



DEPARTMENT OF THE ARMY
HEADQUARTERS, UNITED STATES ARMY MANEUVER CENTER OF EXCELLENCE
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FORT BENNING, GEORGIA 31905-5000

REPLY TO
ATTENTION OF

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MEMORANDUM FOR Chief, Training Development Division (TDD), Directorate of Training Development (DOTD), Maneuver Center of Excellence (MCoE), Fort Benning, GA 31905

SUBJECT: Maneuver Center of Excellence Language, Regional Expertise, and Culture (LREC) Program Guidance

1. References:

(a) HQDA. Army Culture and Foreign Language Strategy (ACFLS), 1 December 2009 HQ TRADOC, Operations Order 11-013, subject: TRADOC Implementation of the Army

(b) Culture and Foreign Language Strategy, 18 May 2011

(c) CAC, Operations Order 11305-003 (CAC Implementation of the Army Culture and Foreign Language Strategy), 2 November 2011

(d) CJCS Memorandum, subject: Review of Military Education and Training Curriculum, 24 April 2012

(e) HQDA, TRADOC PAM 525-8-2, The United States Army Learning Concept for 2015, 6 June 2011

(f) Maneuver Leaders Development Strategy, DRAFT V2.0, 21 JAN 2013

(g) "Strategic Leader Culture Awareness: A Professional Imperative," US Army War College White Paper.

(h) MCoE FY13 Annual Command Training Guidance, 30 Nov 12 (paragraph 6e, Foreign Language and Cultural Integration)

2. Purpose: To provide guidance for implementation of the Maneuver Center of Excellence (MCoE) Culture and Foreign Language Program (CFLP) IAW references a, b, c and d.

3. Situation: Lessons learned from operations in the Balkans, OIF and OEF identified gaps in culture, regional, and foreign language competencies that limited operational

and planning effectiveness. Our nation continues to confront conventional and non-conventional threats. In a globalized world, the Army confronts these threats throughout the world and increasingly does so with joint, interagency, inter-government, and multinational (JIIM) partners. Our Soldiers deploy globally at times with little forewarning and operate with partners from different cultural backgrounds. Where operations are distributed, junior leaders will be called upon to make independent assessments in complex situations that cannot be fully foreseen. Soldiers need the capability to rapidly adapt and operate effectively in any foreign environment.

(a) **Cultural Competence:** Cultural competence is one component of comprehensive Soldier and leader development. Culturally competent Soldiers and leaders possess the knowledge and skills necessary to understand the cultural aspects of their operational environment in order to shape, exert influence, and consolidate gains within that environment. In defining cultural competencies, the recently revised CJCSI 3126.01A delineates twelve capabilities broken down into three domains (See Figure 1):

(b) The CJCSI 3126.01A also delineates three proficiency levels: Basic, Fully



Proficient, and Master (For a more detailed explanation of the competencies and proficiency levels, see Attachment 2: Cultural Advisors Info Paper: CJCSI 3126.01A, The new Joint Requirements for Culture and Region, Adam L. Silverman, PhD).

(c) Cultural knowledge is comprised of two domains: 1) general cultural (operational cultural or socio cultural) knowledge and 2) regionally or culturally specific knowledge. General Cultural Knowledge (Operational Culture or Socio Cultural) is comprised of broad topical areas that are relevant to all groups and regions and can be thought of as

“Macro Culture.” General cultural knowledge helps leaders gain greater situational awareness when they find themselves in unfamiliar or unpredictable situations (from War College White Paper “Strategic Leader Cultural Awareness: A Professional Imperative”). Cultural general training and development provide the foundation for subsequent regionally or culturally specific knowledge, which is much more detailed, locally or regionally specific, and usually requires immersion or access to native populations to obtain.

(d) The application of cultural competence involves applying general and specific knowledge toward the skills of conducting cross cultural assessment and engagement. In order to shape, influence, and consolidate gains within an operating environment, Soldiers must be able to:

- (1) Build effective relationships
- (2) Negotiate
- (3) Build consensus
- (4) Understand local and regional political, military, economic, social, information, and infrastructure concerns and apply them to the planning and execution of the full range of military operations in a JIIM environment
- (5) Conduct Key Leader Engagements
- (6) Understand complex environments
- (7) Communicate cross culturally either through interpreters or *through develop language proficiency.*

4. LREC Mission: The MCoE Language, Regional Expertise and Culture (LREC) program develops students, cadre, and leaders with the cross-cultural competencies to effectively conduct and lead Infantry, Armor, and Cavalry unit missions across the full range of military operations within a JIIM environment.

(a) **Intent:** MCoE will develop culturally competent military leaders through training and education that achieves the following goals:

- (1) Inculcates respect for other cultures: develops awareness of cultural biases and differences, ours and theirs; and provides knowledge and techniques to minimize cultural friction. Students will value learning about other cultures, foreign languages, regions and develop awareness to operate with a culturally sensitive lens. Midgrade leaders will be able to identify and mitigate cultural friction among their Soldiers.

(2) Develops cross-cultural skills to rapidly adapt, assess, and operate effectively at the tactical level in any cultural environment. Students at the MCoE will demonstrate essential cross-cultural skills to gain situational awareness and effectively engage with and operate among foreign populations. Midlevel leaders will have basic skills to influence foreign populations to achieve military mission objectives.

(3) Trains and educates our midlevel leaders to operate effectively with JIIM partners and build partner capacity. This includes knowledge of partner cultures, ways they operate, techniques to effectively operate with and advise them, and to build the capacity of our partners.

(4) Educates our leaders to incorporate population and cultural factors into planning for unified land operations; know the major cultural and regional considerations for military decision making and planning; and demonstrate the intellectual agility to apply this knowledge in any cultural and regional environment.

(b) **Endstate:**

(1) Students, cadre and leaders throughout the MCoE enterprise:

(a) Value learning about other cultures, foreign languages, and regions

(b) Demonstrate essential cross-cultural skills to gain situational awareness and effectively engage with and operate among foreign populations and JIIM partners.

(c) Demonstrate basic skills to shape operations and influence foreign populations to achieve military mission objectives and consolidate gains.

(2) MCoE structured and resourced to support life-long LREC learning for Infantry, Armor, and Cavalry Soldiers and leaders throughout the DOTMLPF spectrum.

5. Execution: The MCoE will integrate LREC throughout the DOTMLPF spectrum along three lines of effort (See Figure 2):

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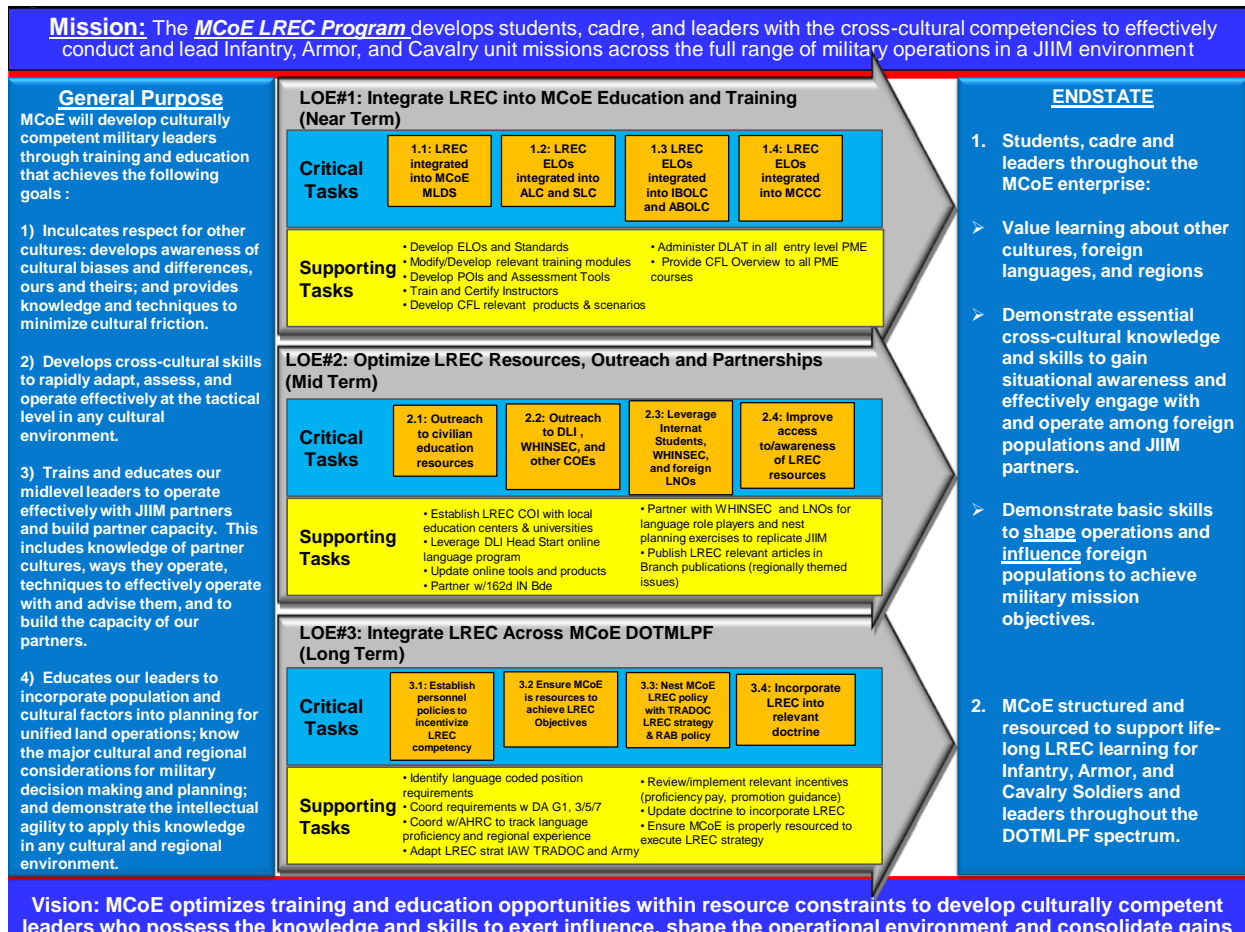


Figure 2: MCoE LREC Strategy Map

(a) **Line of Effort #1: Integrate LREC into MCoE Education and Training.**

(1) Critical Task 1.1 (OPR: DOTD): LREC learning outcomes will be nested within the Maneuver Leader Development Strategy. (See Enclosure 1 for LREC Learning Outcomes). Supporting tasks include:

(a) Identify instructor and leader training requirements and ensure these are nested within ABIC, as appropriate.

(b) Identify relevant metric to determine efficacy of LREC training and education.

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(2) Critical Task 1.2 (**OPR: NCOA**): LREC Learning Objectives will be integrated into the Advanced Leader and Senior Leader Courses IAW Enclosures 2 & 3.

Supporting tasks include:

- (a) Identify relevant training modules in which to accomplish learning objectives
- (b) Develop/modify all relevant POIs to determine ways and methods of assessment for learning outcomes
- (c) Train and certify all instructors with the assistance of the CFLA
- (d) Develop/modify planning and training products to optimize regionally and culturally specific education

(3) Critical Task 1.3 (**OPR: IN and AR Branch Commandants**): LREC Learning Objectives will be integrated into the Infantry and Armor Basic Officer Leader Courses IAW Enclosure 4. Supporting tasks include:

- (a) Identify relevant training modules in which to accomplish learning objectives
- (b) Develop/modify all relevant POIs to determine ways and methods of assessment for learning outcomes
- (c) Train and certify instructors
- (d) Develop/modify planning and training products to optimize regionally and culturally specific education

(4) Critical task 1.4 (**OPR: IN and AR Branch Commandants**): LREC Learning Objectives will be integrated into the MCCC IAW Enclosure 5. Supporting tasks include:

- (a) Identify relevant training modules in which to accomplish learning objectives
- (b) Develop/modify all relevant POIs to determine ways and methods of assessment for learning outcomes
- (c) Train and certify instructors

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(d) Develop/modify planning and training products to optimize regionally and culturally specific education

(a) Line of Effort #2: Optimize LREC Resources; Conduct Outreach to LREC Community of Interest and Build Partnerships to enhance LREC Training and Education.

(1) Critical Task 2.1 **(OPR DOTD)**: Outreach to civilian education resources: The MCoE will partner with civilian institutions in order to increase access to alternative LREC self development programs, share best practices and collaborate on POI development, obtain SMEs and guest speakers/instructors, and mitigate resource constraints by leveraging partnerships.

(2) Critical Task 2.2 **(OPR: DOTD)**: Outreach to DLI, WHINSEC, and other COEs. In order to optimize resources and share best practices, DOTD will also establish a military community of interest (COI) with all applicable institutions.

(3) Critical Task 2.3 **(OPR: DOTD)**: Leverage International Students, WHINSEC and foreign LNOs. DOTD will work with course managers to take advantage of opportunities to utilize our international students and foreign LNOs to provide regionally specific knowledge and expertise to MCoE students ISO LREC learning outcomes.

(4) Critical Task 2.4 **(OPR: DOTD)**: Improve Access to and Awareness of LREC Resources. The CFLA will provide LREC briefings for all PME courses in order to inform MCoE Soldiers, cadre and leaders about LREC learning outcomes and to orient them to the resources available. The CFLA will leverage BlackBoard to facilitate access to CFL resources. The CFLA will establish access to online language training resources for students, cadre and leaders.

(b) Line of Effort #3: Integrate LREC Across the MCoE DOTMLPF.

(1) Critical Task 3.1 **(OPR: Branch Commandants)**: Establish personnel policies to incentivize progressive development of LREC competencies. Branch proponents will review and update DA PAMs 600-3 and 600-25 to ensure that LREC training, education, and experience outcomes are reflected in personnel policies, professional development, and promotion guidance. Branch proponents will engage AHRC regarding methods to track and monitor language proficiency and regional alignment for Infantry, Armor, and Cavalry Officers and NCOs.

(2) Critical Task 3.2 **(OPR: G6 & G8)**: Ensure MCoE possess all requisite resources to accomplish LREC objectives.

(3) Critical Task 3.3 **(OPR: CDID)**: Nest MCoE LREC Policy with TRADOC and

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ARMY LREC strategy and Regionally Aligned Brigades guidance. Pending guidance from the forthcoming Army LREC strategy and Regionally Aligned Brigades concept, branch proponents will conduct all requisite analysis and prepare policy recommendations regarding language coded positions and foreign language proficiency pay incentives. CDID will synchronize branch proponent input for MCoE engagement with DA G1 and DA G3/5/7.

(4) Critical Task 3.4 (**OPR: DCTD**): Incorporate LREC into all relevant doctrine.

6. POC for the MCoE Language Regional Expertise and Culture Strategy and its implementation is LTC Trevor O. Robichaux, Commercial (706) 545-8732, DSN 835-8732, E-mail: trevor.o.robichaux.mil@mail.mil.

5 Encls

1. Culture and Foreign Language Training Outcomes
2. CFL Learning Outcome Synch Matrix for ALC
3. CFL Learning Outcome Synch Maxtrix for SLC
4. CFL Learning Outcome Synch for ABOLC and IBOLC
5. CFL Learning Outcome Synch Matrix for MCCC

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