Agenda Item 4 – Cultural, Regional Expertise & Language Update

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Management Office (LRECMO)

10 June 2015
• Army CREL Strategy
• Career Development/PME (CREL GLOs)
• CREL Assessment Visits
• BACKUP
• Attachments
### Outcomes

<table>
<thead>
<tr>
<th>Levels</th>
<th>Description</th>
<th>ILR Standard</th>
<th>ILR Goal</th>
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</thead>
<tbody>
<tr>
<td><strong>Basic</strong></td>
<td>Basic awareness &amp; can apply in simplest situations&lt;br&gt;Individuals still require close &amp; extensive guidance&lt;br&gt;ILR Standard: 0+ / 0+ ILR Goal: 1 / 1</td>
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<td><strong>Full</strong></td>
<td>Thorough understanding &amp; can apply in routine &amp; non-routine situations&lt;br&gt;Can work independently with minimal guidance &amp; direction&lt;br&gt;ILR Standard: 1+ / 1+ ILR Goal: 2 / 2</td>
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<tr>
<td><strong>Master</strong></td>
<td>Extensive depth &amp; breadth of expertise &amp; can apply in highly complex &amp; ambiguous situations across range of disciplines&lt;br&gt;Acknowledged authority, advisor, and key resource in the organization&lt;br&gt;ILR Standard: 2 / 2 / 1+ ILR Goal: 3 / 3 / 3</td>
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</table>
Cross-Cultural and Regional Competencies

- Army Learning Coordination Council establishes general learning outcomes across cohorts to ensure sequential and progressive learning.
- Proponents develop standardized **CORE** lesson plans (a baseline of Cross Cultural Competency (3C)) and Region Specific Knowledge within the general purpose force.
- Centers of Excellence/Schools develop specific CREL Branch/MOS learning objectives.
- Monitor/assess through ALCC process as the ACFLS /ACRELS education implementation governance- continuous.

Character /Presence/Intellect (over the course of a career)

Basic to Fully Proficient (over the course of a career)
# Career Development (CREL GLOs)

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
<th>Stage 4</th>
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</thead>
<tbody>
<tr>
<td><strong>(Recruit – End IMT)</strong></td>
<td><strong>End of IMT – 7th Year</strong></td>
<td><strong>8th Year – 16th Year</strong></td>
<td><strong>17th Year and Beyond</strong></td>
</tr>
<tr>
<td>• <strong>Inculcate</strong> cultural self-awareness and appreciate the impact of culture on operations. (Presence)</td>
<td>• <strong>Implement</strong> knowledge of joint force, interagency, &amp; multinational capabilities/limitations, and legal considerations. (Intellect)</td>
<td>• <strong>Apply</strong> knowledge of joint force, interagency, &amp; multinational, capabilities/limitations, and legal considerations in a specific operational environment. (Intellect)</td>
<td>• <strong>Perform</strong> strategic leadership in a multi-cultural, JIIM environment. (Presence)</td>
</tr>
<tr>
<td>• <strong>Recognize</strong> the importance of cross-cultural competency. (Character)</td>
<td>• <strong>Apply</strong> cultural considerations when interpreting environment in planning and executing operations. (Character)</td>
<td>• <strong>Distinguish</strong> cross-cultural competency in planning and executing operations. (Character)</td>
<td>• <strong>Evaluate</strong> cross-cultural competency in synthesizing strategies, estimates, and campaign plans employing Unified Partners. (Intellect)</td>
</tr>
<tr>
<td>• <strong>Describe</strong> the relevance of fundamental cross-cultural skills. (Presence)</td>
<td>• <strong>Demonstrate</strong> enhanced cross-cultural communication and conflict resolution skills. (Character)</td>
<td>• <strong>Apply</strong> enhanced cross-cultural communication and conflict resolution skills. (Presence)</td>
<td>• <strong>Integrate</strong> critical culture elements into all Unified Land Operations. (Intellect)</td>
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<tr>
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<td>• <strong>Assess</strong> the implications of a unit’s actions and initiate cultural change to operate effectively within a specific environment. (Intellect)</td>
</tr>
</tbody>
</table>

**Character /Presence/Intellect (over the course of a career)**

**Basic to Fully Proficient (over the course of a career)**
**What:** To conduct CoE/Schools Culture in PME assessment data collection visits

**Purpose:** To complete Culture in PME assessment to identify the required level of support to CoEs/Schools

**Who:** CAC QAO, HQDA G3, HQ TRADOC G3, CAC CREL Management Office (LRECMO).

<table>
<thead>
<tr>
<th>Date</th>
<th>CoE</th>
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<tbody>
<tr>
<td>24 June 2015</td>
<td>Cyber CoE</td>
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<tr>
<td>25 June 2015</td>
<td>Maneuver CoE</td>
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<tr>
<td>26 June 2015</td>
<td>Aviation CoE and WOCC</td>
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<tr>
<td>29-30 June 2015</td>
<td>Maneuver Support CoE</td>
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<td>1 July 2015</td>
<td>Fires CoE</td>
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<tr>
<td>TBD</td>
<td>Sustainment CoE</td>
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<tr>
<td>TBD</td>
<td>Intel CoE</td>
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<tr>
<td>TBD</td>
<td>USASMA</td>
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<tr>
<td>TBD</td>
<td>AMEDD C&amp;S</td>
</tr>
<tr>
<td>TBD</td>
<td>NCOA</td>
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</tbody>
</table>
Questions

Contact:
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U.S. Army Combined Arms Center
Fort Leavenworth, KS 66027-2300
P: (913) 684-3345
DSN: 552-3345
http://usacac.army.mil/organizations/cace/lrec
Backup Slides
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TRADOC Culture Training and Education

Reserve Officers Training Corps

- Developed curricula, trained cadets, and mentored them while accompanying cadets to 6 countries for the CULP.
- Updated curricula for Warrior Forge 2013

Basic Officer Leader Course

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

Captains Career Course

- 15 hour Across Cultures block integrated into OC4 common core since 2009
- Currently assisting SALT in development of DL products for RC-CCC and OSD.

Command General Staff Officer College

- CGSOC JPME 1 Common Core - 53 hours of education supporting and expanding concepts related to cultural considerations for military plans and operations.
- GSOC Advanced Operations Course applies cultural analysis in 108 hours of practical exercise in the planning and execution of military operations (JOPP and MDMP).
- Resident CGSOC students have multiple language education opportunities.
- 4 regional studies programs offer 24 hour core courses combined with focused interdepartmental LREC electives.

Warrant Officer Career College

- 8 hour Cross-Cultural Negotiations TSP approved for use in the Warrant Officer Senior Service Education course

Basic Combat Training

- IMT-BCT IMI product approved for all Basic Combat Training courses.

Cultural Awareness/Cultural Understanding TSPs

- Cultural awareness and cultural understanding TSPs developed and approved by CAC (Mar 12)
- Distributed to each CoE to use in WLC, ALC, SLC, and other relevant courses.
- Each CoE was given guidance to modify and tailor to meet their specific training requirements

Cross-Cultural Negotiation

- Negotiations TSPs and training products developed in conjunction with the Air Force Negotiation Center of Excellence
- Negotiation guide provided to ILE, CCC, and WOCC; integrated into TCC TTT program for CoEs.
**Expected Outcome:** A comprehensive and balanced strategy that reflects best practices and is informed by emerging requirements for Foreign Language Proficiency, Regional Expertise & Cultural Capability that supports Army 2020 force structure / mission and “Future Force ARFORGEN”

Experiential Learning
- Situational Training
- Dilemma Exercises
- Key Leader Engagements
- FTX

ALRECS expectations: Emphasis on cultural awareness and understanding; less on language proficiency

Self-Assessment
- Current military experiences
- Follow-on assignment
- Educational background
- Learning style

**Assessment**

“Self-awareness”

“What to do”

Translate trained skills into actions

“How to think”

Skills Development
- Embedded in Army / functional tasks
- Doctrinal understanding
- Elemental language proficiency (Level 0+ / 1)

Situational Application
- Analytical understanding of environment
- Critical thinking / problem-solving
- Cultural / geo-political / JIIM awareness

**Experiential Learning**

- Situational Training
- Dilemma Exercises
- Key Leader Engagements
- FTX

**ALRECS expectations:** Emphasis on cultural awareness and understanding; less on language proficiency
Measure of Success

CJCSI 3126.01A Proficiency Levels corresponding with ACFLS targeted proficiency levels/ALDS Leader Attributes

Measure of Effectiveness

- **Character.** Demonstrate interaction and cross-cultural communications skills in order to effectively engage and understand people and their environment.
- **Presence.** Demonstrate communication, influence and negotiation skills essential for leaders to effectively operate in a JIIM environment.
- **Intellect.** Demonstrate a familiarization in a geographic region of current operational significance. In order to achieve this outcome an individual must leverage critical thinking and cognitive skills through organizing information that supports cultural self-awareness

Measure of Performance

**Basic proficiency**
1) Demonstrates a basic awareness of concepts and processes
2) Applies the competency in the simplest situations
3) Individuals operating at this level of proficiency require close and extensive guidance

**Fully proficient**
1) Demonstrates thorough understanding of core concepts and processes
2) Applies the competency in routine and non-routine situations
3) Individuals operating at this level of proficiency work independently with minimal guidance and direction

**Master**
1) Demonstrates extensive depth and breadth of expertise in advanced concepts and processes
2) Applies the competency in highly complex and ambiguous situations within and across disciplines
3) Individuals operating at this level of proficiency serve as an acknowledged authority, advisor, & key resource across the agency
# Army Leader Development Strategy

## CREL Expectations

<table>
<thead>
<tr>
<th>LT</th>
<th>CPT</th>
<th>MAJ</th>
<th>LTC</th>
<th>COL</th>
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</thead>
<tbody>
<tr>
<td><strong>Training</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Competent in extending influence across cultural boundaries</td>
<td>• Competent in cross-cultural influence</td>
<td>• Competent coordinator and collaborator across JIIM organizations</td>
<td>• Competent in coordinating across JIIM entities at the national strategic level</td>
<td>• Competent in coordinating across JIIM entities at the geo-political level</td>
</tr>
<tr>
<td>• Uses rudimentary foreign language skills</td>
<td>• Elementary language proficiency; able to satisfy minimum operational requirements</td>
<td>• Elementary language proficiency; can initiate and maintain conversation</td>
<td>• Elementary language proficiency; can initiate and maintain conversation</td>
<td>• Elementary language proficiency; can initiate and maintain conversation</td>
</tr>
<tr>
<td>• Achieved through Rosetta Stone online training</td>
<td>• Achieved through self development and home station</td>
<td>• Achieved through self development and home station</td>
<td>• Achieved through self development and home station</td>
<td>• Achieved through self development and home station</td>
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<tr>
<td><strong>Education</strong></td>
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<tr>
<td>• Understands influence of culture and the fundamentals of mission command and what is expected of individual initiative</td>
<td>• Develop a “culture of engagement”</td>
<td>• Displays judgment and agility in planning tactical operations in JIIM context</td>
<td>• Judgment and innovation in application of design principles to operational art in JIIM context</td>
<td>• Judgment and innovation in application of design principles to military art at the strategic and geopolitical levels in a JIIM context</td>
</tr>
<tr>
<td>• Achieved through additional academic support</td>
<td>• Advanced culture, language &amp; information skills</td>
<td>• Achieved through combination of military experience and professional military education</td>
<td>• Achieved through additional education</td>
<td>• Achieved through additional education</td>
</tr>
<tr>
<td>• Achieved through additional academic support, self development, and home station</td>
<td>• Achieved through additional academic support, self development, and home station</td>
<td>• Demonstrates mastery of FSO and ability to leverage JIIM capabilities to achieve operational objectives</td>
<td>• Confident operating in a JIIM environment</td>
<td>• Achieved through additional training and education</td>
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<tr>
<td><strong>Experience</strong></td>
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<tr>
<td>• Confident in JIIM capabilities in small unit operations</td>
<td>• Confident of JIIM capabilities at the operational level</td>
<td>• Confident operating in a JIIM environment</td>
<td>• Applies culture, language, and information thru actions, words and pictures</td>
<td>• Applies culture, language, and information thru interpersonal skills and being culturally astute within other cultures</td>
</tr>
<tr>
<td>• Achieved through multiple tours and additional training</td>
<td>• Understands how to apply JIIM capabilities</td>
<td>• Demonstrates mastery of FSO and ability to leverage JIIM capabilities to achieve operational objectives</td>
<td>• Capable to serve in a JIIM capacity on a TT, S-TT, IA, Joint or Multi-National Staff</td>
<td>• Capable to serve in a JIIM capacity on a TT, S-TT, IA, Joint or Multi-National Staff</td>
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<tr>
<td><strong>Desired End-state</strong></td>
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<tr>
<td>• Confident in cultural and foreign language skills</td>
<td>• Confident of cultural, language and information skills</td>
<td>• Expert at applying culture, language and information</td>
<td>• Achieved through additional training and education</td>
<td>• Achieved through additional training and education</td>
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<tr>
<td>• Achieved through combination of experience (deployments), self development, and home station</td>
<td>• Achieved through a combination of experience (deployments), more advanced and consistent self development, and home station</td>
<td>• Capable to serve in a JIIM capacity on a TT, S-TT, IA, Joint or Multi-National Staff</td>
<td>• Capable to serve in a JIIM capacity on a TT, S-TT, IA, Joint or Multi-National Staff</td>
<td>• Capable to serve in a JIIM capacity on a TT, S-TT, IA, Joint or Multi-National Staff</td>
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## CREL Expectations

<table>
<thead>
<tr>
<th></th>
<th>WO/CW2</th>
<th>CW3</th>
<th>CW4</th>
<th>CW5</th>
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</thead>
<tbody>
<tr>
<td><strong>Training</strong></td>
<td>• Cultural and Language awareness attained on basic level</td>
<td>• Technical/tactical systems competence in FSO in JIIM environment</td>
<td>• Rapidly determine innovative, adaptive solutions to address complex, ambiguous problem in a JIIM environment</td>
<td>• Understands JIIM complexity across cultures and uncertain coalitions</td>
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<tr>
<td></td>
<td>• Achieved through institutional, self development and home station training</td>
<td>• Cultural understanding attained</td>
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<td></td>
<td></td>
<td>• Achieved through additional training</td>
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<tr>
<td></td>
<td></td>
<td>• Basic language awareness</td>
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<td></td>
<td></td>
<td>• Achieved through additional self development</td>
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<tr>
<td></td>
<td>• Rapidly determine innovative, adaptive solutions to address complex, ambiguous problem in a JIIM environment</td>
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<tr>
<td></td>
<td>• Understands JIIM complexity across cultures and uncertain coalitions</td>
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<tr>
<td><strong>Education</strong></td>
<td>• Enhanced awareness of Cultural, Language, and Information effects on indigenous populations</td>
<td>• Comprehend systems integration &amp; management role in JIIM environment</td>
<td>• Tactical/Operational art understanding in JIIM environment</td>
<td>• Complex international, multi-cultural ethical dilemmas</td>
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<td></td>
<td>• Develops creative and critical thinking skills to solve complex problems</td>
<td>• Develop knowledge of culture, language, and information</td>
<td>• Culture, language, and information</td>
<td>• Achieved through self development and home station</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Achieved through institution, self development and home station</td>
<td>• Achieved through institution, self development and home station</td>
<td>• Culture, language, and information skills development</td>
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<td>• Attendance at foreign and sister service school exchange program</td>
<td>• Achieved through self development</td>
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<tr>
<td><strong>Experience</strong></td>
<td>• Actual and Virtual experience</td>
<td>• Continued Actual and Virtual experience</td>
<td>• Interagency exchange</td>
<td>• Master systems integrator, manager, &amp; advisor at BCT in JIIM operational environment</td>
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<td>• Achieved through deployments, role play scenarios, simulations, virtual reality...</td>
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<td>• International Officer sponsorship/exchange</td>
<td>• Foreign exchange</td>
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</table>
### Army Leader Development Strategy

#### CREL Expectations

<table>
<thead>
<tr>
<th>CPL/SGT</th>
<th>SSG</th>
<th>SFC</th>
<th>MSG/1SG</th>
<th>SGM/CSM</th>
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</thead>
<tbody>
<tr>
<td><strong>Training</strong></td>
<td>• Achieved through common core training to obtain TRADOC required Cultural Awareness level</td>
<td>• Know how to integrate available JIIM capabilities into mission</td>
<td>• Common core training with continuing self development, encouraging additional CA and FL training</td>
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</tr>
<tr>
<td><strong>Education</strong></td>
<td>• Understand the importance of culture and language and their impact on tactical operations</td>
<td>• Agile enough to move effectively through other cultures  • Achieved through institution, self development, and home station</td>
<td>Continue common core training and self development, with academic support, encouraging additional CA and FL training</td>
<td></td>
</tr>
<tr>
<td><strong>Experience</strong></td>
<td>• Actual and Virtual experience  • Achieved through deployments, role play scenarios, simulations, virtual reality...</td>
<td>• Able to employ JIIM capabilities in support of tactical mission</td>
<td>• Continued actual and virtual experience  • Achieved through deployments, role play scenarios, simulations, virtual reality...</td>
<td>• Coordinate and synchronize combined arms ops with allied and coalition forces</td>
</tr>
</tbody>
</table>
### Learning Objectives 1 (Character)
- Assess cultural perspectives and values different from one’s own; compare differences and sensitivities in order to modify one’s behavior, practices and language, and operate in a multi-cultural environment
  - Cross-cultural skills building
  - Cultural influence and military operations
  - ISD briefs “Know Your World”
- Apply cross-cultural communication skills
  - Army 360 Cultural Trainer

### Learning Objectives 2 (Presence)
- Develop communication skills that enable effective cross-cultural persuasion, negotiation, conflict resolution or influence
  - Local University media training
  - Cross-cultural negotiations
- Apply communications skills during cross-cultural negotiations
  - Role-play exercises
  - Key Leader Engagement exercise
- Develop confidence in learning and applying language skills
  - Introduction to a language through Rapport/Headstart 2 software
  - Additional language training

### Learning Objective 3 (Intellect)
- Apply culturally relevant terms, factors, concepts and regional information in the development of mission plans and orders
  - Insurgency overview and theory
  - Pattern and social network analysis and PE
  - COIN IPB and planning
- Assess and describe the effect that culture has on military operations specific to countries or regions of operational significance to the US
  - SWOT analysis country brief
  - Writing requirement: Analytical paper
  - Analytical paper presentation / discussion
  - CoE CFLP Lecture Series
  - Professional reading program

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- Prescriptive [P]
- Reinforced / Integrated [R/I]
- Professional Development [PD] – optional
Resource Examples

Websites

1. **AMERICA’S ARMY**
   - Our Profession – Living the Army Ethic

2. **Resource Centers**
   - Web addresses and contact information for various centers related to the Army's mission.

3. **Online Lesson Plans**
   - Examples of lesson plans designed for training and professional development.

4. **Training Packages**
   - Illustrated packages showcasing educational materials for various Army units.
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Governance Refinement

- February 2016: Brief at the next APLDF/CDOT/ALCC Approval from CG CAC/TRADOC Commander the way ahead

Evolving process with multiple stakeholders

- Monitor/assess through ALCC process as the ACFLS/ALRECS education implementation governance-continuous
- Coordinating TRADOC CREL stakeholder support for ACRELS campaign plan-ongoing
- Developing QAO standard to evaluate CoE compliance with ALCC approved GLOs-ongoing
- Established/continue developing a comprehensive website linked to ATN as a single entry point for CREL capabilities-ongoing

Way Ahead

- Per CAC CG guidance-ACFLS/ALRECS Implementation-continues
- Continue coordinating and synchronizing T&E support for CREL/RAF/7th WFF-ongoing

- Conducted ALCC GLOs gap analysis based on CJSI 3126.01A LREC Competencies
- September-November 2014: Assigning CREL POCs at CoEs/Schools and assessment of Culture in PME across TRADOC
- August 2014: Briefed CREL implementation at the Training Integration Forum (TIF)
- August 2014: Established LRECMO CREL WG
- August 2014: Identified FRAGO key tasks to CAC CFL Implementation OPORD/CFL Implementation Guidance

- September 2014: Supported OSD/DLNSEO/KU sponsored Language Training Center at CGSC/Conducting an assessment to expand its capabilities
- August 2014: Supported OSD/DLNSEO/KU sponsored Language Training Center at CGSC/Conducting an assessment to expand its capabilities

- November 2014: CAC LRECMO staffed CREL Strategy across TRADOC for HQDA

- Partnership with universities/DOD conferences/seminars/forums in support of CREL mission-ongoing

- Conducted ALCC GLOs gap analysis based on CJSI 3126.01A LREC Competencies
- August 2014-Established LRECMO CREL WG
- August 2014-Identified FRAGO key tasks to CAC CFL Implementation OPORD/CFL Implementation Guidance