning on navigating the political and cultural considerations normally encountered when working with other nations, international organizations, other armed forces, diplomats, news media, and charity organizations.

### **Basic Officer Leader Course**

- Culture Through History IMI product approved for all BOLC-B courses
- 5 hour Cross-Cultural Competency TSP developed and approved for use by each CoE

### **Captains Career Course**

- 15 hour Across Cultures block integrated into OC4 common core since 2009
- Submitted lesson plan (Jan 13) for Officer Self Development DL product; tied to Army Learning Assessment

### **Command General Staff Officer College**

- **CGSOC JPME 1 Common Core** – 40 hours of education supporting and expanding concepts related to cultural considerations for military plans and operations. This is integrated into the distributed learning programs.
- **CGSOC Advanced Operations Course** applies cultural analysis in 108 hours of practical exercise in the planning and execution of military operations (JOPP and MDMP). This is integrated into the distributed learning programs.
- Every staff group in the resident CGSOC has an international officer assigned to further inculcate culture into the daily education experience. The CGSC Know Your World Program has the international students provide overviews of their country in the auditorium followed by a social event featuring the food and drink from their country. It is open to the entire college. Ensuring at least one international officer per sixteen U.S. officers truly assists in acculturation.
- In addition, CGSS has the entire British Defence College class come to Fort Leavenworth twice a year for a Joint Multinational exercise. The staff groups are made up of half U.S. and half British officers.
- Resident **CGSOC** students have multiple language education opportunities. Example, officers deploying to Afghanistan are required to take 48-hours of language familiarization training in Dari or Pashto. Students may take up to 72 hours of language instruction in Arabic, Chinese, Farsi, French, Korean, or Spanish, or receive credit for completing an online DLI Headstart2 language course.
- **4 regional studies programs**-24 hour core courses combined with focused interdepartmental LREC electives.

### **USACHCS Chaplain Curriculum**

- **Chaplain Officer Basic Leadership Course (CHOBLC) (12 weeks)** Curriculum contains 5.0 hours of training focused on cultural matters. Intent is to cultivate an awareness of the relationship between culture, values and religion in the operational environment.
- **Chaplain Captain Career Course (C4) (6 Months)** – Contains 6.5 hours of programmed instruction in the C4 curriculum. Focus is upon the impact of

culture on the chaplain's roles and ministry in the support of unified land operations.

- **BDE Chaplain Functional Qualification Course (2 wks)** - Contains 1.5 hours of cultural training. With an assumed experience of targeted students, training is centered upon advising command based on strategic and ethical considerations.

LRECMO/913-684-3345

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