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# ARMY CULTURE AND FOREIGN LANGUAGE STRATEGY

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# **Army Culture and Foreign Language Strategy**

## **SECTION I. EXECUTIVE SUMMARY**

### **Culture and foreign language capability gaps**

Operational experiences in Somalia, the Balkans, Afghanistan, and Iraq have highlighted critical gaps in the Army capability to influence and operate effectively within different cultures for extended periods of time. Battlefield lessons learned have demonstrated that language proficiency and understanding of foreign culture are vital enablers for full spectrum operations.

The first lesson learned is that leaders and Soldiers have a limited understanding of how culture considerations influence the planning and execution of operations. Second, there is insufficient foreign language capability across the Army, which limits the effectiveness of both units and individual leaders and Soldiers. Finally, there is no significant development of a bench of future leaders who have an increased understanding of cultures and foreign languages around the world. This gap in culture and foreign language capabilities reduces the Army's overall effectiveness in meeting the needs of the geographic combatant commanders.

Today's full spectrum operations require adaptable foreign language and cultural capabilities to be fully successful. Existing education and training programs and initiatives are helping to meet some needs, particularly for specialists, but do not meet the full needs of the Army. Closing the gaps in culture and foreign language capability requires addressing two major areas: building unit capability and expanding the scope of leader development.

Increased scope, emphasis, and rigor are required for culture and foreign language training to support a unit's training for its mission essential tasks during the Army Force Generation (ARFORGEN) process. Leader development programs also need to be revised to produce Army leaders who understand how culture and foreign language capabilities affect their task accomplishment. Consequently, the ACFLS is guided by and directly supports the Army Leader Development Strategy (ALDS) and the Army Training Strategy.

### **Army culture and foreign language strategy objectives**

The ACFLS provides a holistic strategy for present and future culture and foreign language education and training programs needed to close the gap in capabilities. This strategy links individual leader and Soldier knowledge, skills, and attributes to unit capability to directly enable the execution of assigned missions or tasks. Follow-on work is needed to account for the career development of civilians by integrating a culture and foreign language strategy within the Civilian Education System (CES).

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.

## **Culture and foreign language capability development**

Culture and foreign language capability in the Army will be developed along two distinct but interrelated paths, the career development path and the pre-deployment path. The two paths are interdependent because learning that takes place during a Soldier's career will provide the foundation for the preparation of the unit as it gets ready for deployment. The synergy generated by combining these individual competencies produces an overall unit capability that is greater than the sum of its parts.

## **Professional and non-professional categories**

The ACFLS groups personnel into two broad categories with each requiring different levels of capability in either culture or foreign language. One category includes those personnel who have higher requirements for culture capability (culture professionals) or for foreign language capability (foreign language professionals). The other category will include those personnel who require only a rudimentary capability in culture (culture generalists) or foreign language (foreign language non-professionals). Leaders and Soldiers with a rudimentary capability in culture and foreign language include the majority of leaders and Soldiers in the general force. It is important to recognize that a desired outcome for the ACFLS is for all leaders and Soldiers to achieve some level of proficiency in both culture and foreign language for some portion of the world.

## **Culture and foreign language responsibilities**

The ACFLS requires the Army to integrate and synchronize culture and foreign language responsibilities and functions across the Army. TRADOC will lead the integration of culture and foreign language into training and education across the Army. Headquarters, Department of the Army (HQDA) will assign: an Army Force Modernization Proponent within TRADOC for culture and an Army lead for foreign language training for non-linguists. TRADOC's efforts support the overall HQDA effort to build, execute, and sustain the Army's culture and foreign language programs.

## **Implementation tasks**

The ACFLS assigns tasks to ensure the development, synchronization, integration, implementation, and accountability of standardized programs and training in culture and foreign languages. The purpose of assigning these tasks is to close the existing capability gaps in culture and foreign language. TRADOC centers and schools, in their roles as proponents, will be integrally involved in defining common education and training required to generate the necessary culture and foreign language capability for the Army. Proponents will also determine the culture and foreign language capabilities required in operating force units for which they are the proponent (e.g., infantry, armor, etc.). Once the requirements and programs are understood, the Army will be in a position to allocate priorities and resources for culture and foreign language capabilities essential to support full spectrum operations.

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## SECTION II. INTRODUCTION

1. Purpose. Provide the Army with a holistic strategy for culture and foreign language that prescribes a framework for culture and foreign language education and training and fixes responsibilities for culture and foreign language programs.

2. References. Appendix A contains the related publications and a listing of those existing programs and studies that have been integrated into this strategy.

3. Explanation of abbreviations and terms. The glossary contains abbreviations and explanations of terms used in the ACFLS.

4. Goal and end state of the ACFLS.

a. The ACFLS goal is a baseline of culture and foreign language capabilities for all leaders and Soldiers to support the accomplishment of unit missions. There will, however, be leaders and Soldiers whose specialties require culture and foreign language training above this baseline. The distinctions between categories of specialists (experts) will be addressed later in this document. The culture and foreign language education and training designed and provided to the general force is a foundation for the experts to build upon as they define their own culture and foreign language requirements in their development program.

b. 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. The right blend of capabilities envisioned in these objectives has three dimensions; the blend of culture capability and foreign language capability, the blend of culture and foreign language generalists and experts, and the blend of culture-general training and culture-specific training.

c. The strategy addresses the need for culture and foreign language capability for both the general force and experts. Since the development of experts is relatively mature and will be refined by the respective proponents, the strategy primarily focuses on education and training of the general force.

d. The strategy applies to all components (active, National Guard, and U.S. Army Reserve) of the Army.

5. Background.

a. The 2009 Army Posture Statement states that although the fundamental nature of conflict is timeless, its ever-evolving character reflects the unique conditions of each era. The following are specific characteristics of conflict in the 21st Century that have implications for how we train and prepare our Soldiers and Leaders to effectively operate in today's operational environment.

(1) Conflicts are increasingly waged among the people instead of around the people.

(2) Indigenous governments and forces frequently lack the capability to resolve or prevent conflicts. Therefore, our Army must be able to work with these governments, to create favorable conditions for security and assist them in building their own military and civil capacity.

(3) Interagency partnerships are essential to avoid and resolve conflicts that result from deeply rooted social, economic, and cultural conditions.

(4) Diverse actors, especially non-state actors, frequently operate covertly or as proxies for states. They are not bound by internationally recognized norms of behavior, and they are resistant to traditional means of deterrence.

(5) Hybrid threats are dynamic combinations of conventional, irregular, terrorist, and criminal capabilities. They make pursuit of singular approaches ineffective, necessitating solutions that integrate new combinations of all elements of national power.

(6) Conflicts are becoming more unpredictable. They arise suddenly, expand rapidly, and continue for uncertain durations in unanticipated, austere locations.

(7) Images of conflicts spread rapidly across communication, social, and cyber networks by way of 24-hour global media and increased access to information through satellite and fiber-optic communications add to the complexity of conflict.

b. From a broader perspective, the U.S. National Security Strategy (NSS) provides additional insights that can help further shape the Army's strategic goals. The NSS lays out nine essential tasks for the United States to accomplish through the use of its instruments of national power (diplomatic, information, military, and economic). Five of those essential tasks focus on building or creating opportunities and complement the traditional focus on meeting threats to US interests. The five are:

(1) Work with others to defuse regional conflicts.

(2) Expand the circle of development by opening societies and building the infrastructure of democracy.

(3) Develop agendas for cooperative action with other main centers of global power.

(4) Transform America's national security institutions to meet the challenges and opportunities of the 21st century.

(5) Engage the opportunities and confront the challenges of globalization.

c. Thus, the Army needs to ensure its capabilities address these opportunities. Language proficiency and understanding of foreign culture are now critical national security competencies. This is especially important for the Army facing the 21<sup>st</sup> century security environment, where human terrain will be key terrain in an environment that includes persistent conflict. To be effective in this terrain, the Army will require a balanced approach in

determining the competencies required for leaders and Soldiers as it builds its education and training programs.

d. To meet the challenges of the 21<sup>st</sup> century described in the preceding paragraphs, the Army's goal is to develop and maintain expeditionary forces led by Soldiers who are ready to deploy and operate effectively anywhere in the world across the full spectrum of conflict. The Army's expeditionary forces will operate as part of a joint, interagency, or multinational force. Leaders and Soldiers must have competencies in several areas which are described below. It is important to emphasize that culture and foreign language competence is an underpinning that is essential to the effective use of the other competencies. Each of the competencies is described below. The relationship between the culture and foreign language competency and the other competencies is depicted in Figure 2.

(1) Application of combat power (military art and science). This competency involves the ability to effectively conduct military operations across the spectrum of conflict in joint and multinational environments.

(2) Culture and foreign language. This competency involves having sufficient cross-cultural, regional, and foreign language competencies to enable the successful execution of military operations. This not only requires an understanding of the culture and language in a particular area, but an understanding of the implications these considerations have on how operations are conducted.

(3) Governance. This competency involves having a fundamental understanding of governmental institutions and how the political, social, economic, security and legal systems contribute to the ability to govern.

(4) Economic and infrastructure development. This competency involves having a fundamental understanding of economic systems and the nature of infrastructure and its development to set conditions for restoration or creation of systems to support commerce and quality of life in the interest of a population.

(5) Negotiation and mediation. This competency involves having a fundamental understanding of when negotiation is needed and how to conduct a negotiation in diverse situations to resolve conflict. This competency also includes an understanding of how to facilitate negotiation among others (mediation).

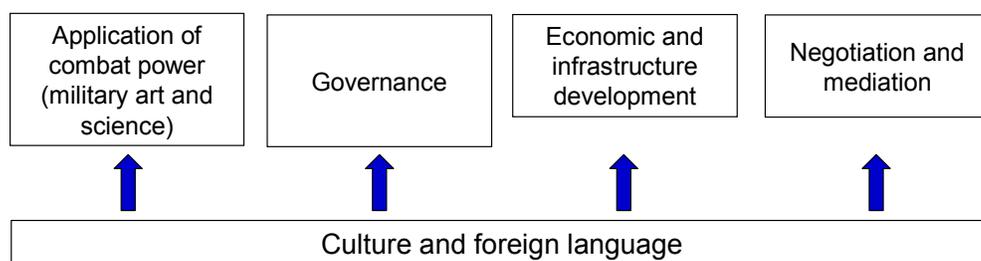


Figure 2: Army competency categories needed for 21st Century operations

e. While the Army needs to examine each of these broad competencies in greater detail to address the “who, what, when, where, and how” involved in training each competency, the focus of this strategy is on the culture and foreign language competency.

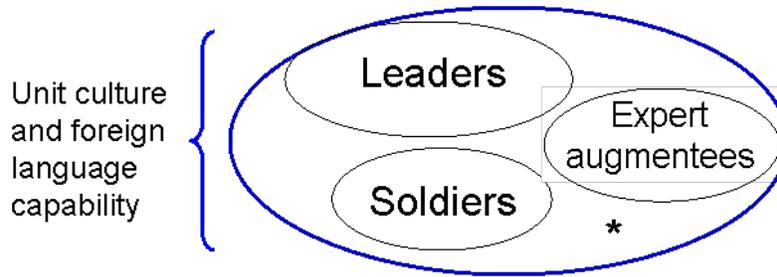
f. These broad competencies are critical to accomplishing the Army’s mission across the entire spectrum of conflict (stable peace, unstable peace, insurgency, general war). While there is currently a major emphasis on irregular warfare, the future might put increased attention on peacetime engagement or limited intervention, both of which require significant culture and foreign language capability. Stability operations, one of the three components of full spectrum operations (offense, defense, stability), will also place heavy demands on the Army’s culture and foreign language capability to support all Army operations. However, these capabilities will contribute to the effective execution of any component of full spectrum operations.

6. Unit culture and foreign language capability. A major focus of the ACFLS is to build culture and foreign language capability in all Army units.

a. **Unit culture and foreign language capability** is the set of individual cultural skills and foreign language skills needed within a unit to enable the execution of individual and collective tasks necessary for a unit to accomplish its assigned mission. The overall unit capability is created by the synergy of the individual culture and foreign language skills of a unit’s leaders, Soldiers, and experts and includes a specific mix of proficiency levels, which will vary by unit, depending on the echelon of the unit and the mission assigned.

b. Capability, in this context, is more difficult to visualize than when it is used to describe a more concrete entity like a weapon system or item of equipment. It is a focusing concept to shape our thinking about the development of culture and foreign language knowledge, skill, and attributes within the Army. Unit culture and foreign language capability is not a capability that the unit is required to develop in and of itself. It is largely achieved through individual career development opportunities and reinforced with pre-deployment training. While there are no culture and foreign language collective tasks, unit culture and foreign language capability enables the performance of warfighting collective tasks.

c. The diagram at Figure 3 helps depict the concept of the unit culture and foreign language capability. Individual culture and foreign language capabilities will increase in depth and breadth over time through training, education, and experience. As leaders, Soldiers, and expert augmentees receive culture and foreign language education and training appropriate to their position through both career development and pre-deployment training, their assignment to the unit allows them to apply that education and training to assigned tasks. The synergy created by combining these individual competencies produces an overall unit capability that is greater than the sum of its parts.



\* Proportions are representative of significance of each group to the culture and foreign language capability

Figure 3: Unit culture and foreign language capability

d. Each unit will have a range of proficiency levels in both culture and foreign language that are essential to enable it to accomplish its mission. A notional depiction of this concept is shown in Figure 4. Each circle represents all of the assigned and attached members of a unit. Notional percentages shown in the diagram are meant to represent a number of leaders and Soldiers of different ranks and specialties that have attained at least a prescribed level of culture and foreign language proficiency. Leaders and Soldiers do not have to be at the same level of proficiency in both areas; a leader or Soldier might have an intermediate level of culture proficiency but a basic level of language proficiency. The descriptors of proficiency levels (basic, intermediate, and advanced) are only representative terms to help illustrate this concept. A formal set of Army culture and foreign language proficiency levels will be discussed later in the strategy. It is important to keep in mind that the objective is for all members of the unit to be proficient at some level in culture and foreign language for some portion of the world.

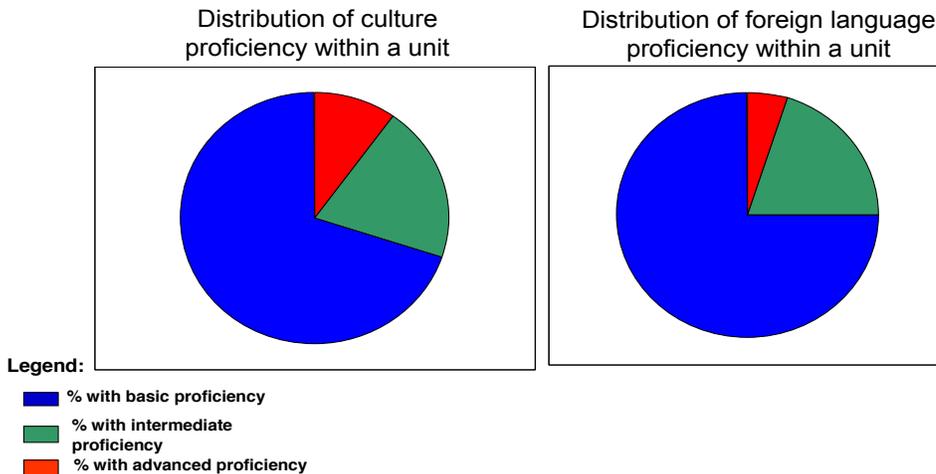


Figure 4: Unit culture and foreign language proficiency example

7. Culture and foreign language “Big ideas.” While developing the strategy, several major ideas became evident. These were used as signposts to guide the further development of the ACFLS.

a. Culture and language abilities are complementary, but not entirely dependent on each other. The payoff from the investment in culture capability for the general force is greater than the return for language training and maintaining foreign language proficiency. However, the understanding of culture is inextricably woven into the foreign language education and training of linguists.

b. Development of culture capability is the main effort (big C) and development of language capability is the supporting effort (little L). This is a conscious descriptor to indicate degree of emphasis between the two capabilities in the general force. There are many examples of leaders and Soldiers who operate effectively in foreign environments without having a high degree of proficiency in the corresponding foreign language but have received some level of training in culture. A different way of expressing this is that one can understand a culture to some level without any foreign language ability, but one’s depth of understanding will be enhanced by having some language ability.

c. Exposure to learning a foreign language can increase an individual’s ability to learn a second foreign language even if the second language is unrelated to the first. This means that the foreign language studied by leaders and Soldiers early in their careers need not be limited to the list of foreign languages needed for today’s operations. It is important to create the environment and incentives early in a career to encourage individuals to learn a foreign language without being overly concerned whether it is the exact foreign language required for future operations or situations.

d. The ACFLS will likely involve greater reliance on and a broader range of tools and methods for self-development.

8. Learning about culture. There are three key characteristics that enable learning about and adapting to unfamiliar cultures: knowledge, skills, and attributes (KSA). These can be influenced through education, training, and developmental experiences. “Knowledge” includes the ability to arrange information into some pattern or schema, the ability to deal with some level of cognitive complexity, and the ability to organize culture information into a level of cultural self-awareness. “Skills” include flexibility in using knowledge to deal with situations, the ability to regulate one’s own behavior or self-regulation, and interpersonal skills or abilities to deal with other people from one’s own or other culture(s). Lastly, “attributes” refer primarily to affect and motivation, including empathy, openness to other cultures, and a positive attitude about and the initiative to learn other cultures. The strategy will use these terms to describe the learning focus for leaders and Soldiers in the different elements of culture and foreign language education and training.

9. Defining culture: Before beginning to describe the ACFLS framework in greater detail, it is essential to provide the definition of culture that the strategy is based on.

a. **Culture** is the set of distinctive features of a society or group, including but not limited to values, beliefs, and norms, that ties together members of that society or group and that drives action and behavior. Additional aspects or characteristics of culture are:

(1) Culture is shared; there is no “culture of one.”

(2) Culture is patterned, meaning that people in a group or society live and think in ways forming definitive, repeating patterns.

(3) Culture is changeable, through social interactions between people and groups.

(4) Culture is internalized, in the sense that it is habitual, taken for granted, and perceived as “natural” by people within the group or society.

(5) Culture is learned.

(6) The distinctive features that describe a particular culture include its myths and legends.

10. Career development and pre-deployment paths. Culture and foreign language capability in the Army will be developed along two distinct but interrelated paths.

a. As leaders and Soldiers progress from their recruitment to the time they leave the Army, their individual culture and foreign language education and training opportunities and events take place along the career development path. In parallel, as leaders and Soldiers join units and prepare for operational missions, they also receive culture and foreign language training along the pre-deployment path (See Figure 5). The two paths are interrelated because training that takes place during career development will provide the foundation for the preparation of the unit as it gets ready for deployment. Consequently, each path is guided by and directly supports respectively the Army Leader Development Strategy (ALDS) and the Army Training Concept.

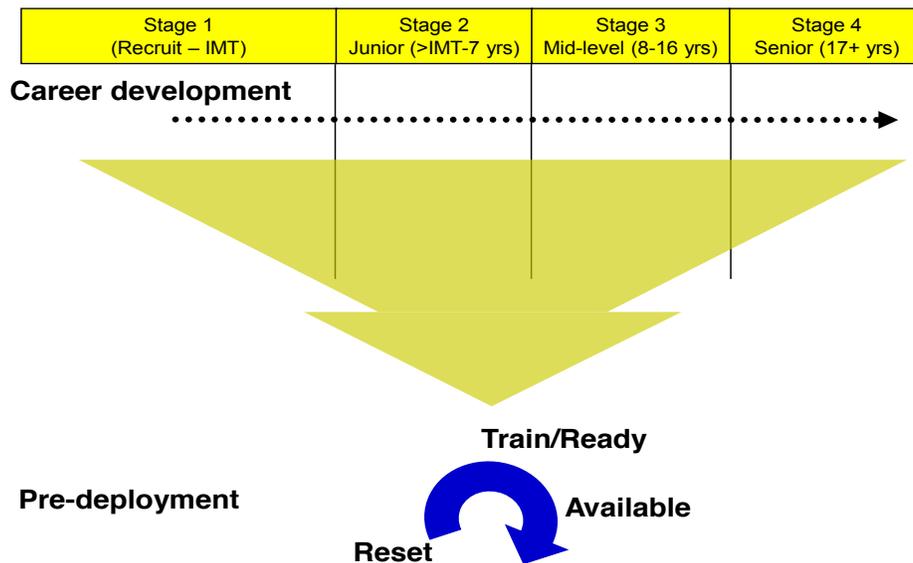


Figure 5: Career development and pre-deployment paths.

b. To more effectively manage the development and sustainment of culture and foreign language capability over a leader’s or Soldier’s career, the strategy organizes how the Army provides education and training opportunities and events throughout a career to build their general competence and some regional competence. The ACFLS framework breaks a career into four stages that represent the progressive professional development that prepares the individual for increasing rank and responsibilities (see Figure 6). Later in the strategy, the stages are further defined by the culture and foreign language objectives that should be achieved during each of the stages. The stages are a general guide to understanding the Army’s expectations of its leaders and Soldiers. Individuals will progress at varying rates based upon their development in all three domains of the Army Training and Leader Development Model. The ACFLS framework stages are:

(1) Stage 1: The period of time from recruitment through the completion of Initial Military Training (IMT). Pre-commissioning and IMT courses in this stage include Basic Officer Leader Course (BOLC) I training through either the United States Military Academy (USMA), Reserve Officer Training Corps (ROTC), officer candidate school (OCS), or warrant officer candidate school (WOCS); BOLC II-III for officers and basic combat training, advanced individual training, and one station unit training for enlisted.

(2) Stage 2: The period of time from the end of IMT through the end of the seventh year. Professional military education (PME) courses in this stage include captain’s career course (CCC), warrant officer advanced course (WOAC), warrior leader course (WLC), and basic non-commissioned officer course (BNCOC).

(3) Stage 3: The period of time from the beginning of the eighth year though the end of the sixteenth year. PME courses in this stage include intermediate level education (ILE), warrant officer staff course (WOSC), and advanced non-commissioned officer course (ANCOC).

(4) Stage 4: The period of time from the beginning of the seventeenth year to the end of the leader’s or Soldier’s career. PME courses in this stage include senior service college (SSC), warrant officer senior staff course (WOSSC), and sergeants major course (SMC).

11. Culture and foreign language axes. For each career development and pre-deployment path, the Army will simultaneously develop both culture and foreign language capability (see Figure 6). The ACFLS framework provides the construct for how the Army will build culture and foreign language capability over time during a leader’s or Soldier’s career and each time they deploy. While the illustration shows separate culture and foreign language axes, this is a necessary construct to facilitate illustrating the framework. It does not infer that there is no interrelationship between the culture and foreign language axes, but does imply that each has its own learning requirements. By virtue of their interrelationship, language is linked to culture, not a stand alone capability. This is similar to the point made earlier that the career development path, while appearing parallel to the pre-deployment path, is integral to what will be accomplished in pre-deployment preparation.

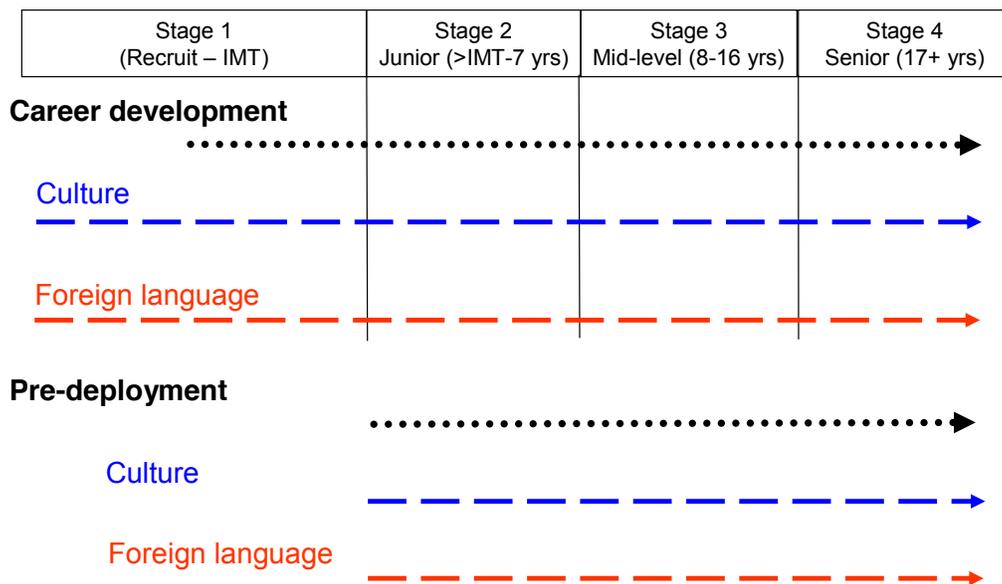


Figure 6: Culture and foreign language axes

12. Culture capability. As the Army executes its education and training programs along the culture axis, the outcome will be culture capability.

a. **Culture capability** is the blend of individual competence in understanding the general characteristics of culture and the characteristics of specific cultures, derived from a cumulative

set of cultural knowledge, skills, and attributes, to help forecast and favorably influence the behavior of the target group or society and accomplish assigned tasks.

b. Culture capability also includes the ability to apply that competence to planning of operations and interactions with individuals having different cultural backgrounds. Culture capability increases in depth and breadth over time through training, education, and experience. An example of platoon requirements for culture capability is at Appendix B.

13. Foreign language capability: As the Army executes its education and training programs along the foreign language axis, the result will be foreign language capability.

a. **Foreign language capability** is an appropriate level of proficiency (familiarity up to highly skilled) in communicating in a foreign language.

b. Foreign language capability increases in depth and breadth over time through training, education, and experience. An example of platoon requirements for foreign language capability is at Appendix B.

### SECTION III. CAREER DEVELOPMENT

14. Career culture components. The development of culture capability along the career development path will be organized under two major components and various sub-components.

a. Some sub-components form subdivisions of a major component while other sub-components cut across both major components. The two major components and the sub-components form discrete supporting areas to focus education and training programs.

b. The career development path for culture capability is comprised of two major career components: cross-cultural competence (3C) and regional competence (see Figure 7).

(1) Cross-cultural competence is “culture-general” knowledge, skill, attributes that all leaders and Soldiers require.

(2) Regional competence focuses on “culture-specific” knowledge, skills, and attributes that pertain to a given country or region.

<b>Major career components</b>
Regional competence
Cross-cultural competence

Figure 7: Major career culture components

c. Both cross-cultural competence and regional competence are developed over time. The primary focus early in the career development path is on cross-cultural competence (“culture-general”) with some focus on regional competence (“culture-specific”). Because today’s Army fights as part of a joint, interagency, or multinational force, learning about culture is not just about foreign cultures. Another aspect of culture capability is being able to interact with different U.S. cultures. As the leader or Soldier progresses through increasing responsibility and rank, the primary focus shifts to regional competence with some continued development in cross-cultural competence.

d. Cross-cultural competence is the essential building block to developing culture capability. It provides the foundation for all other learning about culture and is a necessary prerequisite to the ability to develop regional competence.

e. Cross-cultural competence is subdivided into three sub-components: culture fundamentals, culture self-awareness, and culture skills. Additionally, there are three sub-components that span both 3C and regional competence. These cross-cutting or enabling sub-components are: communications skills, impact of culture on military operations, and influence. The detailed definitions for all of the career culture components and sub-components are contained in Annex 1 to Appendix C. Figure 8 below depicts the culture career components and sub-components.



Figure 8: Career culture sub-components

f. There are two approaches to developing regional competence. The first approach is lifelong learning. It is the regional competence that a leader or Soldier develops by focusing on the same region throughout a career. The second approach is ARFORGEN tailored training based on the preparation of units for operations. It is the regional competence gained as a leader or Soldier prepares for deployment to a specific region and is employed in that region. The regions involved in the two approaches described above are not necessarily the same. The lifelong learning approach will involve the continued learning by a leader or Soldier about the culture(s) of one specific region that will remain constant throughout their career. The objective is to broaden the bench of leaders who have a good understanding of different regions around the world and increase their depth of understanding over their careers, regardless of whether they are ever deployed to that region. Understanding one region will facilitate learning about another

region. At senior levels, it will prepare leaders to think strategically. Their lifelong learning in regional competence will grow through institutional courses, self-development, and collaborative development (interaction with others studying the same area). It will also grow through experience gained during operational deployments or assignments, building on the knowledge gained through institutional education and training. In the latter stages of a leader's or Soldier's development, their focus will shift from understanding the culture(s) of a region to the culture(s) of one or two countries within that same region.

g. The ARFORGEN tailored training approach to regional competence will involve the pre-deployment education and training the leader or Soldier receives prior to a deployment and the experience gained while deployed. Depending on the locations to which a leader or Soldier has been deployed during their career, that leader or Soldier may develop some regional competence in several different regions.

h. Both 3C and regional competence are supported by three key cross-cutting or enabling sub-components which apply across the major culture components. These three sub-components are communication skills, impact of culture on military operations, and influence. The three enabling sub-components defined in Annex 1 to Appendix C help leaders and Soldiers to fully develop their individual culture capability.

i. The development of the components for culture and foreign language capabilities made it apparent that the Army's competency to negotiate and mediate is inextricably intertwined with the Army's culture and foreign language competency. For leaders and Soldiers to be successful in conducting negotiations or mediation, a fundamental grasp of their own culture, at a minimum, is essential. However, there are negotiation and mediation knowledge, skills, and attributes that need to be covered in education and training that are additive to those that are tied directly to developing culture and foreign language capabilities.

j. The broad competency area of negotiation and mediation will require different learning or training objectives and methods at different stages in a leader's or Soldier's career. Thus, this strategy focuses only on developing negotiation and mediation abilities, within the broader sub-component of influence, required as a part of developing culture and foreign language capabilities.

15. Culture proficiency levels. As leaders and Soldiers develop 3C and regional competency over time, it is necessary to broadly describe proficiency levels that capture the depth of their knowledge, skills, and attributes in those competencies. These descriptors represent a level of performance that culture and foreign language education and training are designed to achieve. The culture proficiency levels are defined below and Figure 9 illustrates how they change over time.

a. **Cultural awareness** is a proficiency level that describes leaders and Soldiers who have foundational cross-cultural competence in all three sub-component areas: culture fundamentals, cultural self-awareness, and culture skills. They will have a minimal level of regional competence necessary to perform assigned tasks in a specific geographic area. These leaders and Soldiers will be able to describe key culture terms, factors, and concepts. They also will begin

to understand the implications of these considerations and how they might affect the planning and conduct of operations. Additional characteristics of cultural awareness are:

(1) Cultural awareness sets the conditions to learn about foreign cultures and people.

(2) Cultural awareness includes leaders and Soldiers who have developed an appropriate mind-set and a basic culture capability.

b. **Cultural understanding** is a proficiency level that describes leaders and Soldiers with well developed cross-cultural competence. They will have a comprehensive level of regional competence that allows them to accomplish the mission in a specific geographic area. These leaders and Soldiers will be able to anticipate the implications of culture and apply relevant terms, factors, concepts, and regional information to their tasks and mission. Additional characteristics of cultural understanding are:

(1) The proficiency category of cultural understanding includes leaders and Soldiers who are familiar with a specific region; have the ability to identify economic, religious, legal, governmental, political, and infrastructural features of a specific region.

(2) Cultural understanding also includes leaders and Soldiers who are aware of regional sensitivities regarding gender, race, ethnicity, local observances, and local perception of the U.S. and its allies.

c. **Cultural expertise** is a proficiency level that describes culture professionals and leaders who possess an advanced level of cross-cultural competence. They will have an advanced and sophisticated level of regional competence pertaining to a specific geographic area. These leaders and Soldiers will be able to integrate and synthesize terms, factors, concepts, and regional information into plans, operations, programs, and advice to commanders with a more sophisticated ability to anticipate implications of culture. Additional characteristics of cultural expertise are:

(1) In most cases, cultural expertise entails some degree of proficiency in a language or a few relevant languages; proficiency in the skills that enable effective cross-cultural persuasion, negotiation, conflict resolution, influence, or leadership; and an understanding of the most salient historic and present-day regional structural and cultural factors of a specific geographic area.

(2) Cultural expertise also describes leaders and Soldiers with the ability to advise commanders of the region on military operations.

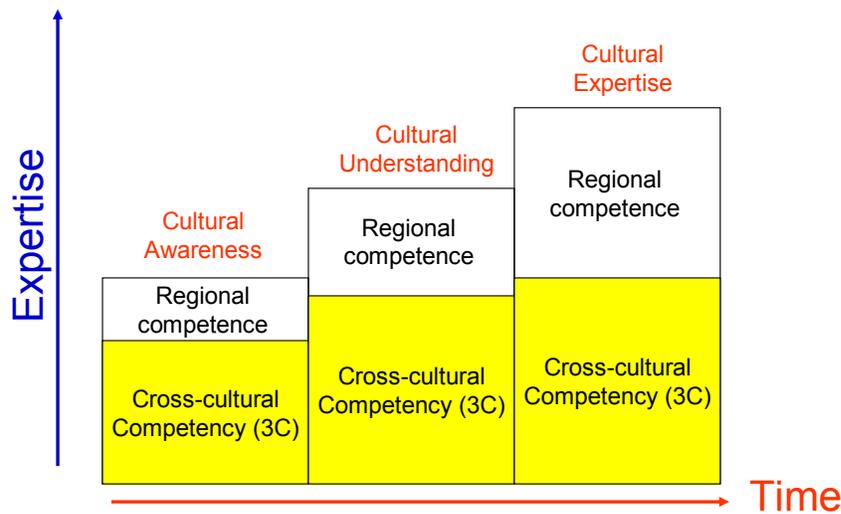


Figure 9: Culture capability changes over time

16. Officer pre-commissioning culture components. For officers, there is an opportunity to lay a foundation for culture capability during their pre-commissioning phase. The Army can begin to develop abilities in one major component and one enabling sub-component during this period (see Figure 10). They are 3C and communication skills. This component and sub-component have been defined earlier in the strategy. It is important to keep in mind that the objective in this stage of the officer’s career is to build some level of appreciation of culture rather than try to attain a specific level of proficiency in any of the components.

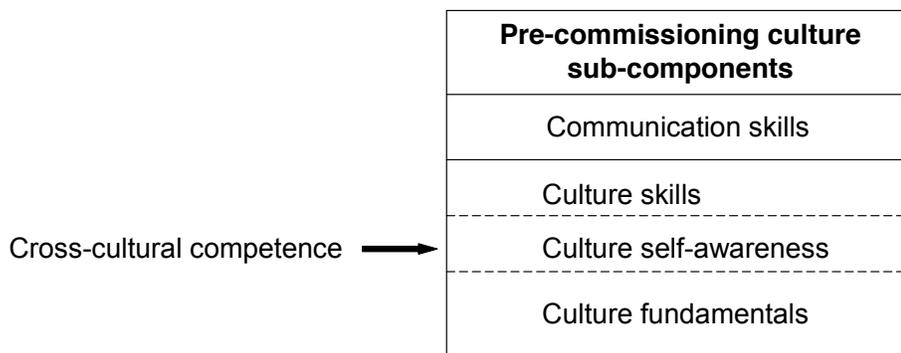


Figure 10: Officer pre-commissioning culture sub-components

17. Career foreign language components. The foreign language axis along the career development path is comprised of two major career components: foreign language competence and use of language tools (see Figure 11). These components are defined below:

a. **Foreign language competence** is a demonstrated level of proficiency in a foreign language. A more detailed definition of foreign language competence can be found in Annex 1 to Appendix D.

b. As in regional competence, there are two approaches to developing foreign language competence. The first is a lifelong learning approach. This is the foreign language competence that a leader or Soldier develops by focusing on the same language throughout a career. The second approach is ARFORGEN tailored training based on the preparation of units for operations. This is the foreign language competence gained as a leader or Soldier prepares for deployment to a specific region and is employed in that region. The languages involved in the two approaches described above are not necessarily the same.

c. The lifelong learning approach to foreign language competence will involve learning a language and the continued learning of that same language throughout a leader's or Soldier's career. The objective is to broaden the bench of leaders with a good understanding of a foreign language and who maintain some proficiency in that language over their career, regardless of whether they are ever deployed to a country that uses that language. Their foreign language competence based on lifelong learning will grow largely through self-development and collaborative development (interaction with others studying the same language). If the Army requires an individual to become proficient in a different language as a result of assignment or specialty, then the individual will change their focus to the development in that different language over their career.

d. The ARFORGEN tailored training approach to foreign language competence will involve the pre-deployment education and training a leader or Soldier receives prior to a deployment and the experience gained while deployed. Depending on the locations to which a leader or Soldier has been deployed during a career, that leader or Soldier may develop some foreign language competence in several different languages.

e. **Use of language tools** is an understanding of the means and materials available to assist in communication with foreign language speakers. A more detailed definition of the use of language tools can be found in Annex 1 to Appendix D.

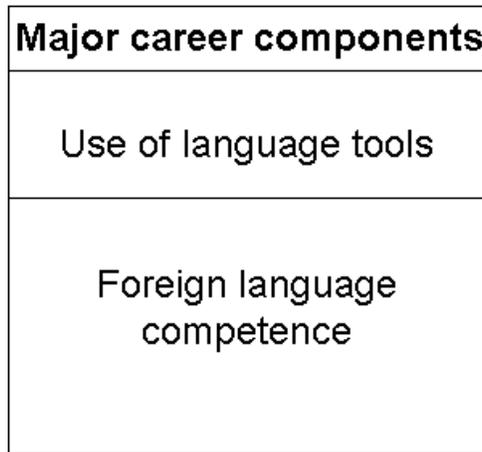


Figure 11: Major career foreign language components

18. Officer pre-commissioning foreign language component. For officers, there is an opportunity to lay a foundation for foreign language capability during their pre-commissioning phase. The Army can begin to develop abilities in one major component, foreign language competence, which has been previously defined (see Figure 12). The Army should take advantage of this opportunity even if there are difficulties in predicting which languages should be taught and the limited capacity to teach some languages in high demand for current operations. Learning a foreign language can increase an individual’s ability to learn a second foreign language even if they are from different language groups. Thus, the Army’s investment in foreign language training during pre-commissioning will provide a return on investment as officers progress through their careers, and they potentially have to learn a second foreign language to meet specific job requirements.



Figure 12: Officer pre-commissioning foreign language component

19. Major components of culture and foreign language apply to all leaders and Soldiers. All of the major culture and foreign language components and sub-components defined in the preceding paragraphs apply to the officer, warrant officer, non-commissioned officer, and enlisted Soldier cohorts. The only difference involves the officer cohort which has the advantage of a longer planning horizon due to the pre-commissioning phase in both culture and foreign

language development. The primary distinctions between the cohorts with regard to the culture and foreign language capability components and sub-components will be in the objectives each cohort will have to meet in each of the stages. These different objectives will drive different education and training programs and will be more fully discussed later in the ACFLS.

20. Major subject areas for the components: This strategy identifies the specific major subject areas that must be covered in each major career component and sub-component. This will facilitate the next step in the process of allocating learning objectives across a leader's or Soldier's career development in order to prepare the leader or Soldier for positions of increased responsibility through the appropriate education and training programs. By using the major subject areas and learning objectives, training developers can begin to build programs of instruction (POIs) or training support packages (TSPs). The major subject areas for each of the culture and foreign language major career components and sub-components are identified by cohort. See Annex 2 to Appendix C for culture major subject areas by cohort and Annex 2 to Appendix D for foreign language major subject areas by cohort.

21. Determining major objectives by cohort by stage. The strategy provides the set of major objectives arranged by cohort and stage.

a. These objectives provide a vision of the desired end state for each stage for each cohort. The major objectives are contained in Annex 3 to Appendix C for culture and Annex 3 to Appendix D for foreign language.

b. As an example, after officers receive culture training in Stage 1, they should have formed fundamental culture knowledge and skills and appreciation of their value, been provided culture knowledge, skills, and attributes to interact in multi-cultural settings at individual or small group level, and have some measure of regional awareness of a specified region. They should understand that culture considerations play an important part in how operations are planned and conducted.

22. Determining learning objectives along career development path. The strategy will account for the progressive nature of education and training by allocating the learning objectives by major subject area across career development paths.

a. To allow training developers within institutional courses to define what must be trained at each stage of a leader's or Soldier's career and to assess optimum training strategies, this strategy proposes the breadth and depth that subject areas should be taught or trained for each cohort in each of the four stages. In this context, breadth refers to how much of a particular major subject area is covered and depth refers to the level of sophistication that the subject area is dealt with.

b. The first step is to determine the breadth of each major subject area necessary for a specific stage for a cohort. Breadth of knowledge is the scope or range of general knowledge an individual has within a major subject area. It can range from a body of foundational information to being exposed to other approaches, concepts, or perspectives.

c. The second step is to determine the depth to which that subject area is taught or trained for that cohort. Depth of knowledge is the degree of detailed knowledge within a major subject area and how well the individual can apply the knowledge in various situations. It can range from just being able to describe the foundational information to being able to integrate that knowledge with other major subject area knowledge to predict future outcomes or decide how a plan will be influenced.

d. As an example, an officer will learn about the major factors that describe a culture: values, beliefs, behaviors, and norms (VBBN) and others during IMT, during their captain's career course (CCC), ILE, and senior service college (SSC). The breadth over the stages might look like this: in IMT - know a few major factors, such as VBBN; in CCC - know the other factors that describe a culture; and in ILE - know the nuances of all of the factors. The depth over the four stages might look like this: in IMT - know the definitions of the factors; in CCC - understand how the major factors apply in some situations; in ILE - be able to integrate all factors into plans; and in SSC - be able to predict how the factors will influence strategies.

e. The allocation of learning objectives by major subject area for each of the culture and foreign language major career components and sub-components arranged by cohort and stage are contained in Annex 4 to Appendix C for culture and Annex 4 to Appendix D for foreign language.

23. Categories of leaders and Soldiers with different levels of capability. Regardless of the cohorts of leaders and Soldiers, there will be two broad categories of personnel to differentiate between required levels of capability in either culture or foreign language. One category will include those personnel who have higher requirements for culture or foreign language capability and the other category will include those personnel who require only a rudimentary capability (this category will include the majority of leaders and Soldiers). While the personnel in the higher requirement category are generally identified by specific military occupational specialties (MOS) or specialty codes, there is a need to broadly group these populations with the higher requirement into one category in order to better understand what kinds of objectives should drive education and training for each category. Establishing separate categories for culture and foreign language capabilities will ensure that there will be a balanced approach across both culture and foreign language for the general force and experts. For example, leaders and Soldiers whose MOS requires a high level of culture capability would receive a more advanced level of culture training in order to more effectively carry out their tasks.

24. Culture categories. There are two categories of leaders and Soldiers for culture capability: culture professionals and culture generalists.

a. A **culture professional** is an individual with a highly advanced level of knowledge, skills, and attributes that pertain to the culture of a particular country or region of the world. The culture professional possesses a profound understanding of the most salient historic and present-day regional structural and cultural factors of a particular region of the world. This category of individuals requires some degree of proficiency in a foreign language.

b. A **culture generalist** is an individual who possesses a sufficient level of cross-cultural competence and regional competence to effectively accomplish duties at their assigned level. As previously discussed in the unit culture and foreign language capability section, the competence levels of individual leaders and Soldiers will vary by cohort and position. Leaders and Soldiers will be able to increase their cultural knowledge through operational experience, self-development, or a learning opportunity during their professional military education. This category would include most of the leaders and Soldiers in the general force.

c. In summary, the culture professional is an individual whose specialty requires advanced regional and culture education, training, and experience which is additive to that of the culture generalist. The scope of additional culture or foreign language requirements will be determined by the appropriate proponent for that specialty and will be based on the required level of expertise for leaders and Soldiers in that specialty.

d. The culture professional category includes those leaders and Soldiers whose career fields, functional areas, or MOS require an advanced level of education and training in the culture of a particular country or region of the world. The specialties for officers, warrant officers, NCOs, and enlisted Soldiers who are culture professionals are listed in Appendix E.

25. Foreign language categories. There are two categories of leaders and Soldiers with different levels of foreign language capability: language professionals and language non-professionals.

a. A **foreign language professional** (linguist) is an individual who requires a foreign language to perform his or her primary specialty or duty position requirements and possesses a foreign language capability in one or more foreign languages with proficiency as delineated by the Interagency Language Roundtable (ILR).

b. The language professional category includes those leaders and Soldiers whose career fields, functional areas, or MOS require an advanced level of education and training in the language of a particular country or region of the world. There are two divisions within this category: a grouping that includes all officers, WOs, NCOs, or enlisted Soldiers who are assigned in those specialties and require an advanced level of foreign language proficiency and a second grouping where some of the officers, WOs, NCOs, or enlisted Soldiers who are assigned in those specialties and require an advanced level of foreign language proficiency. The specialties for leaders and Soldiers who are language professionals are listed in Appendix E.

c. A **foreign language non-professional** is an individual whose specialty only requires a set of fundamental skills that can be used to overcome language barriers. However, this category could include individuals with some foreign language ability not required by their specialty or position. These leaders and Soldiers might attain more advanced foreign language ILR levels due to previous operational experience, self-development, or learning opportunities during their professional military education. This category might also include “heritage” speakers who grew up using a foreign language prior to joining the Army. This category would include most of the leaders and Soldiers in the general force.

d. The language non-professional category includes a broad range of individuals from those who are unable to function in the foreign language and have essentially no communicative ability in a foreign language to those individuals who can communicate in routine social situations and use foreign language skills to meet limited work requirements and beyond.

e. Figure 13 illustrates how these categories of culture or language professionals and culture generalists or language non-professionals fit in the broader ACFLS framework. It shows that along both the culture and foreign language axes, there needs to be separate decisions on what level of education and training each of the categories require at different points of their career. Also, the point should be made that most of the general force will be educated and trained as culture generalists and foreign language non-professionals. The requirements for the culture and foreign language professional are additive to the education and training provided to the general force.

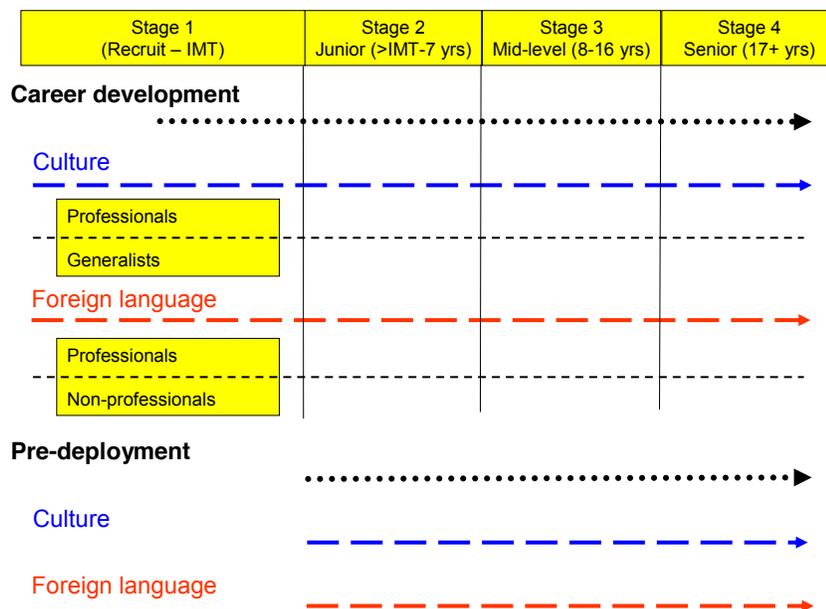


Figure 13: Culture and foreign language categories

## SECTION IV. PRE-DEPLOYMENT

26. Developing the pre-deployment path: The ACFLS provides the framework for additional culture and foreign language education and training needed to maintain operational readiness and prepare a unit for deployment to a specific region or country in accordance with the ARFORGEN model. A purpose of the pre-deployment path is to ensure all leaders and Soldiers in the unit are at least at a common baseline in culture and foreign language capabilities for a specific deployment. Another purpose is to develop the synergy between leaders, Soldiers, and expert augmentees within the unit. It builds on the individual experience gained from previous deployments and assignments. A goal of the pre-deployment path is for the unit to understand and apply culture and foreign language implications to the planning and conduct of operations. Leaders and Soldiers will go through multiple pre-deployment cycles during their careers.

a. The pre-deployment path and its relationship to the career development path are discussed in Paragraph 10 and depicted in Figure 5. Essentially, the education and training leaders and Soldiers receive during career development is the foundation for the unit culture and foreign language capability developed during the ARFORGEN cycle as a prelude to deployment. The unit will receive leaders and Soldiers with culture and foreign language education and training from each of the four stages along the career development path. Many leaders and Soldiers will likely have focused on different regions/countries than where the unit is projected to be deployed. They will be a mix of professionals and generalists or non-professionals. This infusion of culture and foreign language trained leaders and Soldiers into units will occur primarily in the reset phase and will encompass the general culture and foreign language capabilities that those leaders and Soldiers have gained at their respective stage along the career development path. As such, the education and training received by the leaders and Soldiers during career development will help increase the scope and depth needed to support execution of the unit's METL.

b. During the train/ready phase of a unit's ARFORGEN cycle, the culture and foreign language education and training will focus on the specific region or country of their anticipated deployment. In this case, the scope, emphasis, and rigor of the training will further support the execution of the unit's METL. As a result of the cyclic nature of the ARFORGEN process, units may focus on the same region or country in different deployment cycles or may focus on completely different regions or countries in each deployment cycle. Although not cumulative, training in culture and foreign language in one deployment cycle is likely to increase sensitivity to the need for this training in a later deployment cycle.

c. The career development and pre-deployment paths are complementary and mutually supporting. The pre-deployment path differs from the career development path in that it is cyclic in nature rather than linear. The ARFORGEN model will prescribe the cycle for active and reserve component units and will not be discussed further in this document. The pre-deployment path incorporates the preparation of both military personnel and civilians for deployment. The overall focus for this part of the framework is to prepare a unit for deployment.

27. Pre-deployment components. There are three components for the pre-deployment model and they are shown in Figure 14. A major difference between the career development path and the pre-deployment path is the pre-deployment path focuses on individuals, collective, and leader categories instead of the cohort approach that is the foundation of the career development path.

Pre-deployment components		
Individual culture and foreign language	Collective culture and foreign language	Leader culture and foreign language

Figure 14: Pre-deployment components

28. Pre-deployment major objectives. The strategy provides the set of major objectives for the pre-deployment path. These objectives provide a vision of the desired end state in the train/ready phase. This will allow training developers to define what must be trained and then begin to assess the best way to train it. The culture and foreign language objectives for the pre-deployment path apply only to the reset and train/ready phases. Once the unit is in the available phase, it will focus on sustaining the culture and foreign language knowledge, skills, and attributes that were developed along both the career development and pre-deployment paths until it is deployed. The major objectives for culture and foreign language for the pre-deployment path are contained in Annex 1 to Appendix F.

29. Pre-deployment intermediate objectives. The intermediate objectives for pre-deployment are identified and allocated across the three phases of the ARFORGEN process; reset, train/ready, and available. They are contained in Annex 2 to Appendix F for culture and Annex 3 to Appendix F for foreign language. The majority of the intermediate objectives are handled in the reset and train/ready phases while the knowledge, skills, and attributes are sustained when the units are in the available phase.

## **SECTION V. ADDITIONAL INFORMATION, TASKS, AND RESPONSIBILITIES**

30. Collective training. The conditions in collective training need to cause the employment and further development of culture and foreign language capabilities. These conditions need to be incorporated into all types of collective training, to include home station training and combat training center (CTC) rotations. For example, role players at the CTCs have been expanded to replicate civilians on the battlefield and to more accurately portray the human terrain conditions that units will face during deployments.

31. Measures of effectiveness. As a follow-on task, it will be necessary for the Army to determine how to measure effectiveness in attaining these objectives in conjunction with the other tasks on the unit's mission essential task list. This strategy provides the framework with associated major subject areas and objectives to begin that more detailed discussion about which metrics are appropriate and how to assess them.

32. Institutional training. The ARFORGEN process places a heavy reliance on the development of knowledge, skills, and attributes in the Institutional Army during the reset phase. Consequently, a principle of this strategy is the direct linkage between the career development path and the pre-deployment path. Leaders and Soldiers are expected to achieve the culture and foreign language objectives described in the career development path (Appendices C and D) during institutional training and continued self-development training. Institutional training will build upon the operational deployment experience that leaders and Soldiers bring to the course. When leaders and Soldiers return to a unit, the combination of operational experience, institutional culture and foreign language training, and self-development will increase their capabilities and contribute to the unit's capabilities as it goes through its pre-deployment training. Thus, there is a complementary and synergistic relationship between education and training provided along the career development and pre-deployment paths.

33. Training domains and environments. The strategy is primarily focused on the framework and content or subject matter or “what” to train. A follow-on effort is required to determine the methods or the “how” to most efficiently and effectively accomplish education and training to meet the objectives within each of the four stages described above. The follow-on effort must account for which training domains and which training environments are the most appropriate for delivering the required education and training necessary to support the Army’s requirements. Training developers will be responsible for making these recommendations as POIs and TSPs are built.

a. The Army accomplishes its education and training in three domains; institutional, operational, and self development. These domains are described in Army Regulation (AR) 350-1.

b. Not all of the training domains and environments will apply equally along the career and pre-deployment paths in each of the four stages. Each cohort or category of leaders and Soldiers will have a unique mix of objectives for their particular cohort/category. That set of objectives might be met through one domain or multiple domains with the same holding true for the training environments.

c. The criteria for matching training domains and training environments will be to accomplish the objective in the most effective manner for the largest part of the population.

34. Importance of self-development. The implementation of the ACFLS will likely involve greater reliance on individual leader and Soldier self-development. The range of culture and foreign language self-development tools and methods to encourage and support leaders and Soldiers will need to be robust and proactive. In the past, self-development was viewed primarily as an adjunct or supporting means to reinforce and build on education and training delivered in the institutional and operational domains. To fully achieve the Army’s culture and language objectives, implementation of the ACFLS will require modifying that approach.

a. Capability in culture and foreign language encompasses such broad areas of knowledge that education and training delivered in institutional and operational venues may end up complementing self-development. Time in the “classroom” or in the “field” is precious and competes with many other priorities. Leaders and Soldiers may have to spend time in directed, independent study to fully realize the benefits of education and training started in institutional and operational venues. To illustrate the point, gaining proficiency in culture might involve a paradigm shift back to General George Marshall’s pre-World War II “talks on the stoop” where leaders and Soldiers would read a common book or manual and then discuss it after duty hours in an informal setting.

b. This self-development or independent study will be both individual and collaborative. There will be a need to think through the development of culture and language-focused networking and mentoring approaches that build upon existing Army infrastructure (like Army Knowledge Online (AKO)) to fully execute this strategy. An officer learning about a country or region in the Captain’s Career Course might be linked to more senior officers studying the same country or region in ILE and SSC.

35. Incentives. As part of the implementation of this strategy, it is the Army's intent to positively motivate leaders and Soldiers to increase their culture and foreign language capability during their career. The Army will consider all possible forms of incentives and employ a broad range of them. Examples of incentives under consideration are promotion points, credit toward a degree, graduation requirements and awards, qualification for nominative assignments, and selection for foreign experience opportunities.

36. Follow-on task to develop appropriate funding. With a defined set of objectives and major subject areas developed to support those objectives, a follow-on effort is required to determine the gaps or seams between what the current culture and foreign language education and training programs achieve and the ACFLS objectives. Programs will have to be adjusted or initiated to address these gaps or seams which will then drive resource requirements. Decisions on the allocation of resources can then be made based on a holistic approach to the Army's culture and foreign language needs and possible synergies or trade-offs between ACFLS objectives.

37. Army Culture and Foreign Language Strategy responsibilities: The strategy includes responsibilities and functions assigned to organizations for culture and foreign language programs and efforts. The roles, responsibilities, and functions are detailed at the higher organizational level, capturing those responsibilities at the Army, Army Command, and major subordinate command levels. The ACFLS responsibilities are listed in Appendix G.

38. Implementation guidance. The implementation tasks are listed in Appendix H.

#### Appendices:

Appendix A: References

Appendix B: Unit culture and foreign language capability example

Appendix C: Culture

Annex 1: Definitions for career culture components and sub-components

Annex 2: Culture major subject areas by cohort

Annex 3: Culture major objectives by stage

Annex 4: Culture learning objectives by major subject area by stage

Appendix D: Foreign language

Annex 1: Definitions for career foreign language components

Annex 2: Foreign language major subject areas by cohort

Annex 3: Foreign language major objectives by stage

Annex 4: Foreign language learning objectives by major subject area by stage

Appendix E: Army culture and foreign language professional categories

Appendix F: Pre-deployment

Annex 1: Culture and foreign language major objectives by ARFORGEN phase  
Annex 2: Pre-deployment culture intermediate objectives by ARFORGEN phase  
Annex 3: Pre-deployment foreign language intermediate objectives by ARFORGEN  
phase

Appendix G: Army Culture and Foreign Language Strategy responsibilities

## **Appendix A References**

### **Related publications**

Department of Defense Directive 5160.41E  
Defense Language Program

AR 11-6  
Army Foreign Language Program

AR 350-1  
Army Training and Education

FM 3-0  
Operations

The Army Training and Leader Development Strategy

### **Integrating Existing Programs and Studies**

The ACFLS integrates a number of other studies, efforts, white papers, or programs that address aspects of culture and foreign language education and training across the Army. It does not attempt to “reinvent the wheel” but to capitalize on well-thought out individual parts and knit them together into a coherent whole. Some of these efforts are already in place and providing value to the Army such as the TRADOC Culture Center’s (TCC) development of an exportable culture training program. Also, Defense Language Institute Foreign Language Center (DLIFLC) has provided training material and training for language and culture study for non-language professionals. The ACFLS will not redefine existing guidance for programs such as the Army language program which is governed by other regulations. Specifically, the ACFLS incorporates:

- a. Cultural Understanding and Language Proficiency (CULP) Standards developed by the Center for Army Leadership (CAL).
- b. Draft White Paper: Language Training and Education Concept for Non-Language Professionals developed by Combined Arms Center (CAC).
- c. Draft Strategy for Culture for the US Army developed by the TCC.
- d. Army input to OSD’s Strategic Imperatives document
- e. White Paper on Civilians on the Battlefield (COB)/Role-Player (RP) Working Group developed by the HQ TRADOC G-2
- f. Integrating the Contemporary Operational Environment into Army Training developed by the HQ TRADOC G-3/5/7

## **Appendix B**

### **Unit culture and Foreign Language Capability Example**

Within the strategy, the concept of unit culture and foreign language capability was introduced because the unit focus is the foundation in determining Army culture and foreign language requirements. To provide a concrete example of how the individual skills developed are relevant within a unit context, a representative example of culture capabilities for a platoon formation is provided below. The example is not all inclusive and the number of tasks and their complexity will increase for each higher echelon.

A platoon might require the following culture capability:

- (1) Leaders whose understanding of culture enables them to more effectively:
  - Work with local leaders.
  - Understand the dynamics and implications of the different cultures in their area of operations and consider them in the planning and conduct of operations.
- (2) Soldiers whose understanding of culture enables them to more effectively:
  - Run a check point.
  - Enter/search a house.
  - Detain people.
- (3) Experts whose understanding of culture enables them to more effectively:
  - Describe the human terrain.
  - Inject culture considerations into plans and operations

To provide a concrete example of how the individual skills developed along the foreign language axis are relevant within a unit context, a representative example of foreign language capabilities for a platoon formation is provided. The example is not all inclusive and the number of tasks and their complexity will increase for each higher echelon.

A platoon might require the following foreign language capability:

- (1) Leaders whose understanding of foreign language and language tools enables them to:
  - Communicate in a foreign language at a rudimentary level of speaking and listening.
  - Work with an interpreter.

(2) Soldiers whose understanding of foreign language and language tools enables them to:

- Give basic commands in a foreign language.
- Use language communication tools.

(3) Experts whose understanding of foreign language enables them to:

- Interpret.
- Conduct tactical questioning.
- Translate.

## **Appendix C**

### **Culture**

1. The culture axis along the career development path is organized under two major components: cross-cultural competence and regional competence, and six sub-components: culture fundamentals, culture self-awareness, culture skills, communication skills, impact of culture on military operations, and influence. Each of these components and sub-components are defined in detail in Annex 1 to this Appendix.
2. The major subject areas that must be covered to develop culture capability are listed by cohort in Annex 2 to this Appendix. These major subject areas will guide training developers as they build POIs or TSPs.
3. A set of major objectives that provide a vision of the desired end state for each stage of culture education and training is developed for each cohort. Those culture major objectives are listed in Annex 3 to this Appendix.
4. To account for the progressive nature of education and training, the culture learning objectives are allocated by major subject area across the four stages of the career development path. Annex 4 to this Appendix proposes the breadth and depth that subject areas should be taught or trained for each cohort in each of the four stages. In this context, breadth refers to how much of a particular major subject area is covered and depth refers to the level of sophistication with which the subject area is dealt.

## **Annex 1 to Appendix C**

### **Definitions for Career Culture Components and Sub-Components**

1. **Cross-cultural competence (3C)** is a set of knowledge, skills, and attributes that enables leaders and Soldiers to adapt and act effectively in any cross-cultural environment. Additional characteristics of 3C are:

a. Cross-cultural competence provides awareness of culture and of one's own cultural context, general cross-cultural schema and culture-analytic models, and an increasingly complex understanding of the impact of culture on military planning and operations (knowledge).

b. Critical aspects of 3C are interpersonal and communication skills, flexibility in seeing different cultural frames and perspectives, and the ability to regulate one's own reactions (skills).

c. Necessary ingredients of 3C are non-ethnocentric attitudes, motivation to learn about culture and to update one's knowledge base as new information is encountered, and the ability to empathize (attributes).

d. Cross-cultural competence develops over time through experience, but can be accelerated by tailored learning methods.

e. Cross-cultural competence enables negotiation and persuasion; mediation and conflict resolution; leadership and influence; cultural evaluation, synthesis, and predictive analysis during staff planning; and many other abilities that pertain to a specific area.

f. In a broad sense, knowledge and skills are the most amenable to training, but attributes are the most durable.

2. Cross-cultural competence (3C) has three major sub-components (see Figure 8) which are defined below.

a. **Culture fundamentals** are the knowledge of the major factors that describe any culture (e.g., values, beliefs, behaviors, norms, and other factors) and other aspects that describe a culture. Additional characteristics of culture fundamentals are:

(1) Culture fundamentals help develop an individual's consciousness of the fact that there are differences among cultures and understanding that those differences have significant implications on planning and conducting military operations.

(2) An understanding of culture fundamentals sets the conditions to learn about foreign cultures and people.

b. **Culture self-awareness** is the knowledge and attributes regarding the diverse American cultures, including US military and interagency culture, and the potential biases that may exist. Additional characteristics of culture self-awareness are:

(1) The key to culture self-awareness is to sufficiently understand “self” in a cultural context before trying to comprehend other cultures.

(2) Cultural self-awareness is a prerequisite to understanding other cultures.

c. **Culture skills** are the cognitive and behavioral abilities needed to work effectively in cross-cultural settings. Additional characteristics of culture skills are:

(1) Culture skills enable individuals to put culture fundamentals into action.

(2) Culture skills include interpersonal skills, flexibility, and self-regulation.

3. The other major component of the development program for culture capability is regional competence. Regional competence has no sub-components.

a. **Regional competence** is a set of knowledge, skills, and attributes related to a particular country, region, organization, or social group, which enables effective interaction with and/or adaptation to that specific culture. Additional characteristics of regional competence are:

(1) Regional competence includes an individual’s awareness of the historical, political, cultural (including linguistic and religious), sociological (including demographic), economic, and geographic dimensions of a foreign country, global region, or other specific culture.

(2) Regional competence enables informed military planning and operations; negotiation and persuasion; mediation and conflict resolution; leadership and influence; cultural evaluation, synthesis, and predictive analysis during staff planning; and many other abilities that pertain to a specific area of operations.

(3) Regional competence is the ability to adopt frames and perspectives common to that culture; ability to regulate one’s own behavior, communication, and emotional expression to match cultural norms where appropriate.

(4) Regional competence includes positive attitudes toward the population and motivation to learn about the culture, to include how they make decisions.

4. The three sub-components that enable both 3C and regional competence (see Figure 8) and help leaders and Soldiers to fully develop their individual culture capability are:

(1) **Communication skills** are an ability to effectively listen, speak, write, and read in one’s own language; an ability to recognize and react to verbal and non-verbal cues in other cultures; an appreciation and sensitivity for diverse methods of communication in other cultures.

(2) **Impact of culture on military operations** is the ability to apply knowledge, skills, and attributes regarding culture to the planning and execution of military tasks in support of accomplishing the unit’s mission.

(3) **Influence** is the ability to shape others' attitudes and behavior through both direct and indirect approaches to include across cultural boundaries. It also includes negotiation and mediation.

**Annex 2 to Appendix C**  
**Culture Major Subject Areas by Cohort**

<b><u>Culture fundamentals</u></b>	<b><u>Culture self-awareness</u></b>	<b><u>Culture skills</u></b>
<b><u>Officer and Warrant Officer</u></b>	<b><u>Officer and Warrant Officer</u></b>	<b><u>Officer and Warrant Officer</u></b>
The US Army's definition of culture; different definitions of culture.	Different cultures in America	Building rapport with people from a different culture
Major factors that form the basis of a culture	Army culture	Controlling one's own nonverbal communication when interacting with people from another culture
Other relevant aspects or characteristics of culture	US military and other Service cultures	Consider others perspectives when interacting with people from another culture
How cultures differ	US interagency cultures	Suspending judgment when interacting with people from another culture
How cultures are learned, conditioned, or passed along	US non-government organization cultures	
Characteristics that enable learning and adaptation to unfamiliar cultures	Other cultures' perception of US culture	
	Individual cultural identity	
	Bias and cognitive dissonance	
	Individual attributes that affect interaction with unfamiliar cultures	

**Annex 2 to Appendix C**  
**Culture Major Subject Areas by Cohort (continued)**

<b><u>Regional competence</u></b>	<b><u>Communication skills</u></b>	<b><u>Impact of culture on military operations</u></b>	<b><u>Influence</u></b>
<b><u>Officer and Warrant Officer</u></b>	<b><u>Officer and Warrant Officer</u></b>	<b><u>Officer and Warrant Officer</u></b>	<b><u>Officer and Warrant Officer</u></b>
Major historical events of a specific region or country to include its legends and myths	As these skills apply to 3C:	As these skills apply to 3C:	As these skills apply to 3C:
Current and projected political structure and major political organizations/figures of a specific region or country	<ul style="list-style-type: none"> <li>• Effective listening techniques</li> </ul>	<ul style="list-style-type: none"> <li>• The analytical tools that can aid in integrating cultural considerations into military plans (e.g., PMESII, ASCOPE, new Human Terrain Map System, CGSC/ILE Culture Worksheet, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Different forms of influence (e.g., leadership, social position, religious figures)</li> </ul>
The cultures of a specific region or country to include its linguistic and religious aspects	<ul style="list-style-type: none"> <li>• Effective speaking techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Points of friction between US doctrine for military operations and broad cultural norms</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiation techniques for cross-cultural situations</li> </ul>
Sociological considerations of a specific region or country to include demographic considerations	<ul style="list-style-type: none"> <li>• Effective reading techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Culture factors that can or cannot be leveraged to influence an operation</li> </ul>	<ul style="list-style-type: none"> <li>• Mediation techniques for cross-cultural situations</li> </ul>
Economic and financial systems of a specific region or country	<ul style="list-style-type: none"> <li>• A range of major verbal and non-verbal cues that support effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• The application of culture considerations in the military planning process across the spectrum of conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Achieving a balance between the role of negotiator/mediator and the responsibility for accomplishing assigned mission</li> </ul>
Geographic characteristics of a specific region or country to include significant geographic locations	As these skills apply to regional competence:	As these skills apply to regional competence:	As these skills apply to regional competence:
The other operational environment variables that pertain to a specific region or country	<ul style="list-style-type: none"> <li>• Interpreting verbal and nonverbal cues when interacting with people from a specific region or country</li> </ul>	<ul style="list-style-type: none"> <li>• The application of regional knowledge in the military planning process</li> </ul>	<ul style="list-style-type: none"> <li>• How major aspects of negotiation and persuasion; mediation and conflict resolution; and leadership and influence are conducted or manifested in a specific region or country</li> </ul>
Application of PMESII or other analytical tools (e.g., DIME) to a specific region or country	<ul style="list-style-type: none"> <li>• Other dominant methods of communication for a specific region or country</li> </ul>	<ul style="list-style-type: none"> <li>• Capabilities of culture specialists (FAO, human terrain system teams, red teams, intelligence specialists, Special Forces, etc.)</li> </ul>	

**Annex 2 to Appendix C**  
**Culture Major Subject Areas by Cohort (continued)**

<b><u>Impact of culture on military operations (cont.)</u></b>	<b><u>Influence (cont.)</u></b>
<b><u>Officer and Warrant Officer</u></b>	<b><u>Officer and Warrant Officer</u></b>
<ul style="list-style-type: none"> <li>• Access to regional tools and resources</li> </ul>	How major aspects of negotiation and persuasion; mediation and conflict resolution; and leadership and influence are conducted or manifested in a specific region or country

**Annex 2 to Appendix C**  
**Culture Major Subject Areas by Cohort (continued)**

<b><u>Culture fundamentals</u></b>	<b><u>Culture self-awareness</u></b>	<b><u>Culture skills</u></b>
<b><u>Enlisted/NCO</u></b>	<b><u>Enlisted/NCO</u></b>	<b><u>Enlisted/NCO</u></b>
The US Army's definition of culture; different definitions of culture.	Different cultures in America	Building rapport with people from a different culture
Major factors that form the basis of a culture	Army culture	Controlling one's own nonverbal communication when interacting with people from another culture
Other relevant aspects or characteristics of culture	US military and other Service cultures	Consider others perspectives when interacting with people from another culture
How cultures differ	US interagency cultures	Suspending judgment when interacting with people from another culture
How cultures are learned, conditioned, or passed along	US non-government organization cultures	
Characteristics that enable learning and adaptation to unfamiliar cultures	Other cultures' perception of US culture	
	Individual cultural identity	
	Bias and cognitive dissonance	
	Individual attributes that affect interaction with unfamiliar cultures	

**Annex 2 to Appendix C**  
**Culture Major Subject Areas by Cohort (continued)**

<b><u>Regional competence</u></b>	<b><u>Communication skills</u></b>	<b><u>Impact of culture on military operations</u></b>	<b><u>Influence</u></b>
<b><u>Enlisted/NCO</u></b>	<b><u>Enlisted/NCO</u></b>	<b><u>Enlisted/NCO</u></b>	<b><u>Enlisted/NCO</u></b>
Major historical events of a specific region or country to include its legends and myths	As these skills apply to 3C:	As these skills apply to 3C:	As these skills apply to 3C:
Current and projected political structure and major political organizations/figures of a specific region or country	<ul style="list-style-type: none"> <li>• Effective listening techniques</li> </ul>	<ul style="list-style-type: none"> <li>• The analytical tools that can aid in integrating cultural considerations into the military plans (e.g., PMESII, ASCOPE, new Human Terrain Map System, CGSC/ILE Culture Worksheet, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Different forms of influence (e.g., leadership, social position, religious figures)</li> </ul>
The cultures of a specific region or country to include its linguistic and religious aspects	<ul style="list-style-type: none"> <li>• Effective speaking techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Points of friction between US doctrine for military operations and broad cultural norms</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiation techniques for cross-cultural situations</li> </ul>
Sociological considerations of a specific region or country to include demographic considerations	<ul style="list-style-type: none"> <li>• Effective reading techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Culture factors that can or cannot be used to influence an operation</li> </ul>	<ul style="list-style-type: none"> <li>• Mediation techniques for cross-cultural situations</li> </ul>
Economic and financial systems of foreign country or specific global region	<ul style="list-style-type: none"> <li>• A range of major verbal and non-verbal cues that support effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• The application of culture considerations in the military planning process across the spectrum of conflict.</li> </ul>	<ul style="list-style-type: none"> <li>• Achieving a balance between the role of negotiator/mediator and the responsibility for accomplishing assigned mission</li> </ul>
Geographic characteristics of a foreign country or specific global region	As these skills apply to regional competence:	As these skills apply to regional competence:	As these skills apply to regional competence:
The other operational environment variables that pertain to a foreign country or specific global region	Interpreting verbal and nonverbal cues when interacting with people from a specific region or country	<ul style="list-style-type: none"> <li>• The application of regional knowledge in the military planning process</li> </ul>	<ul style="list-style-type: none"> <li>• How major aspects of negotiation and persuasion; mediation and conflict resolution; and leadership and influence are conducted or manifested in a specific region or country</li> </ul>
Application of PMESII or other analytical tools (e.g., DIME) to a foreign country or specific global region	<ul style="list-style-type: none"> <li>• Other dominant methods of communication for a specific region or country</li> </ul>	<ul style="list-style-type: none"> <li>• Capabilities of culture specialists (FAO, human terrain system teams, red teams, intelligence specialists, Special Forces, etc.)</li> </ul>	
		<ul style="list-style-type: none"> <li>• Access to regional tools and resources</li> </ul>	

**Annex 3 to Appendix C  
Culture Major Objectives by Stage**

**Officer and Warrant Officer**

<b><u>Stage 1 (Recruit - end of IMT)</u></b>	<b><u>Stage 2 (end of IMT through 7th year)</u></b>	<b><u>Stage 3 (8th through 16th year)</u></b>	<b><u>Stage 4 (17th year and beyond)</u></b>
Build a foundation in cross-cultural competence (3C) that ensures effectiveness in basic cross-cultural situations at the platoon level	Expand the 3C knowledge to ensure effectiveness in more complex cross-cultural situations at the company/battalion level	Refine 3C knowledge to ensure effectiveness in more complex, sophisticated cross-cultural situations at the battalion/brigade level	Sustain 3C knowledge to ensure effectiveness in highly nuanced cross-cultural situations at the brigade/division level
Begin to build a foundation in regional competence that ensures familiarity with knowledge, skills, and attributes required to operate effectively in a specific region or country	Expand regional competence knowledge, skills, and attributes to ensure the ability to operate effectively in a specific region or country	Significantly enhance regional competence knowledge, skills, and attributes to ensure the ability to operate effectively in a specific region or country in assigned positions or at the battalion/brigade level	Significantly broaden regional competence knowledge, skills, and attributes to ensure comprehensive understanding and the ability to operate effectively in a specific region or country in assigned positions or at the brigade/division level
Develop culture knowledge, skills, and attributes to attain the cultural awareness level	Sustain culture knowledge, skills, and attributes at the cultural awareness level	Develop culture knowledge, skills, and attributes to attain the cultural understanding level	Sustain/develop culture knowledge, skills, and attributes at the cultural understanding level or higher
This stage will emphasize 3C while beginning exposure to regional competence	This stage will continue to build 3C capability but have more significant development in regional competence	This stage will emphasize regional competence while continuing to build 3C capability	This stage will primarily focus on regional competence while sustaining 3C capability

**Annex 3 to Appendix C**  
**Culture Major Objectives by Stage (continued)**

**Enlisted/NCO**

<b><u>Stage 1 (Recruit - end of IMT)</u></b>	<b><u>Stage 2 (end of IMT through 7th year)</u></b>	<b><u>Stage 3 (8th through 16th year)</u></b>	<b><u>Stage 4 (17th year and beyond)</u></b>
Build a foundation in cross-cultural competence (3C) that ensures effectiveness in basic cross-cultural situations at the platoon level	Expand the 3C knowledge to ensure effectiveness in more complex cross-cultural situations at the company/battalion level	Refine 3C knowledge to ensure effectiveness in more complex, sophisticated cross-cultural situations at the battalion/brigade level	Sustain 3C knowledge to ensure effectiveness in highly nuanced cross-cultural situations at the brigade/division level
N/A	Begin to build a foundation in regional competence that ensures familiarity with knowledge, skills, and attributes required to operate effectively in a specific region or country	Expand regional competence knowledge, skills, and attributes to ensure the ability to operate effectively in a specific region or country	Significantly enhance regional competence knowledge, skills, and attributes to ensure the ability to operate effectively in a specific region or country in assigned positions or at the battalion/brigade level
Develop culture knowledge, skills, and attributes to attain the cultural awareness level	Sustain culture knowledge, skills, and attributes at the cultural awareness level	Sustain culture knowledge, skills, and attributes at the cultural awareness level	Develop culture knowledge, skills, and attributes to attain the cultural understanding level
This stage will emphasize 3C	This stage will emphasize 3C while beginning exposure to regional competence	This stage will emphasize regional competence while continuing to build 3C capability	This stage will primarily focus on regional competence while sustaining 3C capability

**Annex 4 to Appendix C**  
**Culture Learning Objectives by Major Subject Area by Stage**

**Culture Fundamentals**

<b><u>Officer and Warrant Officer</u></b>	<b><u>Stage 1 (Recruit - end of IMT)</u></b>	<b><u>Stage 2 (end of IMT through 7th year)</u></b>	<b><u>Stage 3 (8th through 16th year)</u></b>	<b><u>Stage 4 (17th year and beyond)</u></b>
The US Army's definition of culture; different definitions of culture.	Learn the Army definition of culture; be familiar with other definitions of culture	Understand the nuances of different definitions of culture	Sustain	Sustain
Major factors that form the basis of a culture	Learn the principal major factors that form the basis of culture: values, beliefs, behaviors, and norms	Learn the other major factors that form the basis of culture	Understand the interrelationships between major factors that form the basis of culture	Sustain
Other relevant aspects or characteristics of culture	Learn some other basic relevant aspects of culture	Expand knowledge of other basic relevant aspects of culture	Understand the interrelationships between other relevant aspects of culture	Sustain
How cultures differ	Learn how to compare the different factors and aspects of culture	Understand how cultures differ by comparison of major factors and aspects	Be able to conduct a comprehensive comparison of cultures	Sustain
How cultures are learned, conditioned, or passed along	Learn how cultures are learned, conditioned, or passed along	Understand the different implications of how cultures are learned, conditioned, or passed along	Sustain	Sustain
Characteristics that enable learning and adaptation to unfamiliar cultures	Learn the characteristics that enable learning and adaptation to unfamiliar cultures; learn the concept of cross-cultural competence	Understand the interrelationships between the characteristics that enable learning and adaptation to unfamiliar cultures	Sustain	Sustain

**Annex 4 to Appendix C**

**Culture Learning Objectives by Major Subject Area by Stage (continued)**

**Culture Fundamentals (continued)**

<b><u>Enlisted/NCO</u></b>	<b><u>Stage 1 (Recruit - end of IMT)</u></b>	<b><u>Stage 2 (end of IMT through 7th year)</u></b>	<b><u>Stage 3 (8th through 16th year)</u></b>	<b><u>Stage 4 (17th year and beyond)</u></b>
The US Army's definition of culture; different definitions of culture.	Learn the Army definition of culture; be familiar with other definitions of culture	Understand the nuances of different definitions of culture	Sustain	Sustain
Major factors that form the basis of a culture	Learn the principal major factors that form the basis of culture: values, beliefs, behaviors, and norms	Learn the other major factors that form the basis of culture	Understand the interrelationships between major factors that form the basis of culture	Sustain
Other relevant aspects or characteristics of culture	Learn some other basic relevant aspects of culture	Expand knowledge of other basic relevant aspects of culture	Understand the interrelationships between other relevant aspects of culture	Sustain
How cultures differ	Learn how to compare the different factors and aspects of culture	Understand how cultures differ by comparison of major factors and aspects	Be able to conduct a comprehensive comparison of cultures	Sustain
How cultures are learned, conditioned, or passed along	Learn how cultures are learned, conditioned, or passed along	Understand the different implications of how cultures are learned, conditioned, or passed along	Sustain	Sustain
Characteristics that enable learning and adaptation to unfamiliar cultures	Learn the characteristics that enable learning and adaptation to unfamiliar cultures; learn the concept of cross-cultural competence	Understand the interrelationships between the characteristics that enable learning and adaptation to unfamiliar cultures	Sustain	Sustain

**Annex 4 to Appendix C  
Culture Learning Objectives by Major Subject Area by Stage (continued)**

**Culture Self-Awareness**

<b>Officer and Warrant Officer</b>	<b>Stage 1 (Recruit - end of IMT)</b>	<b>Stage 2 (end of IMT through 7th year)</b>	<b>Stage 3 (8th through 16th year)</b>	<b>Stage 4 (17th year and beyond)</b>
Different cultures in America	Basic understanding of the different American cultures (e.g., religion; ethnicity/race; sex/gender; social class; regional differences; etc.)	Expand understanding of the different American cultures	Understand the dynamics between the different American cultures and understand how to bridge them	Sustain
Army culture	Basic understanding of Army culture	Expand understanding of Army culture	Sustain	Sustain
US military and other Service cultures	Basic understanding of US military and other Service cultures	Expand understanding of US military and other Service cultures	Apply understanding of other Service cultures to military operations at the tactical/operational levels	Apply understanding of other Service cultures to military operations at the operational/strategic levels
US interagency cultures	Basic understanding of US interagency cultures	Expand understanding of US interagency cultures	Apply understanding of US interagency cultures to military operations at the tactical/operational levels	Apply understanding of US interagency cultures to military operations at the operational/strategic levels
US non-government organization cultures	Basic understanding of US non-government organization cultures	Expand understanding of US non-government organization cultures	Apply understanding of US non-government organization cultures to military operations at the tactical/operational levels	Apply understanding of US non-government organization cultures to military operations at the operational/strategic levels
Other cultures' perception of US culture	Basic understanding of how different cultures view US cultures	Expand understanding of how a larger number of different cultures view US cultures	Increase sophistication of understanding of how other cultures view US cultures	Increase sophistication of understanding of how other cultures view US cultures
Individual cultural identity	Basic understanding of the concept of cultural identity, some of one's own identities, and how they impact one's ability to interact with other cultures	Comprehensive understanding of one's own most important cultural identities and understand how these identities can affect interactions with people from other cultures	Understand cultural identities of other people and how they affect interaction in cross-cultural situations	Increase sophistication of understanding of cultural identities of other people and how they affect interaction in cross-cultural situations

**Annex 4 to Appendix C**

**Culture Learning Objectives by Major Subject Area by Stage (continued)**

**Culture Self-Awareness (continued)**

<b><u>Officer and Warrant Officer</u></b>	<b><u>Stage 1 (Recruit - end of IMT)</u></b>	<b><u>Stage 2 (end of IMT through 7th year)</u></b>	<b><u>Stage 3 (8th through 16th year)</u></b>	<b><u>Stage 4 (17th year and beyond)</u></b>
Bias and cognitive dissonance	Basic understanding of the concept of bias and the impact of one's cultural identity on bias	Expand understanding of the concept of bias; recognize one's own biases; basic understanding of the concept of cognitive dissonance	Sustain	Sustain
Individual attributes that affect interaction with unfamiliar cultures	Basic understanding of the individual attributes that affect interaction with unfamiliar cultures (e.g., attitudes and initiative, openness, empathy)	Understand the nature of one's own individual attributes affecting interaction with unfamiliar cultures	Sustain	Sustain

**Annex 4 to Appendix C  
Culture Learning Objectives by Major Subject Area by Stage (continued)**

**Culture Self-Awareness (continued)**

<b><u>Enlisted/NCO</u></b>	<b><u>Stage 1 (Recruit - end of IMT)</u></b>	<b><u>Stage 2 (end of IMT through 7th year)</u></b>	<b><u>Stage 3 (8th through 16th year)</u></b>	<b><u>Stage 4 (17th year and beyond)</u></b>
Different cultures in America	Basic understanding of the different American cultures (e.g., religion; ethnicity/race; sex/gender; social class; regional differences; etc.)	Expand understanding of the different American cultures	Understand the dynamics between the different American cultures and understand how to bridge them	Sustain
Army culture	Basic understanding of Army culture	Expand understanding of Army culture	Sustain	Sustain
US military and other Service cultures	Basic understanding of US military and other Service cultures	Expand understanding of US military and other Service cultures	Apply understanding of other Service cultures to military operations at the tactical/operational levels	Apply understanding of other Service cultures to military operations at the operational/strategic levels
US interagency cultures	Basic understanding of US interagency cultures	Expand understanding of US interagency cultures	Apply understanding of US interagency cultures to military operations at the tactical/operational levels	Apply understanding of US interagency cultures to military operations at the operational/strategic levels
US non-government organization cultures	Basic understanding of US non-government organization cultures	Expand understanding of US non-government organization cultures	Apply understanding of US non-government organization cultures to military operations at the tactical/operational levels	Apply understanding of US non-government organization cultures to military operations at the operational/strategic levels
Other cultures' perception of US culture	Basic understanding of how different cultures view US cultures	Expand understanding of how a larger number of different cultures view US cultures	Increase sophistication of understanding of how other cultures view US cultures	Increase sophistication of understanding of how other cultures view US cultures
Individual cultural identity	Basic understanding of the concept of cultural identity, some of one's own identities, and how they impact one's ability to interact with other cultures	Comprehensive understanding of one's own most important cultural identities and understand how these identities can affect interactions with people from other cultures	Understand cultural identities of other people and how they affect interaction in cross-cultural situations	Increase sophistication of understanding of cultural identities of other people and how they affect interaction in cross-cultural situations

**Annex 4 to Appendix C**

**Culture Learning Objectives by Major Subject Area by Stage (continued)**

**Culture Self-Awareness (continued)**

<u>Enlisted/NCO</u>	<u>Stage 1 (Recruit - end of IMT)</u>	<u>Stage 2 (end of IMT through 7th year)</u>	<u>Stage 3 (8th through 16th year)</u>	<u>Stage 4 (17th year and beyond)</u>
Bias and cognitive dissonance	Basic understanding of the concept of bias and the impact of one's cultural identity on bias	Expand understanding of the concept of bias; recognize one's own biases; basic understanding of the concept of cognitive dissonance	Sustain	Sustain
Individual attributes that affect interaction with unfamiliar cultures	Basic understanding of the individual attributes that affect interaction with unfamiliar cultures (e.g., attitudes and initiative, openness, empathy)	Understand the nature of one's own individual attributes affecting interaction with unfamiliar cultures	Sustain	Sustain

**Annex 4 to Appendix C**  
**Culture Learning Objectives by Major Subject Area by Stage (continued)**

**Culture Skills**

<b><u>Officer and Warrant Officer</u></b>	<b><u>Stage 1 (Recruit - end of IMT)</u></b>	<b><u>Stage 2 (end of IMT through 7th year)</u></b>	<b><u>Stage 3 (8th through 16th year)</u></b>	<b><u>Stage 4 (17th year and beyond)</u></b>
Building rapport with people from a different culture	Learn basics of building rapport with people from a different culture; apply that knowledge at the platoon level	Expand knowledge of building rapport with people from a different culture; apply that knowledge at the company/battalion level	Develop more sophisticated understanding of how to build rapport with people from a different culture; apply that knowledge at the battalion/brigade level	Develop more sophisticated understanding of how to build rapport with people from a different culture; apply that knowledge at the brigade/division level
Controlling one's own nonverbal communication when interacting with people from another culture	Learn basics of controlling one's own nonverbal communication when interacting with people from another culture; apply that knowledge at the platoon level	Expand knowledge of controlling one's own nonverbal communication when interacting with people from another culture; apply that knowledge at the company/battalion level	Develop more sophisticated understanding of controlling one's own nonverbal communication when interacting with people from another culture; apply that knowledge at the battalion/brigade level	Develop more sophisticated understanding of controlling one's own nonverbal communication when interacting with people from another culture; apply that knowledge at the brigade/division level
Consider others perspectives when interacting with people from another culture	Learn basics of considering others' perspectives when interacting with people from another culture; apply that knowledge at the platoon level	Expand knowledge of considering others' perspectives when interacting with people from another culture; apply that knowledge at the company/battalion level	Develop more sophisticated understanding of considering others' perspectives when interacting with people from another culture; apply that knowledge at the battalion/brigade level	Develop more sophisticated understanding of considering others' perspectives when interacting with people from another culture; apply that knowledge at the brigade/division level
Suspending judgment when interacting with people from another culture	Learn basics of suspending judgment when interacting with people from another culture	Expand knowledge of suspending judgment when interacting with people from another culture	Sustain	Sustain

**Annex 4 to Appendix C**  
**Culture Learning Objectives by Major Subject Area by Stage (continued)**

**Culture Skills (continued)**

<b><u>Enlisted/NCO</u></b>	<b><u>Stage 1 (Recruit - end of IMT)</u></b>	<b><u>Stage 2 (end of IMT through 7th year)</u></b>	<b><u>Stage 3 (8th through 16th year)</u></b>	<b><u>Stage 4 (17th year and beyond)</u></b>
Building rapport with people from a different culture	Become familiar with the concept of building rapport with people from a different culture	Learn basics of building rapport with people from a different culture; apply that knowledge at the platoon level	Expand knowledge of building rapport with people from a different culture; apply that knowledge at the company/battalion level	Develop more sophisticated understanding of how to build rapport with people from a different culture; apply that knowledge at the battalion/brigade level
Controlling one's own nonverbal communication when interacting with people from another culture	Become familiar with the concept of controlling one's own nonverbal communication when interacting with people from another culture	Learn basics of controlling one's own nonverbal communication when interacting with people from another culture; apply that knowledge at the platoon level	Expand knowledge of controlling one's own nonverbal communication when interacting with people from another culture; apply that knowledge at the company/battalion level	Develop more sophisticated understanding of controlling one's own nonverbal communication when interacting with people from another culture; apply that knowledge at the battalion/brigade level
Consider others perspectives when interacting with people from another culture	Become familiar with the concept of applying perspective taking when interacting with people from another culture	Learn basics of considering others' perspectives when interacting with people from another culture; apply that knowledge at the platoon level	Expand knowledge of considering others' perspectives when interacting with people from another culture; apply that knowledge at the company/battalion level	Develop more sophisticated understanding of considering others' perspectives when interacting with people from another culture; apply that knowledge at the battalion/brigade level
Suspending judgment when interacting with people from another culture	Learn basics of suspending judgment when interacting with people from another culture	Expand knowledge of suspending judgment when interacting with people from another culture	Sustain	Sustain

**Annex 4 to Appendix C**  
**Culture Learning Objectives by Major Subject Area by Stage (continued)**

**Regional Competence**

<b><u>Officer and Warrant Officer</u></b>	<b><u>Stage 1 (Recruit - end of IMT)</u></b>	<b><u>Stage 2 (end of IMT through 7th year)</u></b>	<b><u>Stage 3 (8th through 16th year)</u></b>	<b><u>Stage 4 (17th year and beyond)</u></b>
Major historical events of a specific region or country to include its legends and myths	Become familiar with the major historical events of a specific region or country to include its legends and myths	Increase knowledge of the major historical events of a specific region or country to include its legends and myths	Develop a more sophisticated understanding of the major historical events of a specific region or country to include its legends and myths	Develop a more comprehensive, sophisticated understanding of major historical events of a specific region or country to include its legends and myths
Current and projected political structure and major political organizations/figures of a specific region or country	Become familiar with the current and projected political structure and major political organizations/figures of a specific region or country; apply that knowledge at the platoon level	Increase knowledge of the current and projected political structure and major political organizations/figures of a specific region or country; apply that knowledge at the company/ battalion level	Develop a more sophisticated understanding of the current and projected political structure and major political organizations/figures of a specific region or country; apply that knowledge at the battalion/brigade level	Develop a more comprehensive, sophisticated understanding of the current and projected political structure and major political organizations/figures of a specific region or country; apply that knowledge at the brigade/division level
The cultures of a specific region or country to include its linguistic and religious aspects	Become familiar with the cultures of a specific region or country; apply that knowledge at the platoon level	Increase knowledge of the cultures of a specific region or country; apply that knowledge at the company/ battalion level	Develop a more sophisticated understanding of the cultures of a specific region or country; apply that knowledge at the battalion/ brigade level	Develop a more comprehensive, sophisticated understanding of the cultures of a specific region or country; apply that knowledge at the brigade/division level
Sociological considerations of a specific region or country to include demographic considerations	Become familiar with the sociological considerations of a specific region or country; apply that knowledge at the platoon level	Increase knowledge of the sociological considerations of a specific region or country; apply that knowledge at the company/ battalion level	Develop a more sophisticated understanding of the sociological considerations of a specific region or country; apply that knowledge at the battalion/ brigade level	Develop a more comprehensive, sophisticated understanding of the sociological considerations of a specific region or country; apply that knowledge at the brigade/ division level

**Annex 4 to Appendix C**  
**Culture Learning Objectives by Major Subject Area by Stage (continued)**

**Regional Competence (continued)**

<b><u>Officer and Warrant Officer</u></b>	<b><u>Stage 1 (Recruit - end of IMT)</u></b>	<b><u>Stage 2 (end of IMT through 7th year)</u></b>	<b><u>Stage 3 (8th through 16th year)</u></b>	<b><u>Stage 4 (17th year and beyond)</u></b>
Economic and financial systems of a specific region or country	Become familiar with the economic and financial systems of a specific region or country; apply that knowledge at the platoon level	Increase knowledge of the economic and financial systems of a specific region or country; apply that knowledge at the company/battalion level	Develop a more sophisticated understanding of the economic and financial systems of a specific region or country; apply that knowledge at the battalion/brigade level	Develop a more comprehensive, sophisticated understanding of the economic and financial systems of a specific region or country; apply that knowledge at the brigade/division level
Geographic characteristics of a specific region or country to include significant geographic locations	Become familiar with the geographic characteristics of a specific region or country; apply that knowledge at the platoon level	Increase knowledge of the geographic characteristics of a specific region or country; apply that knowledge at the company/battalion level	Develop a more sophisticated understanding of the geographic characteristics of a specific region or country; apply that knowledge at the battalion/brigade level	Develop a more comprehensive, sophisticated understanding of the geographic characteristics of a specific region or country; apply that knowledge at the brigade/division level
The other operational environment variables that pertain to a specific region or country	Become familiar with the other operational environment variables that pertain to a specific region or country; apply that knowledge at the platoon level	Increase knowledge of the other operational environment variables that pertain to a specific region or country; apply that knowledge at the company/battalion level	Develop a more sophisticated understanding of the other operational environment variables that pertain to a specific region or country; apply that knowledge at the battalion/brigade level	Develop a more comprehensive, sophisticated understanding of the other operational environment variables that pertain to a specific region or country; apply that knowledge at the brigade/division level
Application of PMESII or other analytical tools (e.g., DIME) to a specific region or country	Become familiar with the application of PMESII or other analytical tools to a specific region or country; apply that knowledge at the platoon level	Increase knowledge of the application of PMESII or other analytical tools to a specific region or country; apply that knowledge at the company/battalion level	Develop a more sophisticated understanding of the application of PMESII or other analytical tools to a specific region or country; apply that knowledge at the battalion/brigade level	Develop a more comprehensive, sophisticated understanding of the application of PMESII or other analytical tools to a specific region or country; apply that knowledge at the brigade/division level

**Annex 4 to Appendix C  
Culture Learning Objectives by Major Subject Area by Stage (continued)**

**Regional Competence (continued)**

<b><u>Enlisted/NCO</u></b>	<b><u>Stage 1 (Recruit - end of IMT)</u></b>	<b><u>Stage 2 (end of IMT through 7th year)</u></b>	<b><u>Stage 3 (8th through 16th year)</u></b>	<b><u>Stage 4 (17th year and beyond)</u></b>
Major historical events of a specific region or country to include its legends and myths	Introduction to the major historical events of a specific region or country to include its legends and myths	Increase knowledge of the major historical events of a specific region or country to include its legends and myths	Develop a more sophisticated understanding of the major historical events of a specific region or country to include its legends and myths	Develop a more comprehensive, sophisticated understanding of major historical events of a specific region or country to include its legends and myths
Current and projected political structure and major political organizations/figures of a specific region or country	N/A	Become familiar with the current and projected political structure and major political organizations/figures of a specific region or country; apply that knowledge at the platoon level	Increase knowledge of the current and projected political structure and major political organizations/figures of a specific region or country; apply that knowledge at the company/ battalion level	Develop a more sophisticated understanding of the current and projected political structure and major political organizations/figures of a specific region or country; apply that knowledge at the battalion/ brigade level
The cultures of a specific region or country to include its linguistic and religious aspects	N/A	Become familiar with the cultures of a specific region or country; apply that knowledge at the platoon level	Increase knowledge of the cultures of a specific region or country; apply that knowledge at the company/battalion level	Develop a more sophisticated understanding of the cultures of a specific region or country; apply that knowledge at the battalion/brigade level
Sociological considerations of a specific region or country to include demographic considerations	N/A	Become familiar with the sociological considerations of a specific region or country; apply that knowledge at the platoon level	Increase knowledge of the sociological considerations of a specific region or country; apply that knowledge at the company/battalion level	Develop a more sophisticated understanding of the sociological considerations of a specific region or country; apply that knowledge at the battalion/brigade level
Economic and financial systems of foreign country or specific global region	N/A	Become familiar with the economic and financial systems of a specific region or country; apply that knowledge at the platoon level	Increase knowledge of the economic and financial systems of a specific region or country; apply that knowledge at the company/battalion level	Develop a more sophisticated understanding of the economic and financial systems of a specific region or country; apply that knowledge at the battalion/brigade level

**Annex 4 to Appendix C  
Culture Learning Objectives by Major Subject Area by Stage (continued)**

**Regional Competence (continued)**

<b><u>Enlisted/NCO</u></b>	<b><u>Stage 1 (Recruit - end of IMT)</u></b>	<b><u>Stage 2 (end of IMT through 7th year)</u></b>	<b><u>Stage 3 (8th through 16th year)</u></b>	<b><u>Stage 4 (17th year and beyond)</u></b>
Geographic characteristics of a foreign country or specific global region	N/A	Become familiar with the geographic characteristics of a specific region or country; apply that knowledge at the platoon level	Increase knowledge of the geographic characteristics of a specific region or country; apply that knowledge at the company/battalion level	Develop a more sophisticated understanding of the geographic characteristics of a specific region or country; apply that knowledge at the battalion/brigade level
The other operational environment variables that pertain to a foreign country or specific global region	N/A	Become familiar with the other operational environment variables that pertain to a specific region or country; apply that knowledge at the platoon level	Increase knowledge of the other operational environment variables that pertain to a specific region or country; apply that knowledge at the company/battalion level	Develop a more sophisticated understanding of the other operational environment variables that pertain to a specific region or country; apply that knowledge at the battalion/brigade level
Application of PMESII or other analytical tools (e.g., DIME) to a foreign country or specific global region	N/A	Become familiar with the application of PMESII or other analytical tools to a specific region or country; apply that knowledge at the platoon level	Increase knowledge of the application of PMESII or other analytical tools to a specific region or country; apply that knowledge at the company/battalion level	Develop a more sophisticated understanding of the application of PMESII or other analytical tools to a specific region or country; apply that knowledge at the battalion/brigade level

**Annex 4 to Appendix C  
Culture Learning Objectives by Major Subject Area by Stage (continued)**

**Communication Skills**

<b><u>Officer and Warrant Officer</u></b>	<b><u>Stage 1 (Recruit - end of IMT)</u></b>	<b><u>Stage 2 (end of IMT through 7th year)</u></b>	<b><u>Stage 3 (8th through 16th year)</u></b>	<b><u>Stage 4 (17th year and beyond)</u></b>
As these skills apply to 3C:				
• Effective listening techniques.	Improve listening techniques and apply to platoon level operations	Improve listening techniques and apply to company/battalion level operations	Improve listening techniques and apply to battalion/brigade level operations	Improve listening techniques and apply to brigade/division level operations
• Effective speaking techniques.	Improve speaking techniques and apply to platoon level operations	Improve speaking techniques and apply to company/battalion level operations	Improve speaking techniques and apply to battalion/brigade level operations	Improve speaking techniques and apply to brigade/division level operations
• Effective reading techniques.	Improve reading techniques and apply to basic documents	Improve reading techniques and apply to more numerous and complex documents	Improve reading techniques and apply to more numerous and complex documents	Improve reading techniques and apply to more numerous and complex documents
• A range of major verbal and non-verbal cues that support effective communication.	Learn basic verbal and non-verbal cues and how they might differ across cultures	Improve ability to interpret verbal and non-verbal cues and can effectively use cues in communication	Improve ability to interpret verbal and non-verbal cues and can effectively use cues in communication in more sophisticated situations	Improve ability to interpret verbal and non-verbal cues and can effectively use cues in communication in more sophisticated and complex situations
As these skills apply to regional competence:				
• Interpreting verbal and nonverbal cues when interacting with people from a specific region or country	Learn basics of interpreting verbal and nonverbal cues when interacting with people from a specific region or country; apply that knowledge at the platoon level	Expand knowledge of interpreting verbal and nonverbal cues when interacting with people from a specific region or country; apply that knowledge at the company/battalion level	Develop more sophisticated understanding of how to interpret verbal and nonverbal cues when interacting with people from a specific region or country; apply that knowledge at the battalion/brigade level	Develop more sophisticated understanding of how to interpret verbal and nonverbal cues when interacting with people from a specific region or country; apply that knowledge at the brigade/division level

**Annex 4 to Appendix C**

**Culture Learning Objectives by Major Subject Area by Stage (continued)**

**Communication Skills (continued)**

<b><u>Officer and Warrant Officer</u></b>	<b><u>Stage 1 (Recruit - end of IMT)</u></b>	<b><u>Stage 2 (end of IMT through 7th year)</u></b>	<b><u>Stage 3 (8th through 16th year)</u></b>	<b><u>Stage 4 (17th year and beyond)</u></b>
<ul style="list-style-type: none"> <li>• Other dominant methods of communication for a specific region or country</li> </ul>	Learn the other dominant methods of communication for a specific region or country	Expand knowledge of the other dominant methods of communication for a specific region or country and understand how they apply in complex situations	Expand knowledge of the other dominant methods of communication for a specific region or country and understand how to interpret and use them in more sophisticated, complex situations	Expand knowledge of the other dominant methods of communication for a specific region or country and understand how to interpret and use them in more sophisticated, complex situations at higher levels of interaction

**Annex 4 to Appendix C**  
**Culture Learning Objectives by Major Subject Area by Stage (continued)**

**Communication Skills (continued)**

<b><u>Enlisted/NCO</u></b>	<b><u>Stage 1 (Recruit - end of IMT)</u></b>	<b><u>Stage 2 (end of IMT through 7th year)</u></b>	<b><u>Stage 3 (8th through 16th year)</u></b>	<b><u>Stage 4 (17th year and beyond)</u></b>
As these skills apply to 3C:				
• Effective listening techniques.	Learn basic listening techniques	Improve listening techniques and apply to platoon level operations	Improve listening techniques and apply to company/battalion level operations	Improve listening techniques and apply to battalion/brigade level operations
• Effective speaking techniques.	Learn basic speaking techniques	Improve speaking techniques and apply to platoon level operations	Improve speaking techniques and apply to company/battalion level operations	Improve speaking techniques and apply to battalion/brigade level operations
• Effective reading techniques.	Learn basic reading techniques	Improve reading techniques and apply to basic documents	Improve reading techniques and apply to more numerous and complex documents	Improve reading techniques and apply to more numerous and complex documents
• A range of major verbal and non-verbal cues that support effective communication.	Learn basic verbal and non-verbal cues and how they might differ across cultures	Improve ability to interpret verbal and non-verbal cues and can effectively use cues in communication	Improve ability to interpret verbal and non-verbal cues and can effectively use cues in communication in more sophisticated situations	Improve ability to interpret verbal and non-verbal cues and can effectively use cues in communication in more sophisticated and complex situations
As these skills apply to regional competence:				
Interpreting verbal and nonverbal cues when interacting with people from a specific region or country	Learn basics of interpreting verbal and nonverbal cues when interacting with people from a specific region or country	Expand knowledge of interpreting verbal and nonverbal cues when interacting with people from a specific region or country; apply that knowledge at the squad/platoon level	Develop more sophisticated understanding of how to interpret verbal and nonverbal cues when interacting with people from a specific region or country; apply that knowledge at the company/battalion level	Develop more sophisticated understanding of how to interpret verbal and nonverbal cues when interacting with people from a specific region or country; apply that knowledge at the battalion/brigade level

**Annex 4 to Appendix C**

**Culture Learning Objectives by Major Subject Area by Stage (continued)**

**Communication Skills (continued)**

<b><u>Enlisted/NCO</u></b>	<b><u>Stage 1 (Recruit - end of IMT)</u></b>	<b><u>Stage 2 (end of IMT through 7th year)</u></b>	<b><u>Stage 3 (8th through 16th year)</u></b>	<b><u>Stage 4 (17th year and beyond)</u></b>
<ul style="list-style-type: none"> <li>• Other dominant methods of communication for a specific region or country</li> </ul>	Learn some of the other dominant methods of communication for a specific region or country	Expand knowledge of the other dominant methods of communication for a specific region or country and understand how they apply in complex situations	Expand knowledge of the other dominant methods of communication for a specific region or country and understand how to interpret and use them in more sophisticated, complex situations	Expand knowledge of the other dominant methods of communication for a specific region or country and understand how to interpret and use them in more sophisticated, complex situations at higher levels of interaction

**Annex 4 to Appendix C**  
**Culture Learning Objectives by Major Subject Area by Stage (continued)**

**Impact of Culture on Military Operations**

<b><u>Officer and Warrant Officer</u></b>	<b><u>Stage 1 (Recruit - end of IMT)</u></b>	<b><u>Stage 2 (end of IMT through 7th year)</u></b>	<b><u>Stage 3 (8th through 16th year)</u></b>	<b><u>Stage 4 (17th year and beyond)</u></b>
As these skills apply to 3C:				
<ul style="list-style-type: none"> <li>The analytical tools that can aid in integrating cultural considerations into military plans (e.g., PMESII, new Human Terrain Map System, CGSC/ILE Culture Worksheet, etc.).</li> </ul>	Learn basic analytical tools that can aid in integrating cultural considerations into military plans; apply that knowledge at the platoon level	Expand knowledge of analytical tools that can aid in integrating cultural considerations into military plans; apply that knowledge at the company/battalion level	Develop more sophisticated understanding of analytical tools that can aid in integrating cultural considerations into military plans; apply that knowledge at the battalion/brigade level	Develop more sophisticated understanding of analytical tools that can aid in integrating cultural considerations into military plans; apply that knowledge at the brigade/division level
<ul style="list-style-type: none"> <li>Points of friction between US doctrine for military operations and broad cultural norms</li> </ul>	Become familiar with the points of friction between US doctrine for military operations and broad cultural norms	Expand knowledge of the points of friction between US doctrine for military operations and broad cultural norms	Sustain	Sustain
<ul style="list-style-type: none"> <li>Culture factors that can or cannot be leveraged to influence an operation</li> </ul>	Become familiar with culture factors that can or cannot be leveraged to influence an operation; apply that knowledge at the platoon level	Expand knowledge of culture factors that can or cannot be leveraged to influence an operation; apply that knowledge at the company/ battalion level	Develop more sophisticated understanding of culture factors that can or cannot be leveraged to influence an operation; apply that knowledge at the battalion/ brigade level	Develop more sophisticated understanding of culture factors that can or cannot be leveraged to influence an operation; apply that knowledge at the brigade/ division level
<ul style="list-style-type: none"> <li>The application of culture considerations in the military planning process across the spectrum of conflict</li> </ul>	Learn basics of the application of culture considerations in the military planning process across the spectrum of conflict; apply that knowledge at the platoon level; influence its use throughout the unit	Expand knowledge of the application of culture considerations in the military planning process across the spectrum of conflict; apply that knowledge at the company/battalion level; influence its use throughout the unit	Develop more sophisticated understanding of the application of culture considerations in the military planning process across the spectrum of conflict; apply that knowledge at the battalion/brigade level; influence its use throughout the unit	Develop more comprehensive, sophisticated understanding of the application of culture considerations in the military planning process across the spectrum of conflict; apply that knowledge at the brigade/division level; influence its use throughout the unit

**Annex 4 to Appendix C  
Culture Learning Objectives by Major Subject Area by Stage (continued)**

**Impact of Culture on Military Operations (continued)**

<b><u>Officer and Warrant Officer</u></b>	<b><u>Stage 1 (Recruit - end of IMT)</u></b>	<b><u>Stage 2 (end of IMT through 7th year)</u></b>	<b><u>Stage 3 (8th through 16th year)</u></b>	<b><u>Stage 4 (17th year and beyond)</u></b>
As these skills apply to regional competence:				
<ul style="list-style-type: none"> <li>The application of regional knowledge in the military planning process</li> </ul>	Learn basics of the application of regional knowledge in the military planning process across the spectrum of conflict; apply that knowledge at the platoon level; influence its use throughout the unit	Expand knowledge of the application of regional knowledge in the military planning process across the spectrum of conflict; apply that knowledge at the company/battalion level; influence its use throughout the unit	Develop more sophisticated understanding of the application of regional knowledge in the military planning process across the spectrum of conflict; apply that knowledge at the battalion/brigade level; influence its use throughout the unit	Develop more comprehensive, sophisticated understanding of the application of regional knowledge in the military planning process across the spectrum of conflict; apply that knowledge at the brigade/division level; influence its use throughout the unit
<ul style="list-style-type: none"> <li>Capabilities of culture specialists (FAO, human terrain system teams, red teams, intelligence specialists, Special Forces, etc.)</li> </ul>	Become familiar with culture specialists and some of their capabilities; gain fundamental understanding of how to employ them; apply that knowledge at the platoon level	Expand knowledge of culture specialists and their capabilities; understand how to employ them effectively in operations at the company/battalion level	Develop more sophisticated understanding of culture specialists and their capabilities; understand how to employ them effectively in operations at the battalion/brigade level	Develop more comprehensive, sophisticated understanding of culture specialists and their capabilities; understand how to employ them effectively in operations at the brigade/division level
<ul style="list-style-type: none"> <li>Access to regional tools and resources</li> </ul>	Become familiar with regional tools and resources and their capabilities; gain fundamental understanding of how to use them	Expand knowledge of regional tools and resources and their capabilities; understand how to use them effectively	Develop comprehensive understanding of regional tools and resources and their capabilities; understand how to use them effectively	Sustain

**Annex 4 to Appendix C  
Culture Learning Objectives by Major Subject Area by Stage (continued)**

**Impact of Culture on Military Operations (continued)**

<u>Enlisted/NCO</u>	<u>Stage 1 (Recruit - end of IMT)</u>	<u>Stage 2 (end of IMT through 7th year)</u>	<u>Stage 3 (8th through 16th year)</u>	<u>Stage 4 (17th year and beyond)</u>
As these skills apply to 3C:				
<ul style="list-style-type: none"> <li>The analytical tools that can aid in integrating cultural considerations into the military plans (e.g., PMESII, ASCOPE, new Human Terrain Map System, CGSC/ILE Culture Worksheet, etc.).</li> </ul>	N/A	Learn basic analytical tools that can aid in integrating cultural considerations into military plans; apply that knowledge at the platoon level	Expand knowledge of analytical tools that can aid in integrating cultural considerations into military plans; apply that knowledge at the company/battalion level	Develop more sophisticated understanding of analytical tools that can aid in integrating cultural considerations into military plans; apply that knowledge at the battalion/brigade level
<ul style="list-style-type: none"> <li>Points of friction between US doctrine for military operations and broad cultural norms</li> </ul>	Become familiar with the points of friction between US doctrine for military operations and broad cultural norms	Expand knowledge of the points of friction between US doctrine for military operations and broad cultural norms	Sustain	Sustain
<ul style="list-style-type: none"> <li>Culture factors that can or cannot be used to influence an operation</li> </ul>	N/A	Become familiar with culture factors that can or cannot be leveraged to influence an operation; apply that knowledge at the platoon level	Expand knowledge of culture factors that can or cannot be leveraged to influence an operation; apply that knowledge at the company/battalion level	Develop more sophisticated understanding of culture factors that can or cannot be leveraged to influence an operation; apply that knowledge at the battalion/brigade level
<ul style="list-style-type: none"> <li>The application of culture considerations in the military planning process across the spectrum of conflict.</li> </ul>	N/A	Learn basics of the application of culture considerations in the military planning process across the spectrum of conflict; apply that knowledge at the platoon level; influence its use throughout the unit	Expand knowledge of the application of culture considerations in the military planning process across the spectrum of conflict; apply that knowledge at the company/battalion level; influence its use throughout the unit	Develop more sophisticated understanding of the application of culture considerations in the military planning process across the spectrum of conflict; apply that knowledge at the battalion/brigade level; influence its use throughout the unit

**Annex 4 to Appendix C**  
**Culture Learning Objectives by Major Subject Area by Stage (continued)**

**Impact of Culture on Military Operations (continued)**

<u>Enlisted/NCO</u>	<u>Stage 1 (Recruit - end of IMT)</u>	<u>Stage 2 (end of IMT through 7th year)</u>	<u>Stage 3 (8th through 16th year)</u>	<u>Stage 4 (17th year and beyond)</u>
As these skills apply to regional competence:				
• The application of regional knowledge in the military planning process	N/A	Learn basics of the application of regional knowledge in the military planning process across the spectrum of conflict; apply that knowledge at the platoon level; influence its use throughout the unit	Expand knowledge of the application of regional knowledge in the military planning process across the spectrum of conflict; apply that knowledge at the company/battalion level; influence its use throughout the unit	Develop more sophisticated understanding of the application of regional knowledge in the military planning process across the spectrum of conflict; apply that knowledge at the battalion/brigade level; influence its use throughout the unit
• Capabilities of culture specialists (FAO, human terrain system teams, red teams, intelligence specialists, Special Forces, etc.)	N/A	Become familiar with culture specialists and some of their capabilities; gain fundamental understanding of how to employ them; apply that knowledge at the platoon level	Expand knowledge of culture specialists and their capabilities; understand how to employ them effectively in operations at the company/battalion level	Develop more sophisticated understanding of culture specialists and their capabilities; understand how to employ them effectively in operations at the battalion/brigade level
• Access to regional tools and resources	Become familiar with regional tools and resources and their capabilities; gain fundamental understanding of how to use them	Expand knowledge of regional tools and resources and their capabilities; understand how to use them effectively	Develop comprehensive understanding of regional tools and resources and their capabilities; understand how to use them effectively	Sustain

**Annex 4 to Appendix C**  
**Culture Learning Objectives by Major Subject Area by Stage (continued)**

**Influence**

<b><u>Officer and Warrant Officer</u></b>	<b><u>Stage 1 (Recruit - end of IMT)</u></b>	<b><u>Stage 2 (end of IMT through 7th year)</u></b>	<b><u>Stage 3 (8th through 16th year)</u></b>	<b><u>Stage 4 (17th year and beyond)</u></b>
As these skills apply to 3C:				
<ul style="list-style-type: none"> <li>• Different forms of influence (e.g., leadership, social position, religious figures)</li> </ul>	Learn some of the principal forms of influence (e.g., leadership, social position, religious figures)	Expand knowledge of the different forms of influence and integrate with operations at the company level	Increase ability to apply knowledge of the different forms of influence in more complex situations (battalion, brigade)	Increase ability to apply knowledge of the different forms of influence in more complex situations (brigade, division)
<ul style="list-style-type: none"> <li>• Negotiation techniques for cross-cultural situations</li> </ul>	Learn a limited number of negotiation techniques for cross-cultural situations and apply in operations at the platoon level	Expand knowledge of different negotiation techniques and learn how to apply in operations at the company level	Increase ability to apply knowledge of negotiation techniques in more complex situations (battalion, brigade)	Increase ability to apply knowledge of negotiation techniques in more complex situations (brigade, division)
<ul style="list-style-type: none"> <li>• Mediation techniques for cross-cultural situations</li> </ul>	Learn a limited number of mediation techniques for cross-cultural situations and apply in operations at the platoon level	Expand knowledge of different mediation techniques and apply in operations at the company level	Increase ability to apply knowledge of mediation techniques in more complex situations (battalion, brigade)	Increase ability to apply knowledge of mediation techniques in more complex situations (brigade, division)
<ul style="list-style-type: none"> <li>• Achieving a balance between the role of negotiator/mediator and the responsibility for accomplishing assigned mission</li> </ul>	Learn that there needs to be a balance between the role of negotiator/mediator and the responsibility for accomplishing assigned mission	Learn to effectively balance the role of negotiator/mediator in operations at the company level	Learn to effectively balance the role of negotiator/mediator in operations at the battalion/brigade level	Learn to effectively balance the role of negotiator/mediator in operations at the brigade/division level
As these skills apply to regional competence:				
<ul style="list-style-type: none"> <li>• How major aspects of negotiation and persuasion; mediation and conflict resolution; and leadership and influence are conducted or manifested in a specific region or country</li> </ul>	Learn how some of the major aspects of negotiation and persuasion; mediation and conflict resolution; and leadership and influence are conducted or manifested in a specific region or country	Expand knowledge and integrate with operations at the company level in a specific region or country	Increase ability to apply knowledge in more complex situations (battalion, brigade) in a specific region or country	Increase ability to apply knowledge in more complex situations (brigade, division) in a specific region or country

**Annex 4 to Appendix C  
Culture Learning Objectives by Major Subject Area by Stage (continued)**

**Influence (continued)**

<u>Enlisted/NCO</u>	<u>Stage 1 (Recruit - end of IMT)</u>	<u>Stage 2 (end of IMT through 7th year)</u>	<u>Stage 3 (8th through 16th year)</u>	<u>Stage 4 (17th year and beyond)</u>
As these skills apply to 3C:				
<ul style="list-style-type: none"> <li>Different forms of influence (e.g., leadership, social position, religious figures)</li> </ul>	Learn some of the different forms of influence (e.g., leadership, social position, religious figures)	Expand knowledge and learn how the different forms of influence can affect tactical situations at the platoon level	Increase ability to apply knowledge of the different forms of influence in more complex situations (company, battalion)	Increase ability to apply knowledge of the different forms of influence in more complex situations (brigade, division)
<ul style="list-style-type: none"> <li>Negotiation techniques for cross-cultural situations</li> </ul>	N/A	Learn a limited number of negotiation techniques for cross-cultural situations and apply in operations at the squad level	Increase ability to apply knowledge of negotiation techniques in more complex situations (company, battalion)	Increase ability to apply knowledge of negotiation techniques in more complex situations (brigade, division)
<ul style="list-style-type: none"> <li>Mediation techniques for cross-cultural situations</li> </ul>	N/A	Learn a limited number of mediation techniques for cross-cultural situations and apply in operations at the squad level	Increase ability to apply knowledge of mediation techniques in more complex situations (company, battalion)	Increase ability to apply knowledge of mediation techniques in more complex situations (brigade, division)
<ul style="list-style-type: none"> <li>Achieving a balance between the role of negotiator/mediator and the responsibility for accomplishing assigned mission</li> </ul>	N/A	Learn that there needs to be a balance between the role of negotiator/mediator and the responsibility for accomplishing assigned mission	Learn to effectively balance the role of negotiator/mediator in operations at the company/battalion level	Learn to effectively balance the role of negotiator/mediator in operations at the brigade/division level
As these skills apply to regional competence:				
<ul style="list-style-type: none"> <li>How major aspects of negotiation and persuasion; mediation and conflict resolution; and leadership and influence are conducted or manifested in a specific region or country</li> </ul>	N/A	Learn how some of the major aspects of negotiation and persuasion; mediation and conflict resolution; and leadership and influence are conducted or manifested in a specific region or country	Increase ability to apply knowledge in more complex situations (company, battalion) in a specific region or country	Increase ability to apply knowledge in more complex situations (brigade, division) in a specific region or country

## **Appendix D**

### **Foreign Language**

1. The foreign language axis along the career development path is organized under two major career components: foreign language competence and use of language tools. Both of these components are defined in detail in Annex 1 to this Appendix.
2. The major subject areas that must be covered to develop foreign capability are listed by cohort in Annex 2 to this Appendix. These major subject areas will facilitate training developers as they build POIs or TSPs.
3. A set of objectives that provide a vision of the desired end state for each stage of foreign language education and training is developed for each cohort. Those foreign language objectives are listed in Annex 3 to this Appendix.
4. To account for the progressive nature of education and training, the foreign language learning objectives are allocated by major subject area across the four stages of the career development path. Annex 4 to this Appendix proposes the breadth and depth that subject areas should be taught or trained for each cohort in each of the four stages. In this context, breadth refers to how much of a particular major subject area is covered and depth refers to the level of sophistication with which the subject area is dealt.

## **Annex 1 to Appendix D**

### **Definitions for Career Foreign Language Components**

1. **Foreign language competence** is a demonstrated level of proficiency in a foreign language. Additional characteristics of foreign language competence are:

(a) It is accomplished through the receipt of structured instruction on foreign language through institutional, self-development, and operational domains (as appropriate).

(b) The desired levels of proficiency will be described using the Interagency Language Roundtable (ILR) definitions for listening, speaking, and reading.

(c) It includes native or heritage speakers.

2. **Use of language tools** is an understanding of the means and materials available to communicate with foreign language speakers. Additional characteristics of the use of language tools include:

(1) The ability to effectively use interpreter and/or translator personnel.

(2) The ability to effectively use automated language translation devices.

(3) An understanding of how to access language training resources (e.g., Field Support Guides and Language Survival Kits) available from DLIFLC and other sources and how to obtain them.

(4) The ability to effectively use other means of non-verbal communication to include universal means (music, math, pictures, symbols or semiotics).

**Annex 2 to Appendix D**  
**Foreign Language Major Subject Areas by Cohort**

<b>Foreign language</b>
<b><u>Officer and Warrant Officer</u></b>
A foreign language
Verbal and non-verbal communication related to a designated language
Linguistic meanings from visual and contextual clues
Language resources to meet anticipated needs
Language learning strategies
Language awareness
Language nuances of a culture

<b>Foreign Language</b>
<b><u>Enlisted / NCO</u></b>
A foreign language
Verbal and non-verbal communication related to a designated language
Linguistic meanings from visual and contextual clues
Language resources to meet anticipated needs.
Language learning strategies
Language awareness
Language nuances of a culture

<b>Foreign language tools</b>
<b><u>Officer and Warrant Officer</u></b>
Use of interpreter/translator personnel
Use, limitations, and appropriateness of automated language translation devices
How to access and use language training resources (e.g., Field Support Guides and Language Survival Kits) available from DLIFLC and other sources
Use of other means of non-verbal communication to include universal means (music, math, pictures, symbols, or semiotics)
The counter-cultural aspects of the use of language tools
Use of other language professionals or native or heritage speakers

<b>Foreign language tools</b>
<b><u>Enlisted/NCO</u></b>
Use of interpreter/translator personnel
Use, limitations, and appropriateness of automated language translation devices
How to access and use language training resources (e.g., Field Support Guides and Language Survival Kits) available from DLIFLC and other sources
Use of other means of non-verbal communication to include universal means (music, math, pictures, symbols, or semiotics)
The counter-cultural aspects of the use of language tools
Use of other language professionals or native or heritage speakers

**Annex 3 to Appendix D  
Foreign Language Major Objectives by Stage**

**Officer and Warrant Officer**

<b><u>Stage 1 (Recruit - end of IMT)</u></b>	<b><u>Stage 2 (end of IMT through 7th year)</u></b>	<b><u>Stage 3 (8th through 16th year)</u></b>	<b><u>Stage 4 (17th year and beyond)</u></b>
Learn a limited set of vocabulary and phrases in a foreign language	Increase vocabulary and grammar knowledge in the foreign language	Build on knowledge of a foreign language; reinforce previous knowledge	Build on knowledge of a foreign language; reinforce previous knowledge
Develop confidence in learning and applying language skills	Increase confidence in learning and applying language skills	Increase confidence in learning and applying language skills	Increase confidence in learning and applying language skills
Become familiar with language tools/resources	Know about and utilize available language tools/resources	Know about and utilize available language tools/resources	Know about and utilize available language tools/resources
Understand the value of foreign language capability as an important resource for the Army.	Value foreign language capability as an important resource for the Army	Promote value of foreign language capability as an important resource for the Army	Promote value of foreign language capability as an important resource for the Army

**Annex 3 to Appendix D**  
**Foreign Language Major Objectives by Stage (continued)**

**Enlisted/NCO**

<b><u>Stage 1 (Recruit - end of IMT)</u></b>	<b><u>Stage 2 (end of IMT through 7th year)</u></b>	<b><u>Stage 3 (8th through 16th year)</u></b>	<b><u>Stage 4 (17th year and beyond)</u></b>
Learn a limited set of vocabulary and phrases in a foreign language	Increase vocabulary and grammar knowledge in the selected foreign language	Build on knowledge of a selected foreign language; reinforce previous knowledge	Build on knowledge of a selected foreign language; reinforce previous knowledge
Begin to develop confidence in learning language skills	Demonstrate confidence in learning and applying language skills	Increase confidence in learning and applying language skills	Increase confidence in learning and applying language skills
Basic introduction to language tools/resources	Know about and utilize available language tools/resources	Know about and utilize available language tools/resources	Know about and utilize available language tools/resources
Understand the value of foreign language capability as an important resource for the Army	Value foreign language capability as an important resource for the Army	Promote value of foreign language capability as an important resource for the Army	Promote value of foreign language capability as an important resource for the Army

**Annex 4 to Appendix D  
Foreign Language Learning Objectives by Major Subject Area by Stage**

**Foreign Language**

<b><u>Officer and Warrant Officer</u></b>	<b><u>Stage 1 (Recruit - end of IMT)</u></b>	<b><u>Stage 2 (end of IMT through 7th year)</u></b>	<b><u>Stage 3 (8th through 16th year)</u></b>	<b><u>Stage 4 (17th year and beyond)</u></b>
A foreign language	Select/designate a language	Attain minimum level of knowledge	Increase depth of knowledge	Increase depth of knowledge
Verbal and non-verbal communication related to a designated language	Introduction to verbal and non-verbal communication related to designated language	Develop minimum level of knowledge in verbal and non-verbal communication	Increase depth of knowledge	Sustain
Linguistic meanings from visual and contextual clues	Recognize the writing system of the designated foreign language	Recognize key words and symbols	Recognize additional key words and symbols	Sustain
Language resources to meet anticipated needs.	Build individual language resources toolkit	Increase breadth of individual language resources toolkit	Increase breadth of individual language resources toolkit	Increase breadth of individual language resources toolkit
Language learning strategies	Know some language learning strategies	Develop personal language learning strategies	Increase depth of personal language learning strategies	Increase depth of personal language learning strategies
Language awareness	Understand that people communicate in various languages and dialects depending on where they live	Identify the particular language(s) and dialects of a designated country or region	Understand some of the differences in particular language(s) and dialects of a designated country or region	Sustain
Language nuances of a culture	Recognize that there are language nuances	Learn the language nuances of a designated culture	Learn additional language nuances of a designated culture	Sustain

**Annex 4 to Appendix D**

**Foreign Language Learning Objectives by Major Subject Area by Stage (continued)**

**Foreign Language**

<b><u>Enlisted/NCO</u></b>	<b><u>Stage 1 (Recruit - end of IMT)</u></b>	<b><u>Stage 2 (end of IMT through 7th year)</u></b>	<b><u>Stage 3 (8th through 16th year)</u></b>	<b><u>Stage 4 (17th year and beyond)</u></b>
A foreign language		Select/designate a language; attain minimum level of knowledge	Increase depth of knowledge	Increase depth of knowledge
Verbal and non-verbal communication related to a designated language		Develop minimum level of knowledge in verbal and non-verbal communication	Increase depth of knowledge	Sustain
Linguistic meanings from visual and contextual clues		Recognize the writing system of the designated foreign language; recognize key words and symbols	Recognize additional key words and symbols	Sustain
Language resources to meet anticipated needs.	Introduction to language resources	Build individual language resources toolkit	Increase breadth of individual language resources toolkit	Increase breadth of individual language resources toolkit
Language learning strategies		Know some language learning strategies; develop personal language learning strategies	Increase depth of personal language learning strategies	Increase depth of personal language learning strategies
Language awareness	Understand that people communicate in various languages and dialects both verbally and non-verbally depending on where they live	Identify the particular language(s) and dialects of a designated country or region	Understand some of the differences in particular language(s) and dialects of a designated country or region	Sustain
Language nuances of a culture	Recognize that there are language nuances	Learn the language nuances of a designated culture	Learn additional language nuances of a designated culture	Sustain

**Annex 4 to Appendix D**  
**Foreign Language Learning Objectives by Major Subject Area by Stage (continued)**

**Foreign Language Tools**

<b><u>Officer and Warrant Officer</u></b>	<b><u>Stage 1 (Recruit - end of IMT)</u></b>	<b><u>Stage 2 (end of IMT through 7th year)</u></b>	<b><u>Stage 3 (8th through 16th year)</u></b>	<b><u>Stage 4 (17th year and beyond)</u></b>
Use of interpreter/translator personnel	Learn how to use interpreter/translator	Increase depth and breadth of ability to use interpreter/translator	Increase depth of ability to use translator/interpreter	Ability to effectively use interpreter/tran- slator in all situations
Use, limitations, and appropriateness of automated language translation devices	General understanding of the use, limitations, and appropriateness of automated language translation devices.	Know how to use and the limitations and appropriateness of automated language translation devices.	Update of language translation device technology	Update of language translation device technology
How to access and use language training resources (e.g., Field Support Guides and Language Survival Kits) available from DLIFLC and other sources	Familiar with available language training resources and build individual language resources toolkit	Increase knowledge of available language training resources and add to individual language resources toolkit	Update knowledge of available language training resources and individual language resources toolkit	Update knowledge of available language training resources and individual language resources toolkit
Use of other means of non-verbal communication to include universal means (music, math, pictures, symbols, or semiotics)	Understand that music, math, pictures, symbols, or semiotics have cross-linguistic and cultural applications	Learn to apply on a limited basis music, math, pictures, symbols, or semiotics to a common communications method	Learn to apply on an expanded basis music, math, pictures, symbols, or semiotics to a common communications method	Sustain
The counter-cultural aspects of the use of language tools	Understand that some language tools may not be appropriate in all communication situations	Know what language tools, if any, are appropriate for particular communication situations	Update on appropriate tools for particular communication situations	Update on appropriate tools for particular communication situations
Use of other language professionals or native or heritage speakers	Understand that there may be other friendly individuals who can assist you in communicating	Know how to select appropriate individuals who may be able to assist in communicating and recognize their potential limitations	Sustain	Sustain

**Annex 4 to Appendix D  
Foreign Language Learning Objectives by Major Subject Area by Stage (continued)**

**Foreign Language Tools**

<b><u>Enlisted/NCO</u></b>	<b><u>Stage 1 (Recruit - end of IMT)</u></b>	<b><u>Stage 2 (end of IMT through 7th year)</u></b>	<b><u>Stage 3 (8th through 16th year)</u></b>	<b><u>Stage 4 (17th year and beyond)</u></b>
Use of interpreter/translator personnel		Learn how to use interpreter/translator	Increase depth of ability to use interpreter/translator	Ability to effectively use interpreter/translat or in all situations
Use, limitations, and appropriateness of automated language translation devices	Introduction to automated language translation devices	Know how to use and the limitations and appropriateness of automated language translation devices	Update knowledge of language translation device technology	Update knowledge of language translation device technology
How to access and use language training resources (e.g., Field Support Guides and Language Survival Kits) available from DLIFLC and other sources	Introduction to language training resources	Increase knowledge of available language training resources and build individual language resources toolkit	Update knowledge of available language training resources and individual language resources toolkit	Update knowledge of available language training resources and individual language resources toolkit
Use of other means of non-verbal communication to include universal means (music, math, pictures, symbols, or semiotics)	Basic understanding that music, math, pictures, symbols, or semiotics have cross-linguistic and cultural applications	Learn to apply on a limited basis music, math, pictures, symbols, or semiotics to a common communications method	Learn to apply on an expanded basis music, math, pictures, symbols, or semiotics to a common communications method	Sustain
The counter-cultural aspects of the use of language tools	Basic understanding that some language tools may not be appropriate in all communication situations	Know what language tools, if any, are appropriate for particular communication situations	Update on appropriate tools for particular communication situations	Update on appropriate tools for particular communication situations
Use of other language professionals or native or heritage speakers	Basic understanding that there may be other friendly individuals who can assist you in communicating	Know how to select appropriate individuals who may be able to assist in communicating and recognize their potential limitations	Sustain	Sustain

## **Appendix E**

### **Army Culture and Foreign Language Professional Categories**

1. Culture professionals include officers, WOs, NCOs and enlisted Soldiers in the following functional areas and MOSs. This list is a starting point with the possibility of additions or deletions as the strategy is implemented.

- a. Special Forces (18 A-F, Z)
- b. Information Operations Functional Area (FA) 30
- c. Strategic Intelligence Officers (FA 34)
- d. Human Intelligence (HUMINT) MOS's
  - (1) 35F Officer (Captain (CPT) and higher)
  - (2) 351M HUMINT collection technician
  - (3) 35Y Counterintelligence (CI)/HUMINT (Staff sergeant (SSG) or higher)
  - (4) 35M HUMINT collector
- e. Counterintelligence MOS's
  - (1) 35E Officer (CPT and higher)
  - (2) 351L CI Technician
  - (3) 35Y CI/HUMINT (SSG or higher)
  - (4) 35L Counterintelligence agent
- f. Senior 35D all-source intelligence (Major and higher)
- g. Senior 350F all-source technicians (Chief warrant officer 3 and higher)
- h. Psychological Operations (enlisted) (37) (Sergeant (SGT) and higher)
- i. Civil Affairs (enlisted) (38) (SGT and higher)
- j. Psychological Operations (37) and Civil Affairs (38) (officers)
- k. Foreign Area Officers (FA 48)
- l. Senior 09L interpreter/translator (SSG or higher)

2. Foreign language professionals include officers, WOs, NCOs and enlisted Soldiers in the following functional areas and MOSs. This list is a starting point with the possibility of additions or deletions as the strategy is implemented.

- a. All personnel in these specialties are considered foreign language professionals:
  - (1) Special Forces (18)
  - (2) MOS dependent linguist
    - (a) 35P (Cryptologic Communications Interceptor/Locator)
    - (b) 35M (HUMINT Collector)
    - (c) 351M (HUMINT Collection Technician)
    - (d) 352P (Voice Intercept Technician)
    - (e) 09L (Interpreter/Translator)
  - (3) Psychological Operations (enlisted) (37) (Sergeant (SGT) and higher)
  - (4) Civil Affairs (enlisted) (38) (SGT and higher)
  - (5) Psychological Operations (37) and Civil Affairs (38) (officers)
  - (6) Foreign Area Officers (FA 48)

b. Some personnel in the specialty are considered foreign language professionals:

- (1) 35NL (Signals Intelligence Analyst)
- (2) 35L (Counterintelligence Agent)
- (3) 37FL (Psychological Operations)
- (4) 38AL (Civil Affairs)

## **Appendix F**

### **Pre-Deployment**

1. The culture and foreign language education and training needed to prepare a unit for deployment to a specific region or country is conducted in accordance with the ARFORGEN model.
2. The set of objectives for the pre-deployment path provide a vision of the desired end state at the end of the train/ready phase. This will allow commanders and training developers to define what must be trained and then begin to assess the best way to train it. The objectives for culture and foreign language for the pre-deployment path are contained in Annex 1 to this Appendix.
3. The intermediate objectives for pre-deployment are identified and allocated across the three phases of the ARFORGEN process; reset, train/ready, and available. They are contained in Annex 2 to this Appendix for culture and Annex 3 to this Appendix for foreign language.

**Annex 1 to Appendix F**  
**Culture and Foreign Language Major Objectives by ARFORGEN Phase**

	Reset and Train/Ready
Individual – culture & foreign language	<p>Culture – Ensure all individuals have a basic understanding of the culture used in their potential area of deployment and be able to interact effectively with the local population.</p> <p>Language - Ensure all individuals have a rudimentary understanding of the language used in their potential area of deployment appropriate to their mission and to interact effectively with the local population.</p>
Leader – culture & foreign language	<p>Culture – Ensure leaders are able to guide and integrate the cultural capability within the unit to accomplish assigned mission.</p> <p>Language:</p> <ul style="list-style-type: none"> <li>- Ensure leaders are able to guide and direct the language capability within the unit to accomplish assigned mission.</li> <li>- Able to effectively interact across cultural boundaries with other leaders (coalition and within the local population) to include use of language resources.</li> </ul>
Unit – culture & foreign language	<p>Culture – Set the right conditions in collective training to employ culture knowledge, skills, and attributes to include meeting theater deployment standards.</p> <p>Language - Set the right conditions in collective training to employ language capability to include meeting theater deployment standards.</p>

Note: there are no specific objectives for the Available phase. The individual, leaders, and unit will be actually using or sustaining their culture and foreign language knowledge, skills, and attributes during that period depending on their status.

**Annex 2 to Appendix F**  
**Pre-Deployment Culture Intermediate Objectives by ARFORGEN Phase**

	Reset	Train/Ready	Available
Individual - culture	-Provide lessons learned (L2)	-Country orientation brief (include a general overview of political, military, cultural, religious, and economic conditions in the country). -Theater specific instruction -Leverage L2 from returning unit	-Sustain/refine -If deployed – in theater training
Leader - culture	-Provide L2 -Attend specialized training -Pre-deployment preparation through functional training courses (vs PME)	-Understanding the military, political, cultural, economic, historical, and religious environment of region of potential deployment -Use of an interpreter -Theater specific instruction -Leverage L2 from returning unit -Attend specialized training	-Sustain/refine -If deployed – in theater training
Unit - culture	-Home station training with conditions to apply culture knowledge, skills, and attributes -Command post exercises (CPX)/Field training exercises (FTX) with conditions to apply culture knowledge, skills, and attributes	-Leverage L2 from returning unit -Mission rehearsal exercises (MRE/MRX) and CTCs with conditions to apply culture knowledge, skills, and attributes	-Sustain/refine -If deployed – in theater training

**Annex 3 to Appendix F**  
**Pre-Deployment Foreign Language Intermediate Objectives by ARFORGEN Phase**

	Reset	Train/Ready	Available
Individual - language	-Attend specialized language training	-Basic language familiarization for region of potential deployment -Tailored language familiarization for specific missions -Use of language tools associated with a specific language	-Refine/sustain
Leader - language	-Attend specialized language training	-Interaction with an interpreter for a specific language -Basic language familiarization for region of potential deployment -Tailored language familiarization for specific missions -Use of language tools associated with a specific language	-Refine/sustain
Unit- language	-Home station training with conditions to apply language capability - CPXs/FTXs with conditions to apply language	-MREs/MRXs and CTCs with conditions to apply language	-Refine/sustain

## **Appendix G**

### **Army Culture and Foreign Language Strategy Responsibilities**

#### **SECTION I. OVERVIEW.**

1. TRADOC will lead the integration of culture and foreign language across the Army.
2. The responsibilities and functions described in this Appendix supplement Department of the Army (DA) guidance already contained in regulations, such as AR 5-22 and AR 11-6, and policy. Changes that are additive to existing regulatory guidance should be codified in the appropriate Army, Army Command, or joint regulation or policy during the next appropriate update cycle.

#### **SECTION II. COMMANDING GENERAL, TRADOC RESPONSIBILITIES.**

1. Develop recommendation for Army Force Modernization Proponent and lead designations for implementation of ACFLS.
2. Establish program management structure to execute planning and management for implementation of the ACFLS.
3. Submit resource requirements to HQDA for implementation of the ACFLS.
4. Direct adjustments within available resources to initiate implementation of the ACFLS.

#### **SECTION III. HQDA CULTURE AND FOREIGN LANGUAGE RESPONSIBILITIES.**

1. Assistant Secretary of the Army, Manpower and Reserve Affairs.
  - a. Oversee Army culture and foreign language training programs.
  - b. Provide guidance to the Army Staff and the Army position for formal coordination with the Office of the Secretary of Defense.
  - c. Review, develop, and promulgate policy in support of the ACFLS.
  - d. Review and develop concept plans to set the strategic focus for increasing culture and language capabilities within the force.
  - e. Provide Congressional/media related interface.
  - f. Host annual review of the Army's Culture and Language Program.
  - g. Provide an annual report on foreign language personnel to Congress.
2. HQDA, DCS, G-1. These responsibilities are in addition to those contained in existing policy and regulations.

- a. Execute the Army Defense Language Proficiency Test Policy.
  - b. Determine the requirement to screen leaders and Soldiers who are foreign language non-professionals for language capabilities.
  - c. Monitor, track and evaluate the accession, promotion and retention of culture and foreign language capable personnel.
  - d. In coordination with (ICW) HQDA, DCS, G-3/5/7, review, validate, and approve Services' culture and foreign language training requirements in the Structure Manning Decision Review and Training Resources Arbitration Panel.
3. HQDA, DCS, G-2. These responsibilities are in addition to those contained in existing policy and regulations.
- a. As the Army's force modernization proponent for foreign language, determine, ICW HQDA, DCS, G/3/5/7, the Army's critical language requirements.
  - b. Determine foreign language requirements that need to be incorporated into concepts, doctrine, and force design.
  - c. In coordination with the Army Service Component Commands, determine requirements for language professionals to provide capabilities needed in planning and steady-state operations.
  - d. Ensure that culture education and training is incorporated into the development of language professionals.
  - e. Develop and maintain the Army's Strategic Language List in coordination with HQDA DCS, G-1 and G-3 and TRADOC.
  - f. As the Army's Service Program Manager for foreign language training, develop and coordinate the Army's foreign language training requirements in the Structure Manning Decision Review and the Training Resources Arbitration Panel.
4. HQDA, DCS, G-3/5/7. These responsibilities are in addition to those contained in existing policy and regulations.
- a. As the Army Senior Language Authority and Army Staff lead for culture and language training, provide direction and guidance to TRADOC for managing the Army's culture and foreign language programs through the Army Campaign Plan.
  - b. ICW HQDA, DCS, G-1, review, validate, and approve Services' culture and foreign language training requirements in the Structure Manning Decision Review and Training Resources Arbitration Panel.

c. Coordinate culture and foreign language education and training resource requirements in the Program Objective Memorandum and budget and provide resources.

d. Determine additional culture and foreign language education and training requirements for Foreign Area Officers.

#### **SECTION IV. OTHER ORGANIZATION CULTURE AND FOREIGN LANGUAGE RESPONSIBILITIES.**

1. Commanding General, U.S. Army Forces Command (FORSCOM).

a. Provide culture and foreign language education and training requirements for units in the ARFORGEN process to TRADOC.

b. Provide recommendations for improvement of the career development path in support of the pre-deployment path in coordination with Army Service Component Commanders.

c. Implement culture and foreign language pre-deployment training consistent with the ACFLS.

2. Commander, U.S. Army Forces, Korea. Implement culture and foreign language pre-deployment training consistent with the ACFLS.

3. Commander, U.S. Army Europe. Implement culture and foreign language pre-deployment training consistent with the ACFLS.

4. Commander, U.S. Army Pacific. Implement culture and foreign language pre-deployment training consistent with the ACFLS.

5. Commander, US Army South. Coordinate for and implement culture and foreign language pre-deployment training consistent with ACFLS.

6. Commander, US Army Central. Coordinate for and implement culture and foreign language pre-deployment training consistent with ACFLS.

7. Commander, US Army Africa. Coordinate for and implement culture and foreign language pre-deployment training consistent with ACFLS.

8. Commander, US Army Intelligence Security Command. Plan and implement culture and foreign language initiatives consistent with ACFLS.

9. Commandant, John F. Kennedy Special Warfare Center. Determine additional culture and foreign language education and training requirements for special forces, civil affairs, and psychological operations personnel.

10. Commander, The Judge Advocate General's Legal Center and School, U.S. Army.

Determine and integrate culture and foreign language education and training requirements into development of judge advocate general personnel.

11. Commander, US Army Medical Department Center and School. Determine and integrate culture and foreign language education and training requirements into development of Army Medical Department personnel.

12. Superintendent, USMA.

a. Determine and integrate culture and foreign language education and training requirements during pre-commissioning for the U.S. Military Academy.

b. Assist in the development of requirements for culture and foreign language capability in the officer career development path.

## Glossary

### Section I Abbreviations

3C	cross-cultural competence
ACFLS	Army Culture and Foreign Language Strategy
AKO	Army Knowledge Online
ALDS	Army Leader Development Strategy
ANCOC	advanced non-commissioned officer course
AR	Army regulation
ARFORGEN	Army Force Generation
ASCC	Army Service Component Command
BNCOC	basic non-commissioned officer course
BOLC	basic officer leader course
CAC	Combined Army Center
CAL	Center for Army Leadership
CCC	captain's career course
CES	civilian education system
CG	commanding general
CI	counterintelligence
COB	civilians on the battlefield
CPX	command post exercise
CPT	captain
CTC	combat training center
CULP	cultural understand and language proficiency
DA	Department of the Army
DCS	deputy chief of staff
DLIFLC	Defense Language Institute Foreign Language Center
FA	functional area
FORSCOM	U.S. Army Forces Command
HQDA	Headquarters, Department of the Army
HUMINT	human intelligence
ILE	intermediate leadership education
ILR	interagency language roundtable
IMT	initial military training
KSA	knowledge, skills, and attributes
L2	lessons learned
METL	mission essential task list
MOS	military occupational specialty
MRE/MRX	mission rehearsal exercise
NCO	non-commissioned officer
NSS	National Security Strategy
OCS	officer candidate school
PME	professional military education
POI	program of instruction

ROTC	Reserve Officer Training Corps
RP	role player
SGT	sergeant
SMC	sergeants major course
SSC	senior service college
SSG	staff sergeant
TCC	TRADOC Culture Center
TRADOC	Training and Doctrine Command
TSP	training support package
USAAC	United States Army Accessions Command
USAWC	United States Army War College
USMA	United States Military Academy
VBBN	values, beliefs, behaviors, and norms
WLC	warrior leader course
WOAC	warrant officer advanced course
WOBC	warrant officer basic course
WOCS	warrant officer candidate school
WOSC	warrant officer staff course
WOSSC	warrant officer senior staff course

## **Section II**

### **Terms**

#### **Affect**

The emotional response to cultures and cultural differences, including attitudes, preferences, and motivation.

#### **Communication skills**

An ability to effectively listen, speak, write, and read in one's own language; an ability to recognize and react to verbal and non-verbal cues in other cultures; an appreciation and sensitivity for diverse methods of communication in other cultures.

#### **Competency**

Ability to perform tasks and supporting skills and knowledge to the required standard. (TR 350-70)

#### **Cross-cultural competence (3C)**

A set of knowledge, skills, and attributes that enables leaders and Soldiers to adapt and act effectively in any cross-cultural environment.

#### **Cultural awareness**

A proficiency level that describes leaders and Soldiers who have foundational cross-cultural competence in all three sub-component areas: culture fundamentals, cultural self-awareness, and culture skills. They will have a minimal level of regional competence necessary to perform assigned tasks in a specific geographic area. These leaders and Soldiers will be able to describe key culture terms, factors, and concepts. They also will begin to understand the implications of these considerations and how they might affect the planning and conduct of operations.

#### **Cultural expertise**

A proficiency level that describes culture professionals and leaders who possess an advanced level of cross-cultural competence. They will have an advanced and sophisticated level of regional competence pertaining to a specific geographic area. These leaders and Soldiers will be able to integrate and synthesize terms, factors, concepts, and regional information into plans, operations, programs, and advice to commanders with a more sophisticated ability to anticipate implications of culture.

#### **Cultural understanding**

A proficiency level that describes leaders and Soldiers with well developed cross-cultural competence. They will have a comprehensive level of regional competence that allows them to accomplish the mission in a specific geographic area. These leaders and Soldiers will be able to anticipate the implications of culture and apply relevant terms, factors, concepts, and regional information to their tasks and mission.

**Culture**

The set of distinctive features of a society or group, including but not limited to values, beliefs, and norms, that ties together members of that society or group and that drives action and behavior.

**Culture capability**

The blend of individual competence in understanding the general characteristics of culture and the characteristics of specific cultures, derived from a cumulative set of cultural knowledge, skills, and attributes, to help forecast and favorably influence the behavior of the target group or society and accomplish assigned tasks.

**Culture fundamentals**

The knowledge of the major factors that describe any culture (e.g., values, beliefs, behaviors, norms, and other factors) and other aspects that describe a culture.

**Culture generalist**

An individual who possesses a sufficient level of cross-cultural competence and regional competence to effectively accomplish duties at their assigned level.

**Culture professional**

An individual with a highly advanced level of knowledge, skills, and attributes that pertain to the culture of a particular country or region of the world. The culture professional possesses a profound understanding of the most salient historic and present-day regional structural and cultural factors of a particular region of the world. This category of individuals requires some degree of proficiency in a foreign language.

**Culture self-awareness**

The knowledge and attributes regarding the diverse American cultures, including US military and interagency culture, and the potential biases that may exist.

**Culture skills**

The cognitive and behavioral abilities needed to work effectively in cross-cultural settings.

**Culture training**

Training designed to provide leaders and Soldiers with the knowledge, skills, and attributes to be effective when operating with people from other cultures. This training focuses both on the general or overarching characteristics and factors that define a culture and the more specific characteristics and factors that describe a specific region or country. It includes development of cross-cultural competence (culture general) and regional competence (culture specific).

**Foreign language capability**

An appropriate level of proficiency (familiarity up to highly skilled) in communicating in a foreign language. Foreign language capability increases in depth and breadth over time through training, education, and experience.

**Foreign language competence**

A demonstrated level of proficiency in a foreign language.

**Foreign language non-professional**

An individual whose specialty only requires a set of fundamental skills that can be used to overcome language barriers. However, this category could include individuals with some foreign language ability not required by their specialty or position.

**Foreign language professional**

An individual who possesses a foreign language capability, as defined in Interagency Language Roundtable Skill Level Descriptions, in one or more foreign languages and requires a foreign language to perform his or her primary specialty or duty position requirements.

**Impact of culture on military operations**

The ability to apply knowledge, skills, and attributes regarding culture to the planning and execution of military tasks in support of accomplishing the unit's mission.

**Influence**

The ability to shape others' attitudes and behavior through both direct and indirect approaches to include across cultural boundaries. It also includes negotiation and mediation.

**Institutional training**

Training, either individual or collective, that takes place in Army service schools, Army training centers, or other The Army School System locations. (AR 350-1)

**Operational training**

The operational training domain includes training activities that units undertake and are focused primarily on collective training. Collective training requires interaction among two or more individuals, and one or more organizations to perform tasks, actions, or activities that support the unit's mission. It includes the performance of supporting collective, individual, and leader tasks associated with each task, action, or activity. It includes training at home station, at combat training centers, at mobilization training centers, in joint training exercises, and while operationally deployed. (FM 7-0 Draft)

**Regional competence**

A set of knowledge, skills, and attributes related to a particular country, region, organization, or social group, which enables effective interaction with and/or adaptation to that specific culture.

**Self development training**

Training that is directed or self-motivated training which enhances and expands a leader's, Soldier's, or Department of the Army civilian's ability to progress in technical and leadership positions and improve their performance capabilities. Self-development training principally takes place while the individual is assigned to a unit or organization, but may also occur at school or during Army Modernization Training. (AR 350-1)

**Unit culture and foreign language capability**

The set of individual culture skills and foreign language skills needed within a unit to **enable** the execution of individual and collective tasks necessary for a unit to accomplish its assigned mission. The overall unit capability is created from the synergy of the individual culture and foreign language skills of a unit's leaders, Soldiers, and experts and includes a specific mix of proficiency levels, which will vary by unit, depending on the echelon of the unit and the mission assigned.

**Use of language tools**

An understanding of the means and materials available to assist in communication with foreign language speakers.