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International Programs

CULTURAL AWARENESS TRAINING PROGRAM

FOR THE COMMANDER:

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History. This publication is an Expedited Revision of the 19 August 2015 USACC Pamphlet. Less than ten percent has been changed and does not impact organizations outside the proponent.

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.

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-TOU, 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 an Expedited Revision, dated 1 October 2018

- Updates proponency from Director of Leader Development and Education (DoLD-E) to Deputy Chief of Staff, G3.
- Changes program title to Cultural Understanding and Leadership Program (CU&LP) to more accurately reflect learning outcomes and intent.
- Changes Army Language, Regional Expertise, and Culture (LREC) competencies to Culture, Regional Expertise, and Language (CREL) to align with current Army doctrine which recognizes the need for all Soldiers to develop cultural competency, while fewer Soldiers will develop language capability.
- Replaces USMA/ROTC learning outcomes with Army learning areas and general learning outcomes.

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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 Deputy Chief of Staff, G3, is responsible for managing this training program through the International Programs Division Cultural Understanding and Leadership Program (CU&LP).

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 during the Cultural Understanding and Leadership Program (CU&LP). These CU&LP deployments develop astute future leaders, while helping build and strengthen strategic relationships.

b. The focus of CU&LP 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 CU&LP 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 CU&LP are nested within Army Learning Areas and general learning 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. CU&LP missions 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 Army general learning outcomes are learned and trained.

Army Learning Areas	Army Leadership & Profession	Mission Command	Human Dimension	Professional Competence
General Learning Outcomes	Proficient in Leader Attributes & Competencies	Demonstrate Proficiency in Mission Command Philosophy	Demonstrate Capacity in Creative – Critical Thinking	Demonstrate Proficiency in Army and Joint Doctrine
	Proficient in Character, Competence, & Commitment as Trusted Army Professional	Demonstrate Proficiency in Mission Command Leader and Commander Tasks	Demonstrate Proficiency in Communications Skills	Support Army Policies, Programs, and Processes
		Demonstrate Proficiency in Mission Command Staff Tasks	Demonstrate Proficiency in Cultural Awareness, Cross-Cultural Competencies in the Strategic Environment of 2025 and Beyond	Technically and Tactically Competent

Army Learning Areas	Army Leadership & Profession	Mission Command	Human Dimension	Professional Competence
General Learning Outcomes (cont.)		Demonstrate proficiency in Mission Command systems	Pursue Comprehensive Fitness / resiliency Skills and Performance Enhancement Skills	
			Pursue Lifelong Learning, Self-Assessment, and Goal Setting	

Figure 1 - Army Learning Areas and General Learning Outcomes²

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 Army³. CU&LP missions provide SROTC Cadets the opportunity to develop cultural 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. Army cultural strategy recognizes the primacy of cultural competency by all Soldiers by prioritizing culture, regional expertise, and language (CREL) competencies. USACC Cadets are expected upon completion of overseas training to understand and be able to apply CREL competencies on future missions as junior officers.

² U.S. Army Mission Command Training & Education Plan FY 18-20.

³ HQDA EXORD 070-11 - Army Culture and Foreign Language Strategy (FOUO), 20 January 2011.

Culture and Regional Expertise 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 Competencies⁴

c. These CREL competencies are nested within the Army leader competencies, and support Cadet leader development. According to the Army CREL strategy⁵, 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 general learning outcomes.⁶

Army Leader Competencies		
Leads	Develops	Achieves
Leads Others	Creates a Positive Environment	Gets Results
Extends Influence Beyond the Chain of Command	Prepares Self	
Builds Trust	Develops Others	
Leads by Example	Stewards the Profession	
Communicates		

Figure 3 - Army Leader Development Competencies⁷

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

e. While the primary purpose of CU&LP is Cadet leader development, the missions are integrated into Army Service Component Command (ASCC) and Combatant Command (CCMD) security cooperation plans. HQDA EXORD 070-11 implemented

⁴ CJCSI 3126.01A.

⁵ Army Strategy for Culture, Regional Expertise, and Language Strategy, Annex D, Draft, July 2017.

⁶ See Appendix B – Army Learning Area and General Learning Outcomes Cross-Walk

⁷ Army Doctrine Publication 6-22, Army Leadership, Change No. 1, 10 September 2012.

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.”⁸

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.⁹

4-3. CU&LP Deployments

All learning is focused on CREL competencies; Cadet learning outcomes reflect these competencies.¹⁰ 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.

⁸ HQDA EXORD 070-11 - Army Culture and Foreign Language Strategy (FOUO), 20 January 2011.

⁹ Department of the Army Pamphlet 11-31, Army Security Cooperation Handbook, 6 February 2015.

¹⁰ See Appendix C - CJCSI 3126.01A Extract

Chapter 5 - Assessment

5-1. Pre-Mission Preparation.

a. Once Cadets accept their mission, they complete surveys to measure a baseline level of cultural awareness. After completing baseline survey, Cadets complete all required training directed by combatant commanders, to include requesting and receiving appropriate travel documents and immunizations. In addition to CCDR directed training, Cadets conduct pre-mission study and research using a structured program on ROTC Blackboard developed in conjunction with the TRADOC Culture Center (TCC) focused on CREL 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.¹¹ 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.¹²

b. Upon redeployment, Cadets complete surveys in conjunction with reverse SRP and out-processing. These post-mission surveys measure increased cultural awareness. Team leaders conduct an outbrief with each Cadet to assess and reinforce learned CREL competencies. This CREL assessment is incorporated into a Cadet evaluation 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 evaluation is provided to the PMS to use the Cadet evaluation 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 mission summary storyboards to USACC International Programs personnel during out-processing. These storyboards are submitted to Army Service Component Commands with after action reviews.

Chapter 6 - Cultural Awareness Training Missions

6-1. Concept

USACC conducts CU&LP deployments to provide opportunities for Cadet cultural awareness training. Teams of Cadets deploy to various strategic regions ISO Army security cooperation activities with partner nations. CU&LP is fully integrated into Cadet Summer Training (CST); mission window for deployments is approximately 7 MAY – 15

¹¹ ADRP 5-0, The Operations Process, 17 May 2012.

¹² See Appendix E – Cadet Pre-deployment Schedule

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 (O3/E7) responsible for a team of eleven Cadets. Teams assemble at Fort Knox, KY, (FKKY) to conduct SRP, deploy to conduct a 23 day cultural awareness training mission, and redeploy to FKKY to conduct reverse SRP. CU&LP missions are conducted in six phases.

a. Phase I. (Mission Assignment). Phase I begins when Army Service Component Commands (ASCC) submit prioritized requests to DA DCS, G3/5/7 (DAMO-SSR). Following DA G3/5/7 input, USACC develops COAs to balance training effectiveness with funding and personnel constraints. USACC IPD submits approved COA to TRADOC G31 and DA G3/5/7, for concurrence and approval. This phase ends when USACC receives final approved mission.

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

c. Phase III (Preparation). Phase III begins when Cadets accept their assigned mission and Cadre are identified. By-name deployment rosters will be finalized NLT the mission commander course to allow mission commanders and CU&LP staff to review rosters at the course and facilitate initial contact. Each Cadet's PMS is responsible for ensuring pre-mission preparation tasks are complete. Mission commanders assist tracking completion of all tasks 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 CREL 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 training in the host nation, 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, individual Cadet evaluation counseling, budget reconciliation, post-mission survey and assessment, and return to HOR/SOR. Phase VI ends upon arrival at HOR/SOR.

6-2. Mission Profile

a. All deployments are military to military engagements ranging from training with Cadet academies to participation in joint, multi-national exercises. Nested within these missions, teams conduct community outreach ISO U.S. Ambassador's outreach program and, in a select few countries, English language training.

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 CREL 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. Community Outreach

(1) Purpose: Cadets conduct outreach ISO USEMB objectives.

(2) Objectives:

(a) Cadets apply CREL competencies during interaction.

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

(c) Cadets familiarized with USEMB, USAID, and non-governmental organization (NGO) culture and methods.

(d) Support security cooperation to strengthen ASCC reputation and relationship with local populace.

d. Cadet English Language Training Teams (CELTT) (conducted in select countries)

(1) Purpose: Engage in cultural discussions and training while facilitating conversational English practice by partner nation Cadets and Soldiers.

(2) Objectives:

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

(b) Improve language capability of partners.

(c) Cadets develop training and lesson plans.

e. Cadet English as a Second Language (ESL) Training: As part of CU&LP training, select Cadets from Puerto Rico programs attend ESL training at Defense Language Institute English Language Center (DLIELC), Joint Base San Antonio - Lackland AFB, TX. Mission Commander and team leaders meet CU&LP Cadre standards. Deployment will be direct from Puerto Rico to San Antonio.

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 eleven Cadets will deploy to the country to conduct training; these teams will be led by senior NCOs or company grade officers from supporting commands. A mission XO (USACC MAJ) and Director of Instruction may be assigned to assist in select countries. Teams may deploy simultaneously or sequentially to meet training goals and capacity of the host nation.

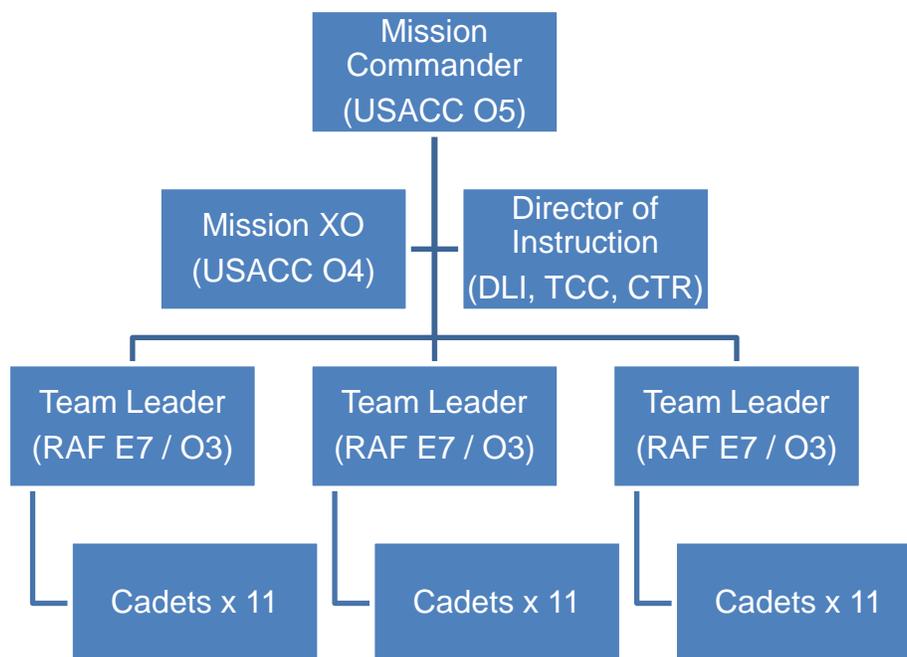


Figure 4 - CU&LP Mission Task Organization

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 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 Brigade Commander 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 executive office (XO) 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 must be complete well in advance of arrival. The XO 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 (TL) (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 lead 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.

d. Director of Instruction (TCC, DLI, Contractor). Select missions are assigned a Department of the Army civilian Director of Instruction (DOI) to assist training Cadets and, in CELTT missions, host-nation personnel. DOIs are subject matter experts sourced from the TRADOC Culture Center, Defense Language Institute, 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 Army Service Component Commanders ISO security cooperation objectives. Department of the Army (DA) DCS, G-3/5/7 (DAMO-SSR) receives requests from ASCCs for CU&LP missions. These requested missions are part of the ASCC security cooperation plans which are approved by the supported Combatant Command (CCMD). DA DCS, G-3/5/7 prioritizes requests and provides guidance to USACC. Missions will not include training venues within U.S. states and territories including any CCMD or ASCC headquarters in U.S. 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 training objectives, force protection, cost, ease of access, and other factors to meet directed priorities while maximizing training value. 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) or equivalent agency upon finalization of mission venue for the upcoming summer. RPMs develop a concept of operations (CONOPS) in conjunction with ODC to plan deployment dates, concepts of training and support, 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 varies depending upon the ability of the host nation to conduct long-range planning. Mission commanders complete 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 develop detailed training schedules and associated training outcomes for all missions. Additionally, they develop supporting logistics and finance plans, anti-terrorism / force protection plans, and deliberate risk assessment worksheets. After plans and supporting documentation are validated by IPD, mission commanders brief the plans to their USACC Brigade Commander for approval. Brigade Commanders sign risk assessments to signify mission 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 (TLs) are sourced from National Guard State Partnership Programs, regionally aligned forces (RAF), ASCCs, TRADOC, FORSCOM, and USAR units to allow TLs to gain in-theater experience while mentoring Cadets. DA G-3/5/7 tasks these leaders as part of the Cadet Summer Training EXORD after receiving requirements from IPD designating the number of leaders and parent unit that agreed to support billets for each country.

9-2. Cadre Development

a. Mission commanders and XOs attend a five-day course to prepare them to plan and execute CU&LP missions. The focus of the course is CREL competencies and training plan development to meet learning outcomes. Attendees receive training on methods and tools to train Cadets, as well as training on 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.¹³ During the course, attendees will conduct SRP and receive counter-intel threat briefs in preparation for PDSS deployment. Each MC/XO will conduct a teleconference with the in-country team facilitated by their RPM.

¹³ See Appendix D – Mission Commander Course Schedule

b. Team leaders receive training on CREL competencies as well as 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 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. Applicants are ranked by academic and military performance, military science (MS) level, and foreign language capability. Language capability is not a pre-requisite, but students with this capability receive order of merit points. Language point values are tiered IAW the Army Strategic Language List. Additional parameters for assignment may include college major or military skills if training plans require unique qualifications (e.g. medical majors are selected for Medical Readiness Training Exercises).

10-2. Cadet Country Assignment

While language training is not a pre-requisite for selection, Cadets with language capability 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.

10-3. Cadet Acceptance – Requirement for Commissioning

a. In accordance with SECARMY Directive 2015-15¹⁴, Cadets who voluntarily accept a Cadet Professional Development Training (CPDT) opportunity (including a cultural awareness 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 may be reserved by the Department of the Army Deputy Chief of Staff, G-1 (DA, DCS, G-1).

¹⁴ SECARMY Directive 2015-15, Professional Development Training for Senior Reserve Officers' Training Corps Cadets, 18 MAR 2015.

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.

10-4. Cadet Pay

Contracted cadets receive base pay IAW AR 145-1 and SECARMY Directive 2015-15 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, while non-scholarship cadets receive no incidentals.

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), 10 December 2017.

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, Draft, July 2017.

f. U.S. Army Mission Command Training & Education Plan FY 18-20, June 2017.

g. Army Doctrine Publication 6-22, Army Leadership, Change 1, 10 September 2012.

h. Department of the Army Pamphlet 11–31, Army Programs, Army Security Cooperation Handbook, Headquarters, Department of the Army, Washington, DC, 6 February 2015.

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 – General Learning Outcomes / CREL Competency Cross-Walk

Army Learning Areas	General Learning Outcomes	CREL Competencies											
		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
Army Leadership & Profession	Proficient in Leader Attributes & Competencies												
	Proficient in Character, Competence, & Commitment as Trusted Army Professional												
Mission Command	Demonstrate Proficiency in Mission Command Philosophy												
	Demonstrate Proficiency in Mission Command Leader and Commander Tasks												
	Demonstrate Proficiency in Mission Command Staff Tasks												
	Demonstrate proficiency in Mission Command systems												
Human Dimension	Demonstrate Capacity in Creative – Critical Thinking												
	Demonstrate Proficiency in Communications Skills												

Army Learning Areas		CREL Competencies											
		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
Human Dimension (cont.)	Demonstrate Proficiency in Cultural Awareness, Cross-Cultural Competencies in the Strategic Environment of 2025 and Beyond												
	Pursue Comprehensive Fitness / Resiliency Skills and Performance Enhancement Skills												
	Pursue Lifelong Learning, Self-Assessment, and Goal Setting												
Professional Competence	Demonstrate Proficiency in Army and Joint Doctrine												
	Support Army Policies, Programs, and Processes												
	Technically and Tactically Competent												

APPENDIX C – CJCS 3126.01A LREC [CREL] 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 standard 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 or 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 interaction 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 interests 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 representative 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 to 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 to 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 of 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 to 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

	MON	TUES	WED	THU	FRI
0800	INTRO	SRP	SharePoint	ISOPREP	CG Time
0830	IPD	IMMUN-IZATIONS		OCONUS COMMs	
0900	Finance/ MIPR-G8		Desk Officers	TNG Plans-PDSS Backbriefs	Exit Exam
0930					Review
1000	Counter Intel Threat	MC/TL Roles	Embassy Interaction	Desk Officers	Course Critique / Exit brief
1030	902nd	Reporting, SITREPS, SIRs	IPD	Lessons learned	IPD
1100	ATFP- MR. Secor	IPD		Best Practices	Released
1130	Safety / AGARS			Previous MC	
1200	LUNCH DFAC	LUNCH DFAC	LUNCH DFAC	LUNCH DFAC	
1300	Med Threat / Med Emergency	GUTC	CREL	Msn Coord. w/In-Country Team	Departure Flights from SDF NET 1500
1330		Travel	TCC	Desk Officers / MC / XO	
1400	PAO				
1430					
1500	Passport Process & Submission	Blackboard	Mission Products		
1530		Travel Coord.			
1600			RPM		
1630					
1700	Desk Officer / MC Planning meeting	Released	Released	Released	

APPENDIX E – Cadet Pre-Deployment Schedule

	Day 0	Day 1	Day 2	Day 3	Day 4
0600		Accountability Formation	Accountability Formation	Accountability Formation	
0800-0900	Travel	Welcome & Stds	SRP	Counter-Intel Briefing	Deploy
0900-1000		SHARP		Theater Specific Training	
1000-1100		Medical Threat			
1100-1200		Finance In-brief			
1200-1300	Lunch	Lunch	Lunch	Lunch	
1300-1400	Cadre Link Up	AT/FP Brief	Legal	PCC/PCIs	
1400-1500	Check In – Barracks Assignment	PAO	CREL Discussion		
1500-1600	PDHA		CG Inbrief	Cdt Pre-deployment ARI Interviews	
1600-UTC	Mission Discussion w/Cadre	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

AT/FP – 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

CCMD – Combatant Command

CONOPS – Concept of Operations

CPDT – Cadet Professional Development Training

CREL – Culture, Regional Expertise, and Language

CST – Cadet Summer Training

CTR - Contractor

CU&LP – Cultural Understanding and Leadership Program

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

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

JIM – Joint, Inter-organizational, Multi-national

LREC – Language, Regional Expertise, and Culture

MC – Mission Commander

NGO – Non-governmental Organization

OCONUS – Outside of the continental United States

ODC – Office of Defense Cooperation

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

TCC – TRADOC Culture Center

TL – Team Leader

TRADOC – Training and Doctrine Command

USACC – U.S. Army Cadet Command

USAR – U.S. Army Reserve

XO – Executive Officer

Section II – Terms

This sections contains no entries.