

USACC Pamphlet 145-9-1

International Programs

**Cultural Awareness
Training Program**

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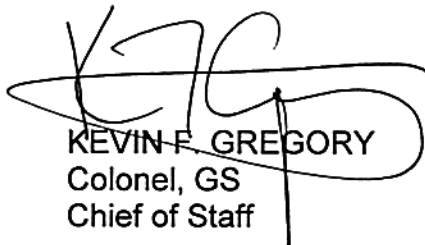
International Programs

CULTURAL AWARENESS TRAINING PROGRAM

FOR THE COMMANDER:

OFFICIAL:

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History. This publication is a new U.S. Army Cadet Command pamphlet.

Summary. This publication is the training plan for U.S. Army Cadet Command Cultural Awareness Training Missions. This document explains the learning outcomes and methodology used to deploy Cadets abroad during summer training

Applicability. This pamphlet applies to Headquarters, U.S. Army Cadet Command (USACC), subordinate units, and supporting commands.

Proponent and Exception Authority. The proponent for this pamphlet is the USACC Deputy Chief of Staff, G3. The proponent has the authority to approve exceptions or waivers to this pamphlet that are consistent with controlling laws, regulations, and USACC policies. Activities may request a waiver to this pamphlet by providing justification that includes a full analysis of the expected benefits and must include formal review by the activity's senior legal officer. All waiver requests will be endorsed by the commander or senior leader of the requesting activity and forwarded through their higher headquarters to the policy proponent.

Army Management Control Process. N/A.

Supplementation. Supplementation of this pamphlet and establishment of local forms are prohibited by subordinate commands of USACC.

Suggested Improvements. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to HQ, USACC, ATTN: ATCC-DE, Fort Knox, KY 40121-5123.

Distribution. Distribution of this pamphlet is intended for HQ USACC and its subordinate units. Distribution is in electronic format only.

Summary of Change

USACC Pam 145-9-1
Cultural Awareness Training Program

- This is a new publication.

Contents

Chapter 1 - Introduction	1
1-1. Purpose	1
1-2. References	1
1-3. Explanation of Terms.....	1
1-4. Responsibilities.....	1
Chapter 2 – Program Overview	1
Chapter 3 - Authorities	2
Chapter 4 - Training Objectives	2
4-1. USACC Leader Development Objectives	2
4-2. USACC Cultural Awareness Training Program Objectives.....	2
4-3. Cadet Overseas Training Mission Learning Outcomes	4
Chapter 5 - Assessment	5
5-1. Pre-Mission Preparation.	5
5-2. Cadet Deliverables.	5
Chapter 6 - Cultural Awareness Training Missions	5
6-1. Concept	5
6-2. Mission Types.....	6
6-3. Mission Composition – Task Organization	7
6-4. Duties and Responsibilities	8
Chapter 7 - Country Selection	9
Chapter 8 - Mission Planning	9
Chapter 9 - Cadre	10
9-1. Cadre Selection	10
9-2. Cadre Development.....	10
Chapter 10 - Cadets	10
10-1. Cadet Selection	10
10-2. Cadet Acceptance – Requirement for Commissioning	11
10-3. Cadet Country Assignment.....	11
10-4. Cadet Pay.....	11
APPENDIX A – References	12
Section I – Required Publications	12
Section II – Prescribed Publications	12
Section III – Prescribed Forms	12
APPENDIX B – ROTC Outcomes / LREC Competency Cross-Walk	13
APPENDIX C – CJCS 3126.01A LREC Competencies	14
C-1. Core Culture Competencies.....	14
C-2. Regional Competencies.....	16
C-3. Leader / Influence Function Competencies.....	17
APPENDIX D – Mission Commander Course Schedule	22
APPENDIX E – Cadet Pre-Deployment Schedule	23
GLOSSARY	24
Section I – Acronyms and Abbreviations	24
Section II – Terms.....	26

Chapter 1 - Introduction

1-1. Purpose

The purpose of this publication is to outline the planning, resourcing, and execution of cultural awareness training missions.

1-2. References

References are listed in Appendix A.

1-3. Explanation of Terms

Acronyms and special terms used in this pamphlet are explained in the Glossary.

1-4. Responsibilities

The Director of Leader Development and Education (DOLDE) is responsible for managing this training program through the International Programs Division.

Chapter 2 – Program Overview

a. Future Army leaders must be capable of operating in complex operational environments throughout the world. To succeed, they must interact with the populace, security forces, governing officials, and others with influence. Leaders must understand how the local culture affects the environment, and take this into account when executing military operations. Cultural awareness training begins during pre-commissioning training. All Cadets receive cross-cultural training, and select Cadets deploy to locations around the world for experiential cultural awareness training. These deployments – Cadet overseas training missions (COTMs) – develop astute future leaders, while helping build and strengthen strategic relationships.

b. The focus of COTMs is developing cultural competencies. The Capabilities Based Requirements Identification Process used by the Chairman of the Joint Chiefs of Staff and Combatant Commands has shown it is possible to need regional expertise and/or cultural knowledge without needing language proficiency, but that it is highly unlikely to need language proficiency without also needing regional and/or cultural competence¹. While language capabilities are critical to the success of future missions, the primacy of training outcomes for COTMs is culture in much the same manner as the Army Culture, Regional Expertise, and Language (CREL) strategy prioritizes culture.

c. Learning outcomes for Cadets participating in COTMs are nested within Army Leader Competencies and ROTC Leader Development Outcomes.

¹ Chairman of the Joint Chiefs of Staff Instruction 3126.01A: Language, Regional Expertise, and Culture (LREC) Capability Identification, Planning, and Sourcing, 31 January 2013.

Chapter 3 - Authorities

AR 350-1 directs TRADOC to be responsible for a program to incentivize cultural studies. This program, pursuant to approval, may include monetary and non-monetary incentives as well as the opportunity for overseas language and cultural immersions. COTMs are Cadet Professional Development Training opportunities which fulfill this requirement. The number of countries visited and Cadets trained is subject to budget and personnel constraints.

Chapter 4 - Training Objectives

4-1. USACC Leader Development Objectives

a. US Army Cadet Command (USACC) commissions officers and leaders of character who are innovative, agile, adaptive, possess critical thinking and problem solving skills, are able to assess / analyze information, and demonstrate the initiative to operate in uncertain environments, deliver results, and thrive in chaos. Cultural training prepares Army leaders to successfully communicate and interact with people of other cultures. Cultural competencies and capabilities broaden the context in which ROTC Leader Development Outcomes are applied.

ROTC Leader Development Outcomes		
Live Honorably and Build Trust	Make Sound and Timely Decisions	Pursue Excellence and Continue To Grow
Demonstrate Intellectual, Military and Physical Competence	Develop, Lead and Inspire	Seek Balance, Be Resilient and Demonstrate a Strong and Winning Spirit
Think Critically and Creatively	Communicate and Interact Effectively	

Figure 1 - ROTC Leader Development Outcomes

4-2. USACC Cultural Awareness Training Program Objectives

a. In support of U.S. Army Culture and Foreign Language Strategy, USACC conducts cultural awareness training missions to OCONUS venues of strategic importance to the Army². COTMS provide SROTC Cadets the opportunity to develop culture competencies and regional expertise within an environment organized for development of officer leader skills.

b. The Chairman of the Joint Chiefs of Staff Instructions, (CJCSI) 3126.01A provides clear guidance regarding Language, Regional Expertise, and Culture (LREC) competencies. USACC Cadets are expected upon completion of overseas training to understand and be able to apply LREC competencies on future missions as junior officers.

² HQDA EXORD 070-11 - Army Culture and Foreign Language Strategy (FOUO), 20 January 2011.

Regional Expertise and Culture Competencies		
Core Culture Competencies	Regional Competencies	Leader / Influence Function Competencies
Understanding Culture	Applying regional Information	Building Strategic Networks
Applying Organizational Awareness	Operating in a Regional Environment	Strategic Agility
Cultural Perspective Taking		Systems Thinking
Cultural Adaptability		Cross-Cultural Influence
		Organizational Cultural Competence
		Utilizing Interpreters

Figure 2 - Regional Expertise and Culture Competencies³

c. These LREC competencies are nested within the Army leader competencies, and support Cadet leader development. According to the Army CREL strategy⁴, a direct linkage exists between Army leader competencies as defined in the Army Leader Development Strategy, and the complementary and reinforcing CREL competencies. Similarly, the regional expertise, and culture competencies are nested within ROTC outcomes.⁵

ALDS Competencies		
Leads	Develops	Achieves
Leads Others	Creates a Positive Environment / Fosters Esprit de Corps	Gets Results
Builds Trust	Prepares Self	
Extends Influence Beyond the Chain of Command	Develops Others	
Leads by Example	Stewards the Profession	
Communicates		

Figure 3 - Army Leader Development Competencies⁶

d. While participating in COTMs, Cadets experience practical application of leader competencies as they plan, train, and interact with host nation personnel. The LREC competencies and training completed before, during, and after deployment give Cadets practical field experience working with coalition partners and assessing the impact of cultural difference on military operations.

³ CJCSI 3126.01A.

⁴ Army Strategy for Culture, Regional Expertise, and Language Strategy, Annex D, Draft, 29 September 2014.

⁵ See Appendix B – ROTC Outcomes / LREC Competency Cross-Walk

⁶ Army Doctrine Publication 6-22, Army Leadership, Change No. 1, 10 September 2012.

e. While the primary purpose of COTMs is Cadet leader development, the missions are integrated into Army Service Component Command (ASCC) and Combatant Command (COCOM) security cooperation plans. HQDA EXORD 070-11 implemented Army Culture and Foreign Language Strategy (ACFLS) and directed USACC to, “Develop and implement pre-commissioning study abroad and summer Cadet language and culture immersion training deployments ISO Army security cooperation objectives.”⁷

f. Cadet deployments support security cooperation objectives by building or reinforcing critical strategic relationships. Security cooperation goals include operational capacity building, human capacity/human capability development, international suasion and collaboration and operational access/global freedom of action.⁸

4-3. Cadet Overseas Training Mission Learning Outcomes

All learning is focused on LREC competencies; Cadet learning outcomes reflect these twelve competencies.⁹ Upon completion of cultural awareness missions, Cadets are expected to:

a. Understand the dimensions and elements of culture, and be knowledgeable on how these factors influence military operations and the impact on military organizational policies and programs.

b. Have an awareness of personal or organizational biases and assumptions; able to appreciate how actions are perceived by host nation personnel; able to adapt personal and organizational actions accordingly.

c. Analyze regional components of culture and assess the political, military, economic, social, information, infrastructure, physical environment, and time (PMESII-PT) operational variables and the impact on operations.

d. Understand importance of collaboration among diverse organizations, and how individual and organizational actions affect strategic relationships.

e. Understand and assess the strategic impact of actions.

f. Understand the interaction of diverse friendly and enemy actors and apply this understanding to problem solving and decision making.

g. Understand the importance of maintaining cross-cultural capabilities personally and within an organization.

h. Use interpreter to effectively interact with host nation personnel to operate effectively.

⁷ HQDA EXORD 070-11 - Army Culture and Foreign Language Strategy (FOUO), 20 January 2011.

⁸ Department of the Army Pamphlet 11-31, Army Security Cooperation Handbook, 5 March 2013.

⁹ See Appendix C - CJCSI 3126.01A Extract

Chapter 5 - Assessment

5-1. Pre-Mission Preparation.

a. Cadets complete a survey developed by the Army Research Institute (ARI) to measure a baseline level of cultural awareness. Cadets conduct pre-mission study and research using a structured program developed by the TRADOC Culture Center (TCC) focused on LREC competencies. Cadets focus on the mission venue assigned when researching regional expertise competencies. Cadets analyze the operational variables of political, military, economic, social, information, infrastructure, physical environment, and time (PMESII-PT) to gain background knowledge of the history and cultural factors affecting the mission.¹⁰ Additionally, Cadets study survival language skills pertaining to the mission country. Cadets receive final mission training in conjunction with Soldier readiness processing (SRP) and pre-deployment preparation at Ft. Knox.¹¹

b. Upon redeployment, Cadets complete the ARI survey in conjunction with reverse SRP and out-processing. This post-mission survey measures increased cultural awareness. Cadets and team leaders conduct an outbrief to assess and reinforce learned LREC competencies. This LREC assessment is incorporated into a Cadet OER providing team leader feedback to Cadets on their leadership performance. This assessment is not uploaded into Cadet Command Information Management Module (CCIMM) nor included in formal USACC accession order of merit calculations. The PMS will use the Cadet OER as a developmental tool to refine the individual Cadet's developmental plan.

5-2. Cadet Deliverables.

Cadets will complete pre- and post-mission online assignments and a reflection paper focused on the cultural lessons learned throughout the mission. Teams present a mission outbrief to USACC International Programs personnel during out-processing.

Chapter 6 - Cultural Awareness Training Missions

6-1. Concept

USACC conducts COTMs to provide opportunities for Cadet cultural awareness training. Teams of Cadets deploy to various strategic regions ISO Army Security Cooperation activities with partner nations. COTMs will be fully integrated into Cadet Summer Training (CST); mission window for deployments is approximately 15 MAY – 15 AUG. Senior USACC personnel in the rank of LTC serve as the Mission Commander for each mission venue (partner nation), assisted by a Mission XO in the rank of MAJ, also from USACC. Personnel from outside USACC serve as cadre team leaders. Team leaders (O3/E7) will be responsible for a team of eight Cadets. Teams will assemble at Fort Knox, KY (FKKY) in order to conduct SRP, deploy to conduct a 23

¹⁰ FM 3-24.2, Tactics in Counterinsurgency, 19 April 2009.

¹¹ See Appendix E – Cadet Pre-deployment Schedule

day culture and language training mission, and redeploy to FKKY to conduct reverse SRP. COTMs are conducted in six phases.

a. Phase I. (Mission Assignment). Phase I begins when USACC receives prioritized list of countries from DA DCS, G3/5/7. USACC develops COAs to balance training effectiveness with funding and personnel constraints. This phase ends when USACC has received final approved mission venues.

b. Phase II (Personnel Selection). Phase II begins with publication of the CULP OPORD as an annex to Cadet Summer Training OPORD and concludes with the selection and assignment of cadre and Cadets to mission countries.

c. Phase III (Preparation). Phase III begins when Cadets and cadre are selected and assigned to mission countries. By-name deployment rosters will be finalized NLT the Mission Commander course to allow mission commanders and CULP staff to review rosters at the course and facilitate initial contact. Mission commanders are responsible for assigning pre-mission preparation tasks and tracking completion by assigned Cadets and cadre. This phase concludes as each team assembles at the pre-deployment site and begins Soldier Readiness Processing (SRP).

d. Phase IV (Pre-Deployment). Phase IV begins when cadre and Cadet teams begin pre-deployment training at Fort Knox, KY, and ends when Cadet teams begin deployment to the mission venue. During pre-deployment training, Cadets will meet their team leader, and conduct a medical and personnel review to ensure all Cadets are prepared for deployment. Teams will receive standards of conduct training, as well as reinforcement training on LREC competencies. Cadets are fully prepared to execute the mission and represent the Army and USACC upon completion of this phase. (See Appendix E Cadet Pre-deployment Training Schedule).

e. Phase V. (Execution) Phase V includes movement to mission venue, execution of COTMs, and return to FKKY.

f. Phase VI. (Post-Deployment) Phase VI begins when cadre and Cadet Teams return to FKKY. Cadre and Cadet Teams execute reverse SRP, the after action review process, budget reconciliation, post-mission survey and assessment, and return to HOR/SOR. Phase VI ends upon arrival at HOR/SOR.

6-2. Mission Types

a. Cadet English Language Training Teams (CELTT)

(1) Purpose: Teach conversational English to partner nation cadets/soldiers.

(2) Objectives:

(a) Cadets apply LREC competencies and learn about host nation culture and military during interaction.

(b) Improve language capability of partners.

(c) Cadets develop training and lesson plans.

b. Military to Military Engagements (Mil-to-Mil)

(1) Purpose: Cadets conduct military training in conjunction with (ICW) host nation military.

(2) Objectives:

(a) Cadets apply LREC competencies during interaction.

(b) Develop military skills.

(c) Compare US Army and host nation practices to gain an appreciation of challenges of joint, interagency, inter-governmental, multi-national (JIIM) operations.

c. Humanitarian Assistance (HA) Missions

(1) Purpose: Cadets conduct HA ICW host nation military.

(2) Objectives:

(a) Cadets apply LREC competencies during interaction.

(b) Engage with civilians and non-governmental organizations (NGOs) in host nation.

(c) Support security cooperation to reinforce legitimacy of host nation military among local populace.

(d) Cadets familiarized with non-governmental organization NGO culture and methods.

d. Cadet English as a Second Language Training: As part of COTM training, selected Cadets from Puerto Rico programs will attend ESL training at Defense Language Institute English Language Center (DLIELC), Lackland AFB, TX. Mission Commander, XO, and team leaders meet COTM cadre standards. Deployment will be direct from Puerto Rico to Lackland AFB.

6-3. Mission Composition – Task Organization

A mission is led by a USACC LTC who is responsible for planning, coordinating, and executing all operations in his/her assigned country. Teams of eight Cadets will deploy to the country to conduct training; these teams will be led by senior NCOs or company grade officers from supporting commands. Teams may deploy simultaneously or sequentially depending on the training goals and capacity of the host nation.

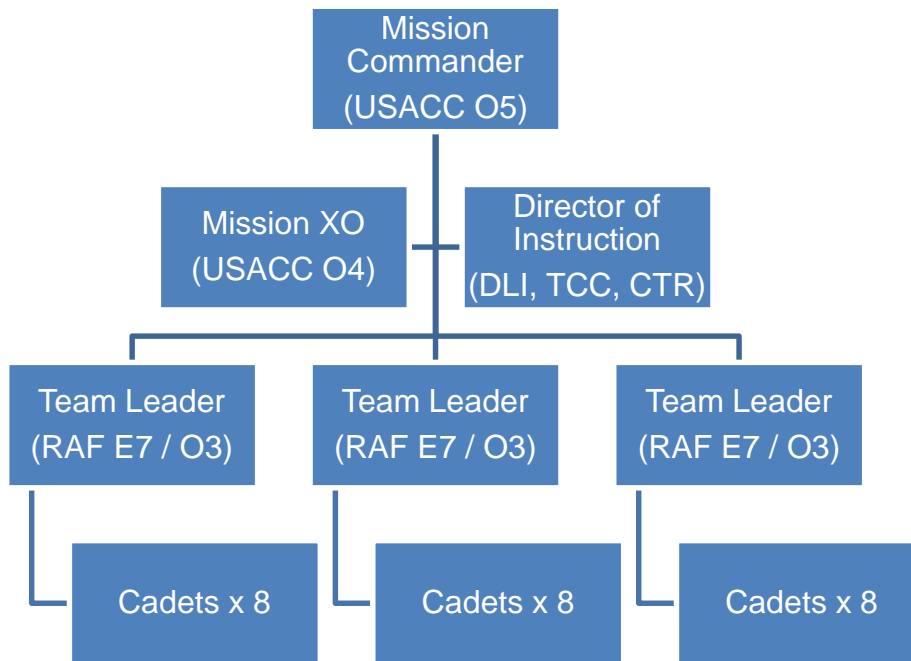


Figure 4 - Cadet Overseas Training Mission Task Organization

6-4. Duties and Responsibilities

a. Mission Commander (USACC LTC). The mission commander (MC) is the primary trainer and mentor for all personnel deploying to a mission country. The MC receives initial scheduling and plans from IPD regional program managers, then conducts all planning and coordination with the host nation and embassy personnel. The MC will conduct a pre-deployment site survey (PDSS) to recon training venues, meet host counterparts, finalize training plans, and coordinate logistics support with embassy and host nation. Upon completion of the PDSS, the MC will backbrief USACC chain of command to gain mission approval. The MC trains and mentors team leaders and Cadets during pre-mission preparation and mission execution. He/she will ensure team leaders are tracking Cadet completion of pre-mission tasks.

b. Mission XO (Assistant MC) (USACC MAJ). Missions may be assigned a mission XO (MXO) who serves as the assistant mission commander, and is able to assume mission commander responsibilities in the event the MC is unable to lead a mission. This is especially critical in countries that require long-lead preparation such as obtaining official passports, visas, or immunizations that require a series or completion well in advance of arrival. The MXO will assist the MC in all planning and execution, and will attend the PDSS to ensure he/she is able to fulfill MC duties if required.

c. Team Leader (Regionally Aligned Forces (RAF)/ ASCC SFC/CPT). Team leaders are the hands-on trainers that lead teams of Cadets during pre-mission training, mission

execution, and post-mission assessment. They are responsible for executing the training plan and mentoring Cadets to ensure learning outcomes are met. TLs are sourced from RAF forces and ASCCs to enable TLs to gain in-theater experience while mentoring Cadets. TLs lead and escort Cadets during all phases of deployment and pay for logistics for the team. TLs are issued a government unit travel card (GUTC) to pay for all team members; Cadets do not have individual government travel cards and must be escorted at all times. To provide depth should a Cadet(s) need to travel separately, an alternate TL is assigned for each 3-team mission.

d. Director of Instruction (DLI, TCC, Contractor). For CELTT and select mil-to-mil missions, a Director of Instruction (DOI) is assigned to assist in assessing the language capability of host nation personnel, developing lesson plans, and reinforcing cultural LREC competencies and learning outcomes. DOIs are subject matter experts sourced from the Defense Language Institute, TRADOC Culture Center, contracted personnel, or other agencies. DOIs will mentor Cadets and assist team leaders with training execution.

Chapter 7 - Country Selection

a. Countries are selected based on priorities established by Combatant Commands and Army Service Component Commands ISO security cooperation objectives. Department of the Army (DA) DCS, G-3/5/7 (DAMO-SSR) receives requests from ASCCs for COTMs. These requested missions are part of the ASCC security cooperation plans which are approved by the supported COCOM. DA DCS, G-3/5/7 will prioritize requests and provide guidance to USACC. Missions will not include training venues within US states and territories including any COCOM or ASCC headquarters in US states and territories, even if foreign military interaction is available at these locations.

b. Upon receipt of DA priorities, USACC International Programs Division (IPD) will develop courses of action that assess cost, training objectives, ease of access, and other factors to meet directed priorities while maximizing training value of COTMs. COAs will be submitted through TRADOC to DA G3/5/7 (DAMO-SSR) for approval.

Chapter 8 - Mission Planning

a. IPD regional program managers (RPMs) coordinate missions within their AORs with the Office of Defense Cooperation (ODC) upon finalization of mission venue for the upcoming summer missions. RPMs develop a concept of operations in conjunction with ODC to plan dates, mission types, numbers of Cadets, and PDSS dates. These concepts are briefed and handed over to mission commanders during the mission commander course. Level of detail in these CONOPS vary widely depending upon the ability of the host nation to conduct long-range planning. Mission commanders conduct the PDSS and conduct detailed training and logistics planning and coordination. RPMs assist throughout the process to aid mission commanders and facilitate planning.

b. Mission commanders will develop detailed training schedules and associated learning outcomes for all missions. Additionally, they will develop supporting logistics and finance plans, anti-terrorism / force protection plans, and deliberate risk assessment worksheets. Mission commanders will brief the plans to senior USACC leadership for approval.

Chapter 9 - Cadre

9-1. Cadre Selection

Mission commanders and executive officers are USACC LTC/MAJ respectively. Brigades are tasked to resource these personnel. Team leaders are resourced from Regionally Aligned Forces (RAF) and ASCCs. DA DCS, G-3/5/7 tasks these leaders after receiving requirements from IPD designating the number of leaders required for each country.

9-2. Cadre Development

a. Mission commanders and XOs attend a five-day course to prepare them to plan and execute COTMs. The focus of the course is LREC competencies and training plan development to meet learning outcomes. Attendees receive training on methods and tools to train Cadets. Additionally, the course teaches all financial and legal requirements to execute logistical support within regulation and policy. Mission commanders and XOs receive all mandatory pre-deployment training such as anti-terrorism/force protection and medical threat briefings to prepare them for PDSS and mission deployments.¹²

b. Team leaders receive training on LREC competencies and the methods and tools to train and prepare Cadets for deployment during on-line training sessions with IPD upon selection. Mission commanders will integrate team leaders into planning and preparation to develop team leaders and to begin mentorship of Cadets during pre-mission preparation. Team leaders will arrive at Ft. Knox approximately four days prior to Cadets to receive finance, legal, and other pre-deployment training requirements using mission commander course material.

Chapter 10 - Cadets

10-1. Cadet Selection

All Cadets must be contracted to be eligible to apply. Applicants are ranked by academic and military performance, language training in college and high school, language capability as a heritage speaker, and time living abroad. Language capability is not a pre-requisite, but students with this capability are scored higher on the order of merit list. Additional parameters for selection include college major (e.g. medical majors are selected for Medical Readiness Training Exercises); and military skills such as

¹² See Appendix D – Mission Commander Course Schedule

airborne qualification ISO security cooperation events involving host nation airborne operations.

10-2. Cadet Acceptance – Requirement for Commissioning

a. Cadets who voluntarily accept a Cadet Professional Development Training (CPDT) opportunity (including a cultural overseas training mission) are legally obligated to complete the mission. By accepting a mission, Cadets understand:

b. Successful completion of CPDT to which a Cadet has voluntarily accepted an assignment will be considered a prerequisite for commissioning.

c. The Commanding General, United States Army Cadet Command (CG, USACC) can waive the requirement of the CPDT for commissioning if a cadet is unable to complete the CPDT. However, if a Cadet fails to complete the CPDT due to misconduct, the authority to waive the requirement for commissioning is the Department of the Army Deputy Chief of Staff, G-1 (DA, DCS, G-1).

d. To successfully complete the cultural training mission a Cadet must complete the following requirements with no violation of law, policy, regulation, or other standard:

(1) Pre-mission preparation tasks such as passport/visa requests and pre-mission online training, within prescribed deadlines.

(2) Overseas training mission.

(3) Post-mission deliverables.

10-3. Cadet Country Assignment

While language training is not a pre-requisite for selection, Cadets with language capability or regional experience are, to the maximum extent possible, assigned to countries with the appropriate primary language. Simultaneous Membership Program (SMP) Cadets are assigned to countries partnered with the state to which the ARNG Cadet is assigned.

10-4. Cadet Pay

Contracted cadets receive base pay IAW AR 145-1 as cultural awareness training deployments are Cadet Professional Development Training opportunities. Cadets are voluntarily ordered to active duty for professional development training (AD-PDT) for approximately 31 days. Meals and lodging are provided. Scholarship cadets receive incidentals. Non-scholarship cadets receive no incidentals. All Cadets will be reimbursed for any meals/lodging they must pay out of pocket during CULP through no fault of their own, i.e., unexpected layovers where they are separated from their cadre leader.

APPENDIX A – References

Section I – Required Publications

- a. Chairman of the Joint Chiefs of Staff Instruction 3126.01A, Language, Regional Expertise, and Culture (LREC) Capability Identification, Planning, and Sourcing, 31 January 2013.
- b. Memorandum, SASA, 18 MAR 15, subject: Army Directive 2015-15 (Professional Development Training for Senior Reserve Officers' Training Corps Cadets).
- c. Army Regulation 350-1 (Army Training and Leader Development), 19 August 2014.
- d. HQDA EXORD 070-11 - Army Culture and Foreign Language Strategy (FOUO), 20 January 2011.
- e. Army Strategy for Culture, Regional Expertise, and Language Strategy, Annex D, Draft, 29 September 2014.
- f. Army Doctrine Publication 6-22, Army Leadership, Change 1, 10 September 2012.
- g. Department of the Army Pamphlet 11–31, Army Programs, Army Security Cooperation Handbook, Headquarters, Department of the Army, Washington, DC, 6 February 2015.
- h. FM 3-24.2, Tactics in Counterinsurgency, 19 April 2009.
- i. Army Doctrine Reference Publication 5-0, The Operations Process, 17 May 2012.

Section II – Prescribed Publications

This sections contains no entries.

Section III – Prescribed Forms

This sections contains no entries.

APPENDIX B – ROTC Outcomes / LREC Competency Cross-Walk

		LREC Competencies											
		1	2	3	4	5	6	7	8	9	10	11	12
		Understanding Culture	Applying Organizational Awareness	Cultural Perspective Taking	Cultural Adaptability	Applying Regional Information	Operating in a Regional Environment	Building Strategic Networks	Strategic Agility	Systems Thinking	Cross-Cultural Influence	Organizational Cultural Competence	Utilizing Interpreters
USMA / ROTC Outcomes	Live honorably and build trust												
	Demonstrate intellectual, military and physical competence												
	Think critically and creatively												
	Make sound and timely decisions												
	Develop, lead and inspire												
	Communicate and interact effectively												
	Pursue excellence and continue to grow												
	Seek balance, be resilient and demonstrate a strong and winning spirit												

APPENDIX C – CJCS 3126.01A LREC Competencies

C-1. Core Culture Competencies

Core culture competencies are required by personnel in an organization, regardless of job series or rank, in order to perform effectively in cross-cultural environments. These competencies provide consistency and common language to describe the requirements needed for successful performance. Core culture competencies require understanding of the different dimensions of culture and how cultures vary, as well as understanding one's own organization's mission and functions within a multi-cultural environment. Individuals must demonstrate an awareness of their own cultural assumptions, values, and biases, and understand how the U.S. is viewed by members of other cultures. They must gather and interpret information about people and surroundings and adjust their behavior in order to interact effectively with others.

Understanding Culture	
Definition	Understands the different dimensions of culture, how cultures vary according to key elements such as interpersonal relations, concept of time, attitude towards interpersonal space, thinking style, tolerance and authority as well as values, beliefs, behaviors and norms; uses this information to help understand similarities and differences across cultures.
Examples	Can explain the core properties of culture (e.g., it is a facet of society, it is acquired through acculturation or socialization, it encompasses every area of social life).
	Possesses a working knowledge of the kinds of shared systems that comprise culture (e.g., symbols, beliefs, attitudes, values, expectations, and norms of behavior).
	Can describe how different cultures vary according to certain characteristics, such as interpersonal relations, concept of time, attitudes towards interpersonal space, thinking style, tolerance, and authority.
	Recognizes how culture influences an individual's perceptions and thoughts.
	Understands how cultural stereotypes and differences can distort cues and cause misunderstandings.
	Has an understanding of how a host-nation's culture might affect the planning and conduct of operations.

Table 1 – Understanding Culture

Applying Organizational Awareness	
Definition	Understands own organization's mission and functions, particularly within the context of multi-cultural, multi-actor environments; is knowledgeable about own organizations' programs, policies, procedures, rules, and regulations, and applies this knowledge to operate effectively within and across organizations.
Examples	Understands and can explain to others how a standards U.S. military organization functions and is structured.

	Demonstrates an understanding of own organization's capabilities and how these can be applied to the operational environment.
	Recognizes when local norms of rules clash with those of own organization and take appropriate action to minimize conflict.
	Understands similarities and differences between own organization and other organizations in the operating environment.
	Understands how own organization needs to interact with U.S. ambassadors and their staff.

Table 2 – Applying Organizational Awareness

Cultural Perspective Taking	
Definition	Demonstrates an awareness of own cultural assumptions, values, and biases, and understands how the U.S. is viewed by members of other cultures; applies perspective-taking skills to detect, analyze, and consider the point of view of others, and recognizes how own actions may be interpreted.
Examples	Understands the needs and values of individuals / groups from other cultures.
	Considers the different perspectives of the involved parties when conducting multinational meetings.
	Recognizes the importance of norms for interaction and how violating these norms in a culture can negatively impact interactions (e.g., treatment of personal space).
	Correctly predicts how personnel from different ethnic or organizational cultures will interpret own words or actions.
	Considers local norms, values, beliefs, and behaviors when considering how other personnel will respond to one's own actions and comments.
	Takes cultural context into considerations when interpreting environmental cues and conversations.

Table 3 – Cultural Perspective Taking

Cultural Adaptability	
Definition	Gathers and interprets information about people and surroundings and adjusts behavior in order to interact effectively with others; integrates well into situations in which people have different beliefs, values, and customs and develops positive rapport by showing respect for the culture; understands the implications of one's actions and adjusts approach to maintain appropriate relationships.
Examples	Adjusts actions and interaction style to match or be appropriate for different people in different situations.
	Observes behavior of locals and changes own behavior to better fit in.
	Modifies behavior depending on rules and local norms for appropriate gender / rank / status interactions.
	Adjusts behavior as appropriate to comply with those of the local population.
	Adjusts own approach to develop and maintain positive relationships with other groups and / or cultures.

	Sets others at ease by demonstrating respect for local interactions formalities and styles (both verbal and non-verbal).
	Exchanges meaningful information across cultural boundaries through verbal and non-verbal means.

Table 4 – Cultural Adaptability

C-2. Regional Competencies

Regional competencies include demonstrating knowledge and understanding of key cultural values, behaviors, beliefs, and norms for a given area. Individuals must be able to describe, assess, and apply country and/or region-specific information into plans, actions, and decisions and effectively convey intended messages to persons of another culture.

Applying Regional Information	
Definition	Is knowledgeable about the components of culture; understands key cultural values, behaviors, beliefs, and norms for the area. Applies knowledge about a country / region's historical and current social, political, and economic structures to the operational mission.
Examples	Takes the initiative to learn more about a particular country, culture, or region.
	Demonstrates a well-developed cultural competence in a specific region.
	Maintains a working knowledge of the features of a specific region's economic, religious, legal, governmental, political, and social infrastructure.
	Applies knowledge of regional sensitivities regarding gender, race, ethnicity, local observances, and local perception of the U.S. and allies to mission planning and preparation.
	Considers the similarities and differences between own culture and others cultures when preparing for or engaged in a deployment.
	Applies relevant terms, factors, concepts, and regional information to tasks and missions.
	Considers local national or religious holidays when conducting planning or scheduling that involves locals.
	Understands the concept of time that operates in a region / location and its impact on plans, meetings, and mission execution.
	Considers the impact of local beliefs and customs on how locals will interpret military actions.
	Identifies exceptions to local social norms and rules, and applies them when working in the region.

Table 5 – Applying Regional Information

Operating in a Regional Environment	
Definition	Can describe, assess, and apply country / region specific information about the population, enemy and other relevant forces, U.S. national security interests, U.S. command relationships, and commander's intent; understands and keeps up-to-date on local, national, and regional

	events, policies, and trends that affect U.S. interest; effectively incorporates this information into plans, actions, and decisions.
Examples	Learns about local press, their influence in the country, and political connections they may have.
	Applies knowledge of host nation military structure and capabilities when planning and carrying out missions or events.
	Considers the impact of current events inside and outside of the region on planning.
	Considers current organizational and political situations, the media, and special interest when making decisions.
	Describes how the structures and operation of the host nation organizations are similar to or different from one's own organizations.
	Learns about the interest and opinions of the local populace and takes these into consideration in planning and interactions.
	Identifies key players in the area, their role in local society, sources of power, and their role in local government, military, or civil society.
	Defines local political and power structures and applies these to planning and interactions.

Table 6 – Operating in a Regional Environment

C-3. Leader / Influence Function Competencies

Leader/influence function competencies are competencies required by personnel in leadership positions in order to effectively perform in cross-cultural environments, including building and maintaining the cultural competence of their subordinates. Leader/influence function competencies require building alliances and developing collaborative networks, applying influence and negotiation techniques consistent with local social norms, and understanding how joint, coalition, and non-state actors in the regional system interact with one another and change over time. Applying this knowledge in planning, decision making, and problem solving and assessing the impact and secondary/tertiary effects of U.S. actions in the region are also important. Leaders must understand how to use interpreters and the associated risks.

Building Strategic Networks	
Definition	Builds alliances and develops collaborative information sharing networks with colleagues in own organization and counterparts across other host / foreign nation / private organizations; works effectively with diverse others as a representatives of own organizations to accomplish mission requirements and achieve common goals.
Examples	Establishes and maintains relationships with others in order to achieve mutually sought goals.
	Manages and resolves individual and organizational conflicts and disagreements in a constructive manner to achieve a unified effort.
	Develops and leverages a diverse range of key relationships to build bridges across institutional divides.
	Leverages contacts at other organizations to improve access to resources and expertise.

	Organizes and attends meetings or events with locals as an opportunity to build rapport and strengthen one's network.
	Establishes alliances across cultural and organizational boundaries.
	Develops networks, and collaborates effectively across organizational boundaries to build relationships.
	Accommodates a variety of interpersonal styles and perspectives in order to partner effectively, achieve objectives, and remove barriers.
	Breaks down polarizing or stove-piped perspectives within and across cultural and organizational boundaries.

Table 7 – Building Strategic Networks

Strategic Agility	
Definition	Makes strategic decisions and assesses the impact and secondary / tertiary effects of U.S. actions in the region by using logic, analysis, synthesis, creativity, and judgment to gather and evaluate multiple sources of information; establishes a course of action accomplish a long-range goal or vision in the region / country, effectively anticipating future consequences and trends.
Examples	Develops mission plans that consider both short-terms and long-term goals in the region.
	Plans and / or executes missions in such a way that regional organizations and entities are empowered and gain legitimacy (e.g., local government receives credit).
	Analyzes the effect of previous military action in an area or region and applies this information to develop appropriate goals and strategies for the current mission.
	Maintains situational awareness of political and military trends in the area / region and plans for changes.
	Considers second and third order effects of decisions and actions on local or regional stability.
	Gathers information from multiple sources regarding local / regional beliefs and norms and applies this information in developing mission goals and plans.
	Applies creative solutions to solve challenging local or regional conflicts.

Table 8 – Strategic Agility

Systems Thinking	
Definition	Understands how joint, coalition, non-state actors and other variables in the regional system interact with one another and change over time; applies this understanding conduct analysis, planning, decision making, and problem solving.
Examples	Understands the key organizations / groups in an area / region and each of their roles.
	Leverages the goals and needs of key organizations / groups in the regional system to influence the decisions and actions they take.
	Demonstrates knowledge and understanding of the actors (e.g., joint, coalition, non-state) within a region as well as the key operational partnerships.
	Is familiar with different organizational power structures, communication styles, and technologies, and understands their potential impact on goal focus, information sharing, planning, and decision making.
	Comprehends the interdependencies between systems, decisions, and organizations and the tools that support their management.
	Considers multiple facets of a situation or problem, how they relate to one another, and the perspectives and needs that the key players contribute.
	Considers the impact of the regional interaction local government, opposition parties, and other groups, on mission planning and execution.
	Leverages knowledge of formal and informal leadership, systems, and organizational dynamics in the local area to accomplish the unit's mission.
	Can describe the roles and structure of the various joint, coalition, nongovernmental organizations and other players involved in the area of operations and considers their role when planning or executing missions.

Table 9 – Systems Thinking

Cross-Cultural Influence	
Definition	Applies influence techniques that are consistent with local social norms and role expectations in order to establish authority, change others' opinions or behavior, and convince them to willingly follow own leadership or guidance; understands how cultural values, behaviors, beliefs, and norms impact cross-cultural negotiations.
Examples	Has an understanding of how members from other cultures approach influence and negotiation.
	Recognizes which influence and negotiation strategies and tactics are culturally acceptable in specific situations; avoids techniques that could be considered offensive.
	Researches, anticipates, and applies influence styles and behaviors that are relevant and meaningful to people from different cultural backgrounds.
	Builds influence potential through building rapport in culturally sensitive ways.

	Recognizes what bases of influence power are appropriate and uses them as leverage influence others.
	Uses knowledge of how various roles are defined in a particular culture in order to affect influence.
	Takes into account culturally relevant motivators and rewards in influencing people from another culture.
	Applies information about others' cultural assumptions, interests, and values to identify what each party wants from a negotiation.
	Applies local norms and customs to influence situations.

Table 10 – Cross-Cultural Influence

Organizational Cultural Competence	
Definition	Assesses cultural capabilities of own organization; develops the cultural competence required of personnel in order to support the organization's mission; ensures that the organization's cross-cultural competence is sustained and improved to meet future mission requirements.
Examples	Identifies regional expertise and culture requirements for unit's primary mission or pending deployment.
	Determines and evaluates regional expertise and culture training and education requirements of staff needed to meet mission requirements.
	Evaluates cultural capabilities of unit, identifying individuals' proficiency levels.
	Identifies the cultural competency training requirements of individuals or units with the organization.
	Identifies providers of cultural competence training.
	Incorporates regional expertise and culture elements in unit training.
	Ensures regional expertise and culture education requirements are supported.
	Creates a unit climate that supports multicultural competence.

Table 11 – Organizational Cultural Competence

Utilizing Interpreters	
Definition	Effectively conveys the intended message through the use of an interpreter; recognizes and monitors interpreter's delivery of message to ensure it is being communicated as intended, both in terms of content and emotion; conducts appropriate interpreter selection and preparation for a given job or mission.
Examples	Plans future meetings with interpreter, explaining to interpreter what they can or cannot say and / or do.
	Understands and adheres to proper protocols for using an interpreter (e.g. when one can or cannot have a side conversation with the interpreter).
	Ensures that the interpreter conveys both meaning and proper emotions when interpreting.
	Maintains proper nonverbal interactions with host nation personnel when using interpreter (e.g. maintaining eye contact).

	Conduct debriefings with interpreter after meetings to collect information / impressions from the interpreter regarding the meeting.
	Requests an interpreter that is an appropriate level for mission requirements.

Table 12 – Utilizing Interpreters

APPENDIX D – Mission Commander Course Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
0830-930	Course Overview	Culture Tng / LRECs	Training Plan Development (CRM)	Training Plan Review	Measuring Effectiveness, AARs & Surveys
0930-1030	DoLD-E Welcome				CG Remarks
1030-1130	MC/XO Roles Reporting	Finance	Team Leader Mgmt	Lunch	Course Critique
1130-1230	Lunch		Lunch		Redeploy
1230-1330	Country Medical Threat	Lunch	Travel documents	CANVAS Pre-Mission Study	
1330-1430	Public Affairs	Intro to Canvas	PDSS Planning		
1430-1530	ATFP	Lessons Learned			
1530-1630	TARP	PDSS Requirements	Mtg w/ Desk Officer & Canvas prep		

APPENDIX E – Cadet Pre-Deployment Schedule

	Day 0	Day 1	Day 2	Day 3	Day 4
0530-0730		PRT	PRT	PRT	
0830-0930	Travel	Welcome	SRP	LREC Review	Deploy
0930-1030		In-Process: records review			
1030-1130			Medical Threat	CANVAS	
1130-1230	Lunch	Lunch	Lunch	Lunch	
1230-1330	Cadre Link Up	Standards of Conduct	Legal	LREC	
1330-1430	Check In – Barracks Assignment	PAO	SHARP		
1430-1530	PDHA	Intel Briefing	AT/FP	CANVAS	
1530-1630	Mission Discussion w/Cadre	TARP	CG Inbrief		
1630-UTC	Team Leader Time	Team Leader Time	Team Leader Time	Team Leader Time	

GLOSSARY

Section I – Acronyms and Abbreviations

AAR – After Action Review

ACFLS – Army Culture and Foreign Language Strategy

ALDS – Army Leader Development Strategy

AOR – Area of Responsibility

ARI – Army Research Institute

ARNG – Army National Guard

ASCC – Army Service Component Command

ATFP – Anti-terrorism Force Protection

CCIMM – Cadet Command Information Management Module

CELTT – Cadet English Language Training Team

CJCS – Chairman, Joint Chiefs of Staff

CJCSI – CJCS Instruction

COA – Course of Action

COCOM – Combatant Command

CONOPS – Concept of Operations

COTM – Cadet Overseas Training Missions

CPDT – Cadet Professional Development Training

CREL – Culture, Regional Expertise, and Language

CST – Cadet Summer Training

CTR - Contractor

CULP – Cultural Understanding and Language Proficiency

DA DCS – Department of the Army, Deputy Chief of Staff

DLIELC – Defense Language Institute, English Language Center

DOI – Director of Instruction
DoLD-E – Director of Leader Development and Education
EXORD – Execute Order
FKKY – Fort Knox, Kentucky
FOUO – For Official Use Only
GUTC – Government Unit Travel Card
HA – Humanitarian Assistance
HOR – Home of Record
HQDA – Headquarters, Department of the Army
IAW – In accordance with
ICW – In conjunction with
IOT – In order to
IPD – International Programs Division
JIIM – Joint, Interagency, Intergovernmental, Multi-national
LREC – Language, Regional Expertise, and Culture
MC – Mission Commander
MXO – Mission Executive Officer
NGO – Non-governmental Organization
OCONUS – Outside of the continental United States
ODC – Office of Defense Cooperation
OER – Officer Evaluation Report
OPORD – Operations Order
PAO – Public Affairs Officer
PDHA – Pre-deployment Health Assessment
PDSS – Pre-deployment Site Survey

PMESII-PT – Politics, Military, Economy, Social, Information, Infrastructure – Physical terrain, Time

PMS – Professor of Military Science

RAF – Regionally Aligned Forces

RFF – Request for Forces

ROTC – Reserve Officers' Training Corps

RPM – Regional Program Manager

SHARP – Sexual Harassment / Assault Response & Prevention Program

SMP – Simultaneous Membership Program

SOR – School of Record

SROTC – Senior ROTC

SRP – Soldier Readiness Processing

TARP – Threat Awareness and Reporting Program

TCC – TRADOC Culture Center

TL – Team Leader

TRADOC – Training and Doctrine Command

USACC – U.S. Army Cadet Command

USAR – U.S. Army Reserve

USMA – United States Military Academy

XO – Executive Officer

Section II – Terms

This sections contains no entries.