MARINE CORPS
LANGUAGE, REGIONAL EXPERTISE & CULTURE (LREC) STRATEGY: 2016 - 2020

TABLE OF CONTENTS

**FOREWORD FROM THE DEPUTY COMMANDANT,
COMBAT DEVELOPMENT AND INTEGRATION**

Since its inception, the Marine Corps has served as the nation's expeditionary force, forging first into complex operating environments and laying the groundwork for success. History has taught us that Language, Regional Expertise, and Culture (LREC) capabilities are essential to success in complex environments. We have also learned that adequate LREC capabilities cannot be delivered "just in time" and in sufficient quantity to ensure mission success. Our Marines must be trained, educated, and postured to support the range of military operations well ahead of any potential crisis or contingency. Per my guidance, the Marine Corps must be ready and able to deploy anywhere in the world at a moment's notice. Building partner capacity is a key capability of our forward-deployed units, and requires a force adept at interacting with foreign populations, partner and coalition militaries, and adversaries from across the globe. To achieve this end, our Marines must continue building and improving our LREC capabilities across the Service. Marines will continue to learn how cultures impact planning and decision-making processes and be mindful of the strategic influence of cultural factors on all levels of operations.

Our training and education efforts to date have provided depth through our corps of language professionals, breadth through foundational LREC knowledge across the force, and growing expertise through our foreign area professionals. Since the publication of the previous LREC Strategy, the Corps has led the way among the Services in institutionalizing a robust and sustainable LREC capability that meets the operational needs of the combatant commanders. We established the Regional, Culture, and Language Familiarization Program and the Foreign Area Staff Non-Commissioned Officer Program. To maintain improved Security Sector Assistance, we created the Foreign Security Force Advisor military occupational specialty. Additionally, we have implemented an individual capability tracking system. Command Profile, supported by the Marine Corps Total Force System, is accessible by all commands and greatly enhances a commander's ability to identify, track, and subsequently employ Marines with these LREC skills.

We must now continue to build on our previous LREC achievements. It is imperative we enhance our education and training of Marines to ensure continued success in distributed operations and increasingly complex environments. Further development and maintenance of a multi-layered LREC capability across the force requires effort along several fronts. Our doctrine must provide a sound foundation for the application of culture and language in planning and operations. Our Service-level organizations with the responsibilities for developing and delivering LREC capabilities must be properly staffed and resourced to perform those missions. Our training and readiness manuals and professional military education must incorporate relevant training events and learning outcomes to ensure individual Marines develop the cross-cultural competence required to operate effectively while immersed in foreign cultures and

languages. Finally, we need to ensure that the advocacy and proponent process, under the leadership of the Deputy Commandant for Combat Development and Integration – and with input from the operating forces – identifies LREC requirements and links them to relevant Mission Essential Tasks, the future force development, unit readiness, and force sourcing solutions.

This LREC strategy charts the path for enhancing the warfighting capabilities of the force that will continue to operate effectively in future complex expeditionary environments in *any clime and place*.

Semper Fidelis,

Robert S. Walsh
Lieutenant General, U.S. Marine Corps

Executive Summary

Language, regional expertise, and culture (LREC) capabilities are enduring warfighter competencies critical to global mission readiness and integral to Marine Corps and Joint complex expeditionary operations.[1] In support of this goal and in fulfillment of Service tasks in the Department of Defense (DoD) *Strategic Plan for Language Skills, Regional Expertise, and Cultural Capabilities*, the *Marine Corps LREC Strategy: 2016-2020* outlines the ends, ways, and means for developing and employing a multi-layered LREC capability across the Corps.

Since publication of the last LREC Strategy in 2011, the Marine Corps has made significant enhancements to its LREC capabilities, from our intelligence and foreign area professionals to the individual Marine in the operating forces and our critical skills operators within the Special Operations Forces.[2] Each Marine Air-Ground Task Force (MAGTF) is enabled with LREC capabilities. All Marines are now provided with progressive LREC training and education throughout their respective careers. Many military occupational specialties (MOSs), such as those for advising, information operations, and Civil Affairs, identify LREC capabilities as required to accomplish their primary tasks. Other MOSs, such as Foreign Area Officer (FAO), Foreign Area Staff Non-Commissioned Officer (FAS), and crypto-linguists, have in-depth LREC capabilities as their primary tasks. Finally, MAGTFs conduct Mission Essential Task List (METL)-driven LREC training with the assistance of enabling organizations, such as the Center for Advanced Operational Culture Learning (CAOCL), in support of missions such as building partnership capacity, counter-insurgency, and stability operations.

In 2013, the Chairman of the Joint Chiefs of Staff issued Instruction 3126.01A, *Language, Regional Expertise, and Culture (LREC) Capability Identification, Planning, and Sourcing*. As part of the deliberate planning and force generation processes, this instruction directs the Services to provide LREC capabilities to the Geographic Combatant Commands (GCCs) in accordance with a LREC capability categorization framework that includes Basic, Full Proficiency, and Master levels. In this document the Marine Corps aligns its LREC capability framework to the CJCSI 3126.01A in order to better meet the GCCs' requirements for all operational planning phases, and across the Range of Military Operations (ROMO).

The Basic proficiency level provides Marines with a foundational level of LREC knowledge and skills early in their careers. Marines at the Basic level can demonstrate a fundamental awareness of relevant concepts and processes, and can apply them in many practical operational situations. Marines receive initial exposure to LREC concepts during Recruit Training and the Corporals Course. CAOCL provides Basic LREC training to new officers at The Basic School (TBS) and units conducting training to their METL.

Marines in specialized MOSs, such as planners for civil affairs or information operations, or Foreign Security Force Advisors, require LREC knowledge and skills at the Full Proficiency level. These Marines are trained by and provide support to the MAGTF through organizations such as the Marine Corps Security Cooperation Group (MCSCG), the Marine Corps Civil

---

[1] *The Marine Corps Service Campaign Plan 2012-2020* (April 2012), p. 1. The MCSCP states that Marine must be able to "Conduct complex expeditionary operations in the urban littorals and other challenging environments."
[2] *The Marine Corps Language, Regional and Culture Strategy: 2011-2015* (January 2011).

Military Operations School (MCCMOS), the Marine Corps Information Operations Center (MCIOC), and the Marine Corps Intelligence Activity (MCIA). The Marine Corps' main effort to provide all Marine officers – as well as sergeants and above – with LREC training and education at the Fully Proficient level is the Regional, Culture, and Language Familiarization (RCLF) Program. CAOCL develops the requisite curricula and delivers the RCLF program to ensure Marines are globally prepared and regionally focused so they are effective at navigating and influencing the culturally complex 21st century operating environment in support of Marine Corps missions and requirements. Through the RCLF program, Marines are assigned one of 17 regions for long term study upon promotion to Sergeant or during attendance at TBS. The RCLF curriculum, as a requirement to be "PME complete" for grade, is now integral to the Marine Corps primary military education pathway, and will contribute to a Marine's future competitiveness.[3] The RCLF program is the first Service-wide initiative that provides comprehensive LREC career education in DoD.

The International Affairs Program (IAP) within the Plans, Policies, and Operations (PP&O) Department and the Director of Intelligence (DIRINT) provides Marines with LREC capability at the Master Level as described by CJCSI 3126.01A. These Marines include FAOs, Regional Affairs Officers (RAOs), FASs, and crypto-linguists. These capabilities provide the individuals extensive depth and breadth of expertise in advanced LREC concepts and processes, as well as the ability to apply them in highly complex and ambiguous situations. In sum, the Marine Corps employs these programs, processes, and capabilities to ensure the MAGTF is ready. The collective capability engendered by this strategy is greater than the sum of the parts.

In order to ensure LREC capabilities remain relevant, it is imperative that the Corps has a strong advocacy process for LREC capabilities. The Deputy Commandant for Combat Development and Integration (DC, CD&I) is assigned as the LREC Advocate to coordinate with the operating forces and supporting establishment to ensure unified action on LREC capability development as part of the Marine Corps Capabilities Based Assessment (MC CBA). DIRINT and the Director, Strategy and Plans Division (Dir, PL/PP&O), designated as the Senior Language Authority (SLA) and Deputy SLA respectively, take a broad perspective on Marine Corps policies beyond intelligence-related language issues in the development of DoD and Service LREC policies and capabilities. The Director of the Small Wars Center and Irregular Warfare Integration Division (SWCIWID), as the portfolio manager, plays a key role in identifying, coordinating, and integrating LREC capabilities in support of Joint Capability Area 8 (Building Partnerships). The Commanding General, Education Command (CG, EDCOM), assigned as the Proponent for establishing and maintaining multiple LREC capabilities in support of the General Purpose Force (GPF), employs CAOCL to assist the advocate through execution of mutually supporting training and education programs, as well as institutionalization of LREC capabilities across the pillars of Doctrine, Organization, Training, Materiel, Leadership, Personnel and Facilities (DOTMLPF). DC, PP&O and DIRINT perform like functions for the International Affairs and Intelligence programs for which they execute respective proponency. Additionally, these proponents shall provide recommendations on relevant core and core plus Mission Essential Tasks (METs), associated conditions, and standards for use throughout the Service. These organizations, along with other LREC stakeholders, compose the LREC Community of Interest

---

[3] MROC Decision Memorandum 38-2012: Regional, Culture, and Language Familiarization (RCLF) program, p.1, 24 May 2012.

(COI) which informs the advocate of operational requirements and deficiencies across the DOTMLPF pillars.

The Marine Corps has made significant progress toward institutionalizing a multi-layered LREC capability, but still has work to do across the DOTMLPF spectrum. This strategy charts a path ahead to a robust and sustained LREC capability and provides specific tasks in support of this effort.

Chapter 1: Introduction

> Marines are specifically trained and broadly educated to understand and achieve operational objectives among diverse cultures and populations, to thrive in chaotic environments, and to recognize and respond creatively to demanding situations.
>
> MCDP 1-0 *Marine Corps Operations*, p. 2-20.

LREC capabilities are essential across the ROMO especially activities which require sustained interaction with foreign security forces and populations. Joint doctrine explains that a fundamental requirement for military success is a sound understanding of the operational environment, which "requires a careful study of the geography, population, and culture."[4] Marine Corps doctrine and planning processes also recognize this and include formal methods, such as problem framing and the use of "green cells" to this end. LREC capabilities are also essential to the success of Marine Forces conducting security cooperation and forward naval engagement in support of GCC Theater Campaign Plans (TCPs) and Security Cooperation Engagement Plans (SCEPs).

The *Marine Corps Language, Regional and Culture Strategy 2011-2015* centralized existing directives and established additional Marine Corps guidance for the development of LREC programs, which produced significant enhancements to the Marine Corps' LREC capabilities. This strategy seeks to capitalize on that success and aligns with the Chairman of the Joint Chiefs of Staff Instruction 3126.01A: *Language, Regional Expertise, and Culture (LREC) Capability Identification, Planning and Sourcing*, the *Marine Corps Service Campaign Plan 2014-2022*, and the *36th Commandant's Planning Guidance: 2015*.[5] The strategy formalizes stakeholder roles and responsibilities and highlights LREC issues and initiatives across the Marine Corps. The end-state is the development and employment of a multi-layered LREC capability. It will outline the ways and means required to accomplish this goal, including an advocacy approach that will further strengthen and institutionalize the Corps' LREC capabilities. Additionally, this strategy details the Marine Corps' plan to realize the Joint framework described in CJSCI 3126.01A to increase synchronicity with GCC planning and resourcing.

The first chapter provides an overview of higher guidance. The second chapter describes how the MAGTF is enabled by Marines and organizations that provide LREC capabilities and the unique LREC management challenges facing the MAGTF. The third chapter lays out the Marine Corps' approach to LREC advocacy and how this process will increase the communication and representation of operating force requirements. The fourth chapter identifies specific tasks in support of this strategy.

1.1 Background and Strategic Guidance

Strategic guidance and service assessments agree that the future security environment will continue to provide challenging operating environments that demand forces adept at employing LREC capabilities to affect mission success. The majority of our future operating environments will be in the complex urban littorals and will be conducted with Joint, coalition, or partner

---

[4] Joint Publication 3.0, *Joint Operations* (August 11, 2011), p. V-18.
[5] For more information about CJCSI 3126.01A see Appendix E.

military forces. Urban environments present the additional challenges associated with dense populations of non-combatants, whose culture, values, and infrastructure, per Joint doctrine, should be considered during the planning process.[6] The *U.S. National Security Strategy* emphasizes the need to leverage the capability of allies and the value of security partnerships in advancing U.S. interests.[7] LREC capabilities continue to remain critical to the concepts and goals outlined in our own Service guidance, such as the *Commandant's Planning Guidance:* 2015 and *Expeditionary Force-21* (*EF-21*). Consequently, Marines must understand that future mission accomplishment will in part depend on their ability to understand and employ LREC capabilities during planning and execution of all phases of the operation and at all levels of war. The Marine Corps has a rich history of adapting to LREC operational requirements as demonstrated by the enclosed historical vignettes. However, lessons learned during recent expeditionary operations such as Operations ENDURING FREEDOM (OEF) and IRAQI FREEDOM (OIF) have taught us that LREC capabilities are still not sufficiently institutionalized into the DOTMLPF pillars. Too often, LREC capabilities are surged "just in time" and neglects Phase 0. Continued efforts to institutionalize LREC will significantly reduce unnecessary periods of adjustment during the complex operations of tomorrow's battlefields.

There are several notable documents which outline the LREC requirements levied on the Services and others that emphasize the relevance of LREC capabilities. *The Quadrennial Defense Review* (QDR) *2014* uses the term "region" forty times and emphasizes the need to rely on regional partners and allies that in turn mandate the need to understand and communicate with these partners. Further, it outlines independent regional strategies for each GCC.

> **Presley O'Bannon and the Assault on Derna**
>
> The importance of LREC capabilities is highlighted by events that transpired during the first Marine Corps expedition, culminating in the Battle of Derna on April 27, 1805. First Lieutenant Presley O'Bannon and the former American Consul to Tunis, William Eaton, successfully led eight Marines and a multicultural force of five hundred Greek, Arab, and Berber mercenaries.
>
> O'Bannon marched with his battalion for nearly two months dealing with the continual threat of mutiny, fighting within the ranks by the different ethnic groups, an inhospitable environment, and a lack of supplies that resulted in the slaughtering of at least one of their camels.
>
> O'Bannon used knowledge and abilities that we now label LREC capabilities in order to achieve his mission objectives. He understood the unique differences between cultures. He capitalized on the strengths resulting in a coalition with a common purpose. In addition, he relied on his cross-cultural communication skills to keep his force focused on attacking the enemy and not each other.
>
> Despite religious and ethnic differences, he was able to successfully lead his unit against a fortified city and an estimated 4,000 enemy combatants.

The DoD Instruction 5160.41E *Defense Language Program* and DoD Instruction 5160.70 *Management of DoD Language and Regional Proficiency Capabilities* provide additional specific guidance to fulfill the *QDR 2014* vision.

---

[6] *Ibid*, p. V-42.
[7] *U.S. National Security Strategy*, p 7.

DoDI 5160.41E requires foreign language and regional expertise be considered as critical competencies essential to the DoD mission and shall be managed to maximize the accession, development, maintenance, enhancement, and employment of these critical skills appropriate to the DoD's mission needs.

DoDI 5160.70 establishes language proficiency capability requirements, reinforces the guidance that foreign language and regional proficiency are mission critical skills, and publishes regional proficiency skill level guidelines.

The DoD Directive 5160.41E *Defense Language, Regional Expertise, and Culture Program (DLRECP)* signals the shift from a language-centric DoD approach to an all-encompassing DoD LREC program. This DoDD mandates Military and DoD civilian personnel deploying to foreign territories must possess or have access to an appropriate capability to communicate in the languages of the territories of deployment and at least have a rudimentary understanding of the region and associated culture(s). It directs the military Secretaries to ensure that all foreign LREC education and training of personnel is documented, tracked, and entered in the Defense Readiness Reporting System.

Rio Coco Campaign
1928-1933

In 1928, Captain Merritt A. Edson (later Major General) and one-hundred and fifty Marines began operations against a Nicaraguan opposition leader, Augusto Sandino. Edson applied what historian David Brooks refers to as "militarized anthropology" to achieve mission goals. This anthropological approach relied heavily on the skills and attributes that are foundational principles of today's LREC competencies.

Marine leadership realized the need to befriend the local population of Miskito and ordered Edson's company to respond to their criticism with dialog and patience that would eventually benefit efforts to fight Sandino.

Through cultural understanding, Edson was able to capitalize on the Miskitos' dislike of Hispanic Nicaraguans. Edson learned that they were inculcated from birth with a hatred of 'Spaniards' – their term for Spanish speaking Nicaraguans. Edson leveraged his knowledge of the local culture to enable the recruitment of the indigenous Miskito as allies.

In addition, the Marines encountered another ethnic group, the Sumu, as they travelled further into the interior and closer to Sandino. Edson employed similar strategies to win the Sumus' help to navigate the interior region of the Nicaraguan jungle.

At the service level, *EF-21* emphasizes the need to avoid adverse cultural and political impacts when working with our regional partners to achieve success.[8] To meet future challenges, *EF-21* calls for the regional orientation, resourcing, and employment of Marines. The Special Purpose MAGTFs are described as regional enablers that "…promote interoperability, promote access,

---

[8] *Expeditionary Force 21*, (Washington D.C.: March 2014), p. 6.

build defense and security relationships, [and gain] regional understanding and position for immediate response to episodic crisis."[9] Likewise, intelligence is described as an "indispensable Marine Corps warfighting function."[10] LREC capabilities are a direct enabler of other necessary capabilities because properly trained and equipped Marines with language skills and regional and cultural knowledge strengthen a Marine's ability to successfully work with foreign partners and engage with local populations. All of these requirements depend on robust LREC programs to instill the knowledge and hone the skills necessary to inform planning and fight with, among, or against unfamiliar populations.

1.2 Introduction to LREC Competencies and Proficiencies

CJSCI 3126.01A distills DoD LREC guidelines into competencies and proficiencies.[11] This categorization allows the Services to identify, plan, and source LREC capabilities to meet GCC operational requirements as part of the deliberate planning process. The following chart details the level of proficiency required across the competencies and is discussed in significantly greater detail in Chapter 2. Language capability is addressed separately through the existing Interagency Language Roundtable (ILR) and is assessed using the ILR scoring range of 0-5.

		CJCSI 3126.01A LREC Competencies		
		Region	Culture*	Leadership/ Influence
LREC Proficiencies	**Basic**	- Employs a foundational awareness of concepts and processes across a range of situations.		
	Fully Proficient	- Employs a thorough understanding of core concepts and processes in routine and increasingly complex situations.		
	Master	- Employs extensive depth and breadth of knowledge in advanced concepts and processes in routine, highly complex, and ambiguous situations. - Individuals operating at this level of proficiency serve as an acknowledged authority, advisor, and key resource across the agency, command, or organization.		

**Table 1: LREC Competencies and Proficiencies**

---

[9] *Ibid*, p. 6.

[10] *Ibid,* p. 37.

[11] For the purpose of this document, references to culture in Table 1 include both culture-specific and culture-general information.

Chapter 2: Enabling the MAGTF with LREC Capability

This chapter describes the ways in which every MAGTF is enabled with LREC capabilities at the CJCSI-defined Basic, Fully Proficient, and Master proficiency levels and how each level contributes to the warfighting effectiveness of the MAGTF. [12] LREC capabilities are currently provided in a decentralized manner through the training and education of individual Marines, mission tailored pre-deployment collective training, the MOS requirements of several occupational fields, and the assignment of LREC professionals to the MAGTF, geographic
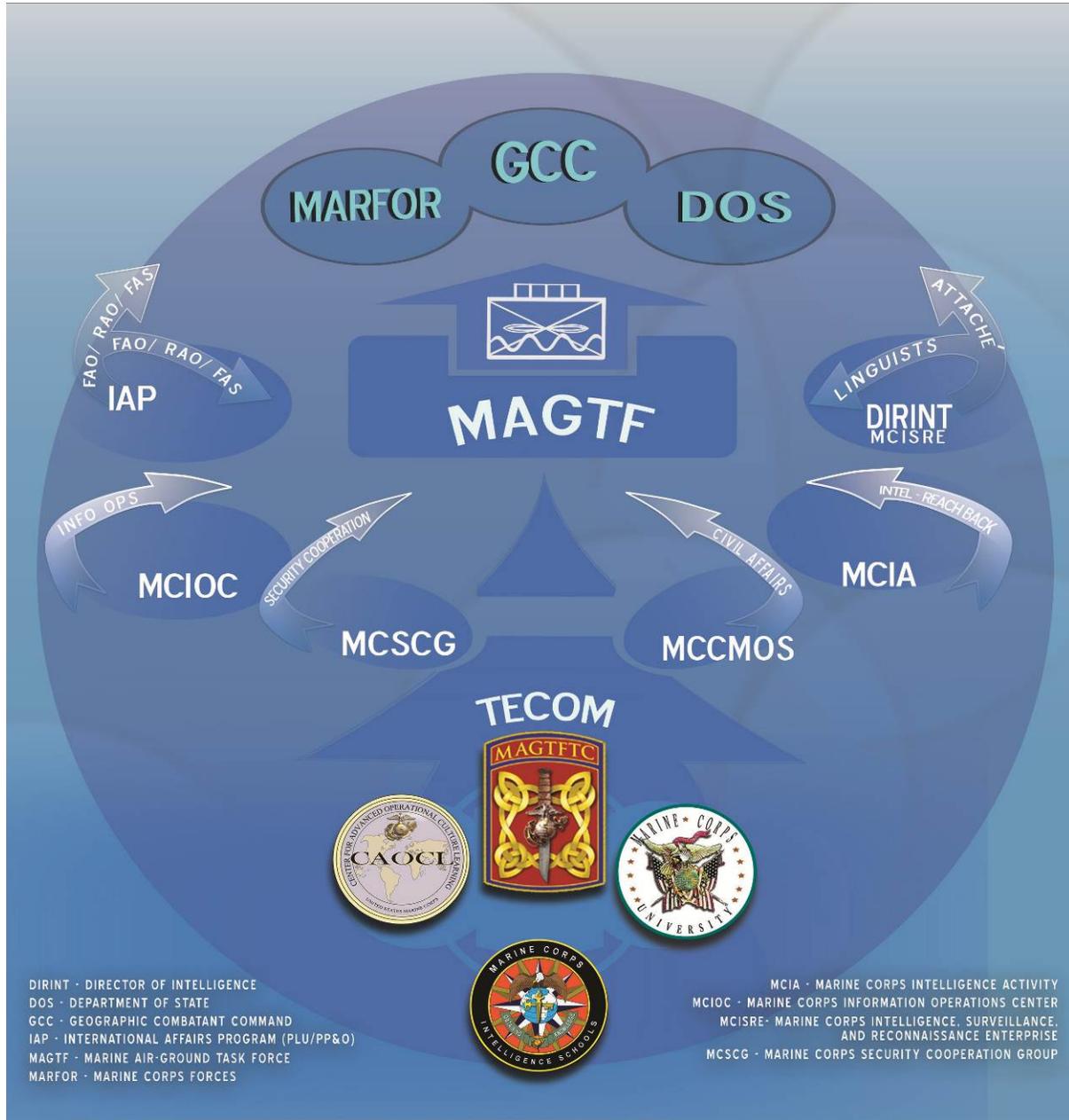
Figure 1: Enabling the MAGTF

---

[12] See Appendix E for full descriptions of LREC Basic, Fully Proficient, and Master levels.

Marine Corps Forces (MARFORs), joint staffs, and the interagency (see Figure 1). The concept of support to provide the MAGTF with sufficient LREC capability is described below.

2.1 Preparing the Force

The MAGTF is enabled by Marines who have at least the Basic LREC proficiency level. A Marine with this level of LREC proficiency demonstrates a fundamental awareness of relevant social science concepts and cognitive processes. Likewise, these Marines apply these competencies in practical situations during the early stages of their careers. Marines are introduced to LREC concepts and skills at the inception of their Marine careers. Enlisted Marines receive exposure to LREC concepts at the Marine Corps Recruit Depots. The culture lessons embedded in the Corporal's Course further provide a primer to future LREC instruction. For officers, this preparation begins at TBS.

CAOCL provides live mission-focused unit training in support of pre-deployment training requirements, formal or MOS-producing schools, and resident PME programs at Marine Corps University (MCU) to support requirements primarily at the Basic LREC competency level. CAOCL training is based on LREC training and readiness tasks that reside in community-based T&R manuals that support Mission Essential Tasks. CAOCL instructional support for the operational forces increased in terms of overall number of Marines trained and educated, and has diversified from an initial OIF/OEF posture to a globally deployable focus.[13] Of note, CAOCL live instruction spans the entire range of LREC competencies from Basic to Fully Proficient and, ultimately, the Master level.

Marine Corps Intelligence Schools (MCIS) and the Marine Detachments (MARDET) at the Defense Language Institute (DLI) and Goodfellow Air Force Base (San Angelo, TX) provide extensive training for Marine Corps cryptologic linguists at the Basic LREC competency level. Basic language proficiency (ILR Level 2 on the Defense Language Proficiency Test – DLPT) is a MOS requirement for Marines serving in the 267X MOSs. The combination of training received at MARDET DLI and MARDET Goodfellow provides the Corps' cryptologic linguists with a solid foundation in the global and technical foreign language skills required to execute the Signals Intelligence (SIGINT) missions of the Radio Battalions in each of the three Marine Expeditionary Forces (MEFs), Marine Corps Forces Special Operations Command (MARSOC), Marine Corps Forces Cyber Command (MARFORCYBER), and Marine Cryptologic Support Battalion.

Deputy Commandant for Plans, Policies, and Operations (DC, PP&O) relies on a multifaceted approach to training and educating the Marines who comprise the FAO, RAO, and FAS programs. These programs include formal education through the Naval Postgraduate School (NPS) and other academic institutions. Additionally, Marines in these programs must demonstrate expertise acquired through regional travel and/or experience related to their assigned region and corresponding culture(s).

---

[13] CAOCL's training totals for FY13 were 24,319 and current FY15 data shows 65,150 Marines trained - a net increase of 41,000. Current FY15 tracking indicates there are more PACOM LREC training requests than CENTCOM. Source: *CAOCL Training Database*, "August Close-Out FY15".

2.2 Developing Proficiency

A Marine at the Fully Proficient LREC level demonstrates a thorough understanding of core concepts and processes with an ability to apply regional and/or cultural competency in routine and increasingly complex situations. Capability at this level typically involves several different types of professional development. It often includes advanced training, education, or experience in a LREC-related topic, such as socio-cultural analysis tradecraft, the incorporation of culture in the planning process, communication through an interpreter, and the military culture of a specific area. There are several MOS communities that require a Fully Proficient level of LREC capability, such as civil affairs and Foreign Security Force advisor MOSs. Each MAGTF will likely possess a small cadre of LREC Fully Proficient Marines, advanced tasks such as low-level negotiations, liaison with coalition partners and host nation governments, and green cell analysis in the planning process will be filled by LREC proficient personnel whenever possible.

To support the 35th Commandant's *USMC LREC Strategy 2010-2015* requirement for every career Marine to achieve a foundation of LREC competency, CAOCL supports complementary training and education requirements through a managed blend of live training and online education through the RCLF program. CAOCL's foundational instruction includes culture-general concepts and skills, culture-specific knowledge, and regional knowledge. Culture-general concepts and skills are advantageous to the individual Marine because they are transferable between different areas of operations. They provide a basis for identifying, gathering, analyzing, and understanding cultural information, as well as acting in cross-cultural situations. Culture-general education is reinforced by culture-specific knowledge. Culture-specific curriculum addresses cultural patterns and processes of particular groups or networks that may not be limited to a defined region. Regional knowledge is applicable across a broad geographical area. This knowledge includes, but is not limited to, transnational issues (e.g. migration, trade, human trafficking), state-to-state interactions, broad economic and political trends, and cultural patterns that are common or prominent in populations of the region. Regions may be defined differently depending on mission.

CAOCL's RCLF program is an important advancement in Marine Corps LREC capability.[14] In the *Marine Corps Service Campaign Plan 2014-2022 (MCSCP)*, in which this strategy serves as *Appendix 11 to Annex C*, the service is directed to align and refine our education and training efforts to enable our Marines and Sailors to succeed in distributed operations and increasingly complex environments. Specifically supporting this objective, the goal of the RCLF program is to expand regional specialization through a fully developed and phased primary military education program by September, 2016.[15]

The RCLF program is a career-long training and education program designed to introduce, develop, and sustain a foundation of LREC skills and concepts across the total force. The mission of the RCLF program is to ensure Marines are globally prepared and regionally focused so they are effective at navigating and influencing the 21st century operating environment in support of Marine Corps missions. The RCLF program is aimed at the career force, complementing and enhancing existing Service and Joint PME requirements for sergeants

---

[14] *Regional, Culture, and Language Program*, MROC Decision Memorandum 38-2012, 24 May, 2012, p. 1.
[15] *Marine Corp Service Campaign Plan 2012-2020*, p. 25.

through lieutenant colonel. Reaching career Marines early in their development, RCLF incentivizes talented and motivated Marines to pursue advanced LREC learning in order to be better qualified for accession into competitive programs such as Marine Security Guard, MARSOC, and FAO/RAO/FAS.

The RCLF program assigns Marines, at the rank of sergeant or second lieutenant, to one of 17 regions for career length study. The distribution of regional assignments across the Service ultimately supports Marine Corps preparedness for global employment and reinforces the MEF regionalization policy by providing unit commanders with culturally informed and competent Marines.

The RCLF program takes a realistic approach to language training. It is assumed that the majority of Marines will not be able to dedicate the significant time required to achieve even novice status as measured by a DLPT score of 0 to 0+. The program, thus, provides a foundational language package intended to provide Marines with a functional capability. The RCLF program leverages an existing DLI training aid called HeadStart 2, which provides in excess of 1,000 command phrases and pleasantries. The program also provides a foundation in communicating through interpreters, exposure to regional/cultural non-verbal communication, and other cross-cultural competencies skills. HeadStart 2 curriculum is designed to enhance the Marine's ability to communicate across cultural barriers.

Other key organizations that develop Fully Proficient LREC Marines are Marine Corps Forces Command's (MARFORCOM) MCSCG, PP&O's MCIOC, and Training Command's MCCMOS. MCSCG conducts MOS training for Foreign Security Force Advisors and also provides individual and/or collective training for units that must be capable of accomplishing security cooperation-related METs. MCIOC conducts MOS training for information operations (IO) Marines and provides IO detachments in support of MAGTFs that must be capable of engaging with foreign populations. MCCMOS conducts MOS training for civil affairs Marines who must be capable of interacting with foreign populations and be proficient in leading a green cell as part of the planning process. The training & readiness manuals for these occupational fields establish the associated LREC training requirements.

The Marine Corps Intelligence Foreign Language Program (MCIFLP) is specifically designed to provide opportunities to sustain and enhance the proficiency levels of linguists who serve within the intelligence community. MCIFLP efforts range from on-site language labs, to resident language programs, to resident immersion training. Over the last decade, MCIFLP has proven its worth as a means of acquiring language capabilities to support or enhancing foreign language proficiency of intelligence Marines participating in OEF and OIF. In the near term, MCIFLP will be inextricably linked to the ability of our cryptologic linguists to meet DoD requirements on the DLPT. Intelligence department centrally manages MCIFLP, while Command Language Program managers execute the program at the unit level. This efficient and effective construct enables robust language training and reduces time away from home station, time awaiting training, time away from mission, and travel costs.

Additionally, the Marine Corps Foreign Language Proficiency Bonus (FLPB) program has played a critical role in the identification and tracking of Marines possessing a foreign language

skill. The FLPB program is designed to recognize and reward Marines who have acquired and maintained proficiency in a foreign language. FLPB, as an incentive, has been instrumental in the growth of the number of Marines who meet required foreign language proficiency standards.

2.3 Developing Professionals

A Marine at the Master LREC level demonstrates extensive depth and breadth of expertise in advanced concepts and processes and applies cross-cultural competency in highly complex or ambiguous situations within and across social science disciplines. Marines who achieve the Master-level LREC proficiency must maintain MOS credibility in the operating forces, while simultaneously operating at this level of proficiency as an acknowledged authority, advisor, and key resource. Although most of these Marines achieved expertise in a foreign language, graduate-level knowledge of a region and culture, such as that possessed by regional affairs officers, may also be classified at the Master-level proficiency. These specialized personnel enable a MAGTF through the following activities: lead green or red cells during planning, conduct direct coordination with partner or allied militaries and the interagency community, plan and conduct LREC training for MAGTF personnel, and provide political-military advice to the commander.

DC, PP&O manages the IAP, which identifies, selects, trains, tracks, and employs a cadre of officers and Staff Non-Commissioned Officers (SNCOs) that maintain LREC and political-military expertise. The IAP program manages several Free MOS (FMOS) communities: FAOs, RAOs, and FASs. Marines may attain these FMOSs through a study-track program or through experience-track application. Under the study track, FAOs must achieve at least 2/2 on the DLPT, earned a regionally focused Master's degree, and have at least twelve months of professional experience in the region. Likewise, RAOs must have earned a regionally focused master's degree. FAS Marines must have scored at least a 1+/1+ on the DLPT, earned an associate's degree, and have at least twelve months of professional experience in the region. The experience-track requires commensurate academic, linguistic, and regional experience, acquired through a Marine's background and own initiative. The IAP also manages Marines participating in the Personnel Exchange Program (PEP) and mission specific initiatives such as the Afghanistan-Pakistan Hands program. These Marines, and those who study in foreign PME institutions, typically receive the FAO, RAO, or FAS MOS upon successful completion of their tour. Targeted utilization of FAO/RAO/FAS Marines to match their LREC skills to regionally focused units and headquarters supports Service-level regionalization requirements and MEF responsibilities laid out in the *MCSCP*.[16] Experience as FAOs, RAOs, or FAS Marines also increases the competitiveness of our Marines for various assignments within the Defense Attaché System and other national-level positions requiring significant LREC expertise.

In the role of SLA, DIRINT provides oversight for the development and staffing of language professionals to the operating forces. These responsibilities are executed through the Marine Corps Foreign Language Program (MCFLP). DIRINT is also responsible for developing language professionals for employment in the SIGINT and Counterintelligence/Human Intelligence communities.

---

[16] *Marine Corps Service Campaign Plan 2014-2022* (May 21, 2014), p. 37.

DIRINT is also responsible for developing the LREC capabilities of members of the Marine Corps Intelligence, Surveillance, and Reconnaissance Enterprise (MCISRE) that require mid-level LREC proficiency to conduct their MOS duties. DIRINT is implementing an individual language training program using innovative non-resident solutions in order to improve the foreign language and cross cultural communication skills across the MCISRE workforce. This program maintains the guiding principles of lifelong learning, socialization of effort, and unit support. This program improves the ability of MCISRE personnel to perform front-end processing of information in foreign languages and cultures and expand the opportunities for coalition and partner nation engagement.

2.4 Managing LREC Capability: Now and in the Future

The management of LREC capabilities is difficult due to its complexity, diversity, and sustainment challenges. All these factors complicate the tasks of training, measuring, tracking, and coordinating programs and personnel. Recognizing these complexities, the Marine Corps has made great strides in developing LREC capabilities within the Corps and providing transparent management tools to commanders in the operating forces to maximize the operational impact of Marines with these capabilities.

LREC training and education are inherently complex because of the quantity and diversity of knowledge relevant to foreign languages and culture. First, DoD recognizes well over 150 languages, with 35 encompassing the DoD strategic language list. Deciding upon which languages to invest and to what level and with how many Marines is challenging. True fluency usually demands five to seven years, an immersive environment, and sustainment. Even acquiring measurable foreign language proficiency is problematic due to the significant time investment required. This type of investment is not practicable for the vast majority of military personnel comprising the Total Force, who may only be required to train to a desired functional language capability in a particular domain of vocabulary driven by mission requirements. Furthermore, language skills are perishable. Like physical fitness, language skills must be maintained through regular training. Providing this type of sustainment training to a decentralized and low-density (by language) population has traditionally presented a serious challenge to all the services. For the regional expertise and culture (REC) portions of LREC, imparting knowledge of social institutions, histories, environments, political and economic systems, and cultural norms for each of the cultural groups Marines will encounter is a daunting task. The number of potential regions and cultures are almost unlimited – creating a need for avoiding duplication of effort and efficient administration practices. Additionally, maintaining accurate REC data is an endless task that requires a high degree of dedication and organization.

The complexity and diversity of LREC knowledge and skills generate similar challenges for LREC sustainment and management activities, such as the generation and application of standards for training and education program design, as well as individual and unit readiness in accordance with the LREC CJCSI proficiency levels. The Marine Corps LREC management employs a comprehensive, yet flexible, training and education framework that meets the Commandant's intent of ensuring Marines and Marine Corps units have the LREC capability they need to accomplish operational objectives. Figure 2 provides a general overview of the alignment of the training and education continuum, specialized MOSs, and the CJCSI standards.

LREC management must reduce wasteful or duplicative activities and simultaneously support career-length LREC individual study, sustainment of expertise, and guidance for long term training and education to meet the needs of deploying units. Management must also support and inform leaders and planners who design and conduct LREC training and education to meet operational requirements.

In support of LREC management, leaders must seek out and capitalize on the innate knowledge and skills those Marines from diverse cultural, educational, and social backgrounds in order to further their abilities through training, education, and opportunities. As an initial step, Deputy Commandant, Manpower and Reserve Affairs (DC, M&RA) has made information about a Marine's RCLF regional assignment, language skills, and special skills accessible at the unit
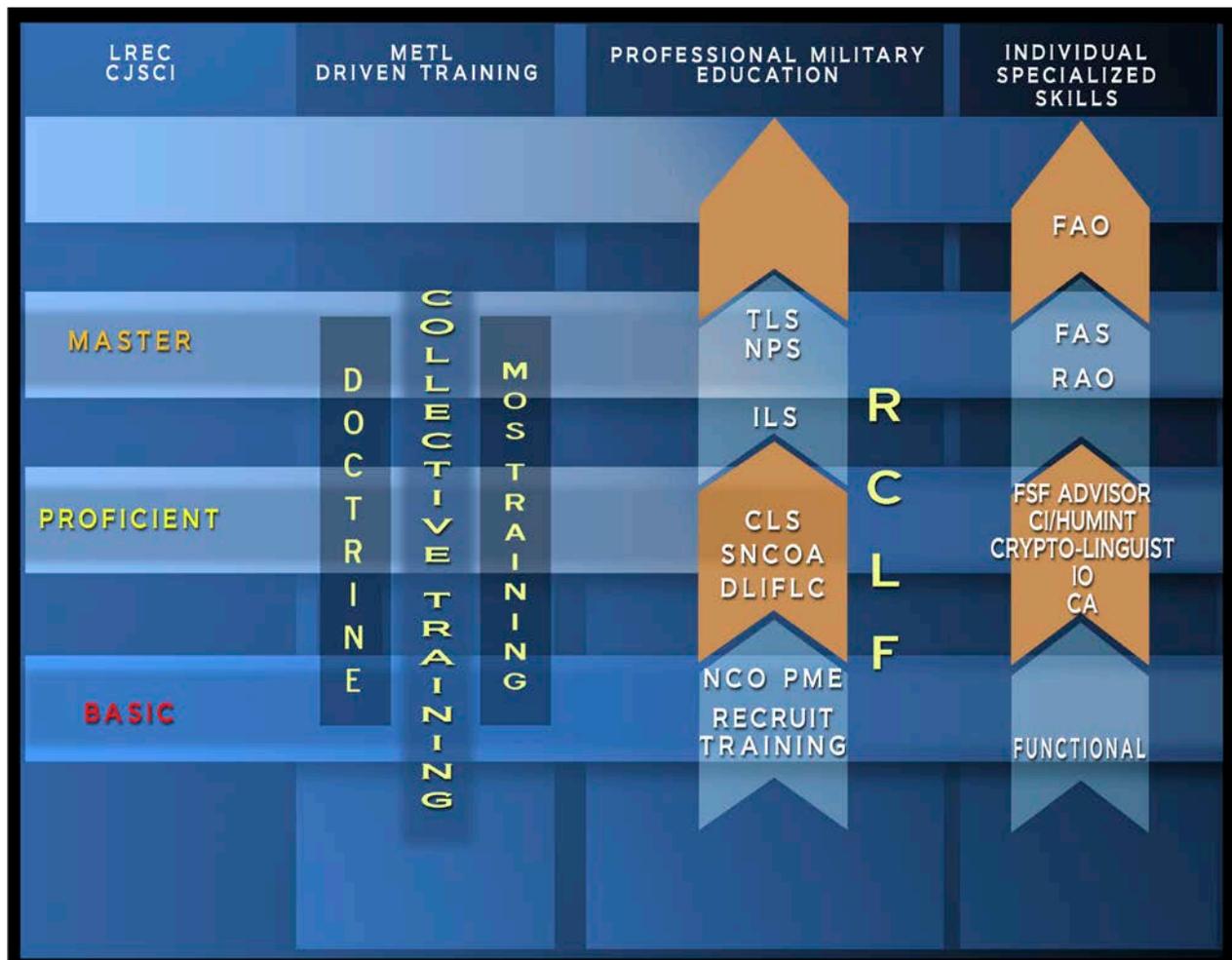
Figure 2: Integrating LREC

level with a niche capability tracking system available through the Command Profile program and the Marine Corps Total Force System. This increased visibility allows commanders to better leverage their unit's talents to meet operational requirements.

Additionally, talent and career management of our professional linguists should be a coordinated effort among the various occupational field managers, program managers, and DC, M&RA.

LREC skills should be considered as a factor within the assignments, especially in instances where Marines are selected for assignment as a Marine Attaché or similar duties.

In addition to the human element of our LREC capabilities, the Marine Corps must also look at the material or machine components of LREC. The Marine Corps must generate the requirements for and investigate the increased use of technology in LREC training, education, and operational scenarios. In concert with our DoD and Service partners, web-based training and education applications need to be explored. Examples include traditional computer-based training and synchronous or asynchronous instructor-led virtual training. In the future, machine-based translation systems could prove themselves to be force multipliers, especially as those technologies mature.

The complexity of developing, enhancing, and sustaining LREC capabilities requires that appropriate resources and manpower be provided to the organizations responsible for their development across the DOTMLPF pillars, including MCSCG, CAOCL, MCIS, MCIOC, MCCMOS, and the various staffs responsible for the development and execution of LREC policies and programs.

Chapter 3: LREC Advocacy

The Commandant of the Marine Corps (CMC) receives advice and recommendations from multiple sources to support key decisions associated with his statutory responsibilities concerning manpower, training, and resourcing matters directly affecting the capabilities and effectiveness of the Corps. The Marine Corps assigns advocates and proponents for organizational and functional areas to ensure CMC receives informed input and recommendations on these matters. The advocacy process results in increased communication and representation of operating force requirements and interests within HQMC processes and the MCCBA.

Figure 3: LREC Community of Interest

LREC is a sophisticated functional area that affects all mission sets related to Marine expeditionary operations. Only sustained, strong advocacy will ensure the continued development and institutionalization of a Marine Corps LREC capability sufficient for the 21st century security environment. Effective advocacy will result in better educated, trained, and ready personnel, informed capability development, and responsive organizations. Figure 3 displays the relationship between the LREC advocate and proponents, as well as some of the other primary Marine Corps commands or organizations that enable or use LREC capabilities. These relationships and the respective responsibilities are addressed in subsequent portions of this strategy.

3.1 The LREC Advocate, Proponent, and Community of Interest

DC, CD&I, as the LREC advocate, shall coordinate with the operating forces and supporting establishment to ensure unified action on LREC capability development. DIRINT and Dir, PL/PP&O, the SLA and Deputy SLA respectively, take a broad perspective on Marine Corps LREC policies beyond intelligence-related language issues in the development of DoD, Joint, and Service LREC policies. Additionally, DIRINT and Dir, PL/PP&O are responsible as proponents of LREC requirements as they relate to MCISRE and the IAP. The Director of SWCIWID, as the portfolio manager, plays a key role in identifying, coordinating, and integrating LREC capability within Joint Capability Area 8 (Building Partnerships). The CG, EDCOM, assigned as the proponent for establishing and maintaining multiple LREC capabilities in support of the general purpose force (GPF), employs CAOCL to assist the advocate through execution of mutually-supported training and education programs, as well as institutionalization of LREC capabilities across the DOTMLPF pillars. Furthermore, CAOCL's responsibilities for performing functions across the training and education continuum in support of the GPF

encompass aspects of the LREC-related training and readiness manual events, Marine Corps Tasks, relevant core, core plus, and assigned METs, and all facets of the RCLF program.

These organizations, along with other LREC stakeholders such as the MARFORs, compose the LREC COI as detailed in Appendix D. The LREC COI's collective inputs serve to inform the advocate of operational requirements and deficiencies. The Marine Requirements Board (MRB) and the Marine Requirements Oversight Council (MROC) address advocate recommendations.

3.2 LREC Operational Advisory Group

Advocacy must be executed through a collaborative construct. To accomplish this task, DC, CD&I will charter a LREC Operational Advisory Group (OAG) to facilitate communication and collaboration with the operating forces, the supporting establishment, and the proponents. The OAG's most important function will be to recommend prioritization of issues and solutions that directly impact LREC capability. The OAG will be synchronized to affect and influence the Capability Based Assessment process within the MCCBA and the Program Evaluation Boards for the annual Program Objective Memorandum cycle. Furthermore, it will support CD&I's Capability Portfolio Management process.

3.3 Marine Corps Foreign Language Committee

To support the LREC OAG, the Marine Corps Foreign Language Committee (MCFLC) provides a forum to discuss and resolve potential challenges, validate requirements, obtain factual inputs, compile information, explore new technology, address foreign language matters raised as agenda items by LREC OAG and committee members, and formulate Marine Corps positions on LREC issues.

Chapter 4: LREC Priorities and Tasks

4.1 Priorities

The following priorities will serve as overarching guidance for capability development activities.

1) Ensure all Marines are provided career-long LREC training and education to achieve a foundation of cross-cultural competence commensurate with their rank.

2) Ensure regionally focused MEBs and MAGTFs are enabled with sufficient and sustained LREC training and capability.

3) Ensure the Marine Corps develops and maintains sufficient LREC capability in specialized MOSs to meet national-level and operational requirements.

4.2 Tasks

The LREC tasks listed below provide near and mid-term actions for the LREC advocate, proponent, and COI. These tasks support program requirements and are in concert with DoD efforts.

TASK 1 – Within 90 days of this strategy's publication, issue a change to MCO 5311.6 ADVOCATE AND PROPONENT ASSIGNMENTS AND RESPONSIBILITIES that designates LREC as a functional area with DC, CD&I assigned as the advocate. (DC, CD&I)

TASK 2 – Within one year of this strategy's publication, publish MCIP 3-44.01 *Applied LREC for the Expeditionary Environment* in order to establish an enduring doctrinal foundation for the integration of LREC capabilities into training, planning, and operations. (DC, CD&I/CAOCL)

TASK 3 – Within one year of this strategy's publication, establish the LREC OAG in order to facilitate communication and collaboration with the operating forces, supporting establishment, and other advocates and proponents. The MCFLC will act as the lead member of the OAG to coordinate, synchronize, and track OAG tasks. (DC, CD&I/Dir, PL/DIRINT/CG, EDCOM)

TASK 4 – Within one year of this strategy's publication, issue revised pre-deployment LREC collective training requirement guidance in order to support MAGTF METL development. (DC, CD&I/CAOCL)

TASK 5 – Within 18 months of this strategy's publication, ensure relevant T&R Manuals are revised to incorporate guidance found in CJCSI 3126.01A. (CG, TECOM/CAOCL)

TASK 6 – Within 18 months of this strategy's publication, develop and publish appropriate guidance within M&RA related to the intent, requirements, and end state of this strategy and in accordance with DoDI 5160.70. (DC, M&RA)

TASK 7 – Within 18 months of this strategy's publication, conduct a baseline review of all existing live and web-based language programs used in the Marine Corps to identify any redundancy and ensure they meet requirements efficiently and effectively. (DIRINT/CAOCL)

TASK 8 – Within 18 months of this strategy's publication, update MCO 1550.25, *Marine Corps Foreign Language Program*, to reflect the requirements contained within CJCSI 3126.01A and the roles and responsibilities contained within this strategy. (DC, PP&O/DIRINT)

Chapter 5: Summary

The Marine Corps' ability to integrate LREC considerations and capabilities into planning and operations has grown considerably in response to the demands of recent conflicts and increased security cooperation.

This strategy recounts the challenges associated with developing and maintaining LREC capabilities that the Marine Corps has encountered and identifies the corresponding programs, policies, and organizations the Marine Corps has leveraged to overcome these obstacles. Increased collaboration and coordination within the LREC Community of Interest will facilitate better informed efforts by the Service to integrate LREC policies, procedures, and capabilities across the DOTMLPF pillars.

The vision articulated in this strategy foresees the firm establishment of LREC as a functional area with strong advocacy from DC, CD&I, with robust proponent input from DIRINT, Dir PL/PP&O, and CAOCL, and in close collaboration with other key LREC stakeholders. As a result, LREC as a functional area shall receive sufficient consideration in the capability development process and in the development of future METL-based training plans and revalidated pre-deployment training requirements. Further, the Service shall ensure that LREC is adequately institutionalized across the DOTMLPF pillars in order to ensure that Marine Corps LREC capabilities meet the requirements addressed in CJCSI 3126.01A.

DoD and Service-level guidance describes future operational environments that demand a greater need for LREC capability. Therefore, it is imperative that the Corps continue to coordinate, develop, and institutionalize this capability to succeed as an expeditionary, forward-engaged, and ready force that is regionally focused, yet globally prepared for any crisis.

Appendix A: Abbreviations

CAOCL: Center for Advanced Operational Culture Learning

CG EDCOM: Commanding General, Education Command

COI: Community of Interest

CMC: Commandant of the Marine Corps

DC, CD&I: Deputy Commandant, Combat Development and Integration

DC, PP&O: Deputy Commandant, Plans, Policies and Operations

DC, M&RA: Deputy Commandant, Manpower and Reserve Affairs

DIRINT: Director of Intelligence

Dir, PL/PP&O: Director, Strategy and Plans Division, Plans, Policies, and Operations

DLI: Defense Language Institute

DLIFLC: Defense Language Institute Foreign Language Center

DLPT: Defense Language Proficiency Test

DoD: Department of Defense

DOTMLPF: Doctrine, Organization, Training, Materiel, Leadership, Personnel and Facilities

FAO: Foreign Area Officer

FAS: Foreign Area Staff Non-Commissioned Officer

FLPB: Foreign Language Proficiency Bonus

FMOS: Free Military Occupational Specialty

GCC: Geographic Combatant Command

GPF: General Purpose Force

HQMC: Headquarters, Marine Corps

IAP: International Affairs Program

IC: Intelligence Community

ILR: Interagency Language Roundtable

IO: Information operations

LREC: Language, Regional Expertise and Culture

MAGTF: Marine Air-Ground Task Force

MARDET: Marine Detachment

MARFOR: Marine Corps Forces

MARFORCOM: Marine Corps Forces Command

MARFORCYBER: Marine Corps Forces Cyber Command

MARSOC: Marine Corps Forces Special Operations Command

MC CBA: Marine Corps Capabilities Based Assessment

MCCMOS: Marine Corps Civil Military Operations School

MCFLC: Marine Corps Foreign Language Committee

MCFLP: Marine Corps Foreign Language Program

MCIA: Marine Corps Intelligence Activity

MCIFLP: Marine Corps Intelligence Foreign Language Program

MCIOC: Marine Corps Information Operations Center

MCIS: Marine Corps Intelligence Schools

MCISRE: Marine Corps Intelligence, Surveillance, and Reconnaissance Enterprise

MCSCG: Marine Corps Security Cooperation Group

MCSCP: Marine Corps Service Campaign Plan

MCU: Marine Corps University

MEF: Marine Expeditionary Force

MET: Mission Essential Task

METL: Mission Essential Task List

MOS: Military Occupational Specialty

MRB: Marine Requirements Board

MROC: Marine Requirements Oversight Council

NPS: Naval Postgraduate School

OAG: Operational Advisory Group

OEF: Operation ENDURING FREEDOM

OIF: Operation IRAQI FREEDOM

PEP: Personnel Exchange Program

PME: Professional Military Education

PLU: International Affairs Branch, PP&O

QDR: Quadrennial Defense Review

RAO: Regional Affairs Officer

RCLF: Regional, Culture, and Language Familiarization

REC: Regional Expertise and Culture

ROMO: Range of Military Operations

SCEP: Security Cooperation Engagement Plan

SIGINT: Signals Intelligence

SLA: Senior Language Authority

SNCO: Senior Non-Commissioned Officer

SWCIWID: Small Wars Center Irregular Warfare Integration Division

TCP: Theater Campaign Plan

TBS: The Basic School

TECOM: Training and Education Command

TCP: Theater Campaign Plans

TngCom: Training Command

T&R: Training and Readiness

Appendix B: Definitions

Cross-Cultural Applications	A small set of common applications in which culture-general concepts and skills are commonly used by Marines (e.g. communicating through an interpreter, incorporating culture in the planning process, some aspects of sociocultural analysis, etc.)
Cross-Cultural Competence	The ability to quickly and accurately comprehend and effectively interact cross-culturally. This capability is developed through different combinations of education, training, and experience across multiple learning domains including regional knowledge and skills, language and non-verbal communication, culture-specific knowledge and skills, and culture-general concepts and skills.
Culture	Culture is a web of meanings shared or partially shared by members of a group. To be successful, commanders and staffs consider five fundamental aspects of culture when planning and executing military operations: • People use culture to understand the world and make decisions. • Aspects of culture are interconnected, sometimes in unfamiliar ways. • Culture is learned. • Culture is not homogenous in a group; there will be internal variation. • Culture is created by people and can and does change.
Culture-general	Concepts and skills for thinking and acting that are transferable from one area of operations to another. Culture-general concepts and skills provide a foundation for identifying, gathering, and analyzing or understanding cultural information, and acting in cross-cultural situations.
Culture-specific Knowledge	Knowledge about the cultural patterns and processes of a particular group or network that may not be limited to a predefined geographical area (e.g. diasporic populations or social networks).
Green Cell	The purpose of a green cell is to consider the population in order to promote a better understanding of the environment and the problem. At a minimum, the green cell provides for the independent will of the population. The green cell may also provide considerations for non-DOD entities, such as intergovernmental organizations (IGOs) or nongovernmental organizations (NGOs). Green cell membership can range from an individual to a task-organized group of SMEs that may include liaisons from the local populace and non-DOD agencies. (MCWP 5.1, p. 2-6).

Interagency Language Roundtable (ILR)	The ILR is a scale originally developed by the U.S. government to capture the language proficiency of government employees. Proficiency levels range from 0 to 5 and including speaking, writing, listening and reading. Level 3 may be defined as follows: • *Speaking 3*: Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations in practical, social and professional topics. • *Reading 3*: Able to read within a normal range of speed and with almost complete comprehension a variety of authentic prose material on unfamiliar subjects. • *Writing 3*: Able to use the language effectively in most formal and informal written exchanges on practical, social and professional topics. • *Listening 3*: Able to understand the essentials of all speech in a standard dialect including technical discussions within a special field. (Source: http://www.govtilr.org)
Language Professional	A person who possesses a foreign language capability, as defined in Interagency Language Roundtable Skill Level Descriptions, in one or more foreign languages and requires a foreign language to perform his or her primary function. (DoDD5160.41E)
Language Skilled	A person who possesses a foreign language capability in one or more foreign languages. (DoDD5160.41E)
Regional Expertise	Graduate-level education or 40 semester hours of study focusing on, but not limited to, the political, cultural, sociological, economic, and geographic factors of a foreign country or specific global region through an accredited educational institution or equivalent regional expertise gained through documented previous experience as determined by the USD(P&R) or the Secretary of the Military Department concerned. (DoDD5160.41E)
Regional Knowledge	Culture-specific knowledge that is applicable across a broad geographical area. This knowledge includes, but is not limited to, transnational issues (e.g. migration, trade, human trafficking), state-to-state interactions, broad economic and political trends, and cultural patterns that are common or prominent in populations of the region. Regions may be defined differently depending on mission or other purpose.

Appendix C: References

36th Commandant's Planning Guidance (2015)

Brooks, David C., "U.S. Marines, Miskitos and the Hunt for Sandino: The Rio Coco Patrol in 1928," *Journal of Latin American Studies*, Vol. 21, No. 2 (May 1989)

CJCSI 3126.01A *LREC Capability Identification, Planning and Sourcing* (31 January 2013)

CJCSI 3210.06 *Irregular Warfare* (10 June 2010)

Department of Defense Directive 5160.41E, *Defense Language Program (DLP)*, (21 October, 2005), *Incorporating Change 1* (27 May, 2010)

Department of Defense Directive 5160.41E, *Defense Language, Regional Expertise, and Culture Program (DLRECP)*, (21 August 2015)

Department of Defense Directive 5160.70, *Management of DoD Language and Regional Proficiency Capabilities* (12 June, 2007)

Department of Defense Instruction 3000.05, *Stability Operations* (16 September, 2009)

DoD Strategic Plan for Language Skills, Regional Expertise and Cultural Capabilities 2011-2016

Expeditionary Force 21 (4 March 2014)

Joint Publication 3-0 *Joint Operations* (11 August 2011)

Marine Corps Bulletin 5320

Marine Corps Doctrinal Publication 1-0 *Marine Corps Operations* (9 August 2011)

Marine Corps Language, Regional and Culture Strategy: 2011-2015 (August 2010)

Marine Corps Order 1000.6 *Assignment, Classification, and Travel System Manual* (3 July 2013)

Marine Corps Order 1300.8 *Marine Corps Personnel Assignment Policy* (18 September 2014)

Marine Corps Order 1520.11F *International Affairs Programs* (27 March 2013)

Marine Corps Order 1550.25 *Marine Corps Foreign Language Program* (6 March 2012)

Marine Corps Order 1553.4B *Professional Military Education* (25 January 2008)

Marine Corps Order 3502.6A *Marine Corps Force Generation Process* (7 June 2013)

Marine Corps Order 5311.6 *Advocate and Proponent Assignments and Responsibilities* (2 December 2013)

Marine Corps Order 5710.6C *Marine Corps Security Cooperation* (24 June 2014)

Marine Corps Decision Memorandum 38-2012 *Regional, Culture and Language Familiarization Program* (24 May 2012)

Marine Corps Service Campaign Plan, 2014-2022 (4 June 2014)

Marine Corps Warfighting Publication 5-1 *Marine Corps Planning Process* (24 August 2010)

Navy and Marine Corps Manual 1200.1 *Military Occupational Specialties Manual* (29 June 2011)

Quadrennial Defense Review (4 March 2014)

U.S. National Security Strategy (February 2015)

Appendix D: LREC Community of Interest

Deputy Commandant, Combat Development and Integration (DC, CD&I) is assigned as the **LREC Advocate** to represent the Marine Corps as well as identify and prioritize capabilities required for LREC.

- **Small Wars Center and Irregular Warfare Integration Division (SWCIWID)** serves as the Portfolio Manager for the **Joint Capability Area-8 (JCA-8) Building Partnerships**. SWCIWID, as the Portfolio Capability Manager for JCA-8, plays a key role in identifying, coordinating, and integrating LREC capability across DOTMLPF in order to ensure Marines have the ability to understand the history, language, cultures, beliefs, social structures, politics, and economics of allies, partners, and foreign populations to effectively execute missions across the spectrum of military operations.

Deputy Commandant, Manpower & Reserve Affairs (DC, M&RA) plays an essential role in the assignment, tracking, and career management of LREC Marines to support accession to higher grades and opportunities for utilization that benefit manpower and expeditionary requirements.

Deputy Commandant, Plans, Policies and Operations (DC, PP&O)
- **Director, Strategy and Plans Division (Dir, PL)** is assigned as the Marine Corps' **Deputy Senior Language Authority** (DSLA) and is responsible for managing the International Affairs Program and Personnel Exchange Program. In this capacity, Dir, PL identifies and tracks Marine officers and SNCOs with master level LREC skills. Dir, PL also develops and maintains the Service Security Cooperation policy and Campaign Support Plans and ensures identified LREC capability requirements are input into the MCCBA process.

- **The Marine Corps Information Operations Center (MCIOC).** LREC capability is central to most information operations activities and MCIOC plays a key role in ensuring that IO Marines are equipped with or have access to sufficient LREC capability to influence foreign populations.

Commander, U.S. Marine Forces Command (COMMARFORCOM)

- **Marine Corps Security Cooperation Group (MCSCG).** Because LREC capability is central to most security cooperation activities, MCSCG plays a key role in determining related LREC training standards and capability requirements for the Marine Corps to effectively conduct the security cooperation mission.

Commander, U.S. Marine Forces Special Operations Command (COMMARSOC)
MARSOC has an interest in both accessing Marines with LREC skills and leveraging Marine Corps Service LREC training and education capability to enhance MARSOC Marines' LREC knowledge and skills.

Commanding General, Education Command (CG, EDCOM)

- **CG, EDCOM** is designated as the Marine Corps Proponent for operational culture and foundational language training for the General Purpose Force (GPF) and executes these responsibilities through the **Center for Advanced Operational Culture Learning (CAOCL),** while also ensuring that appropriate issues are staffed through the **Commanding General, Training and Education Command (CG, TECOM).** In this capacity, CG, EDCOM/CAOCL are responsible for performing four Service-mandated missions: development and delivery of standards-based globally oriented LREC training; development and delivery of educational programs that include development and sustainment of the RCLF program, platform instruction across the MCU schools and other formal schools, and exercise development and support to the same; institutionalization of LREC capabilities across the DOTMLPF pillars; and direct operational support to deployed Marine units.

Commanding General, Training Command (CG, TngCom)

- **The Marine Corps Civil Military Operations School** (MCCMOS) Because the LREC capability is central to most Civil Affairs (CA) activities, MCCMOS plays a key role in ensuring that CA Marines are equipped with or have access to sufficient LREC capability to operate in foreign cultures.

Director of Intelligence (DIRINT) is assigned as the Marine Corps' **Senior Language Authority** (SLA). DIRINT adopts a broad perspective on Marine Corps language policies beyond intelligence-related language issues. The Marine Corps SLA will coordinate with, and receive support from PP&O (PL), M&RA, P&R, and others in development of proposed Marine Corps language policies. DIRINT will coordinate with M&RA to refine personnel requirements in support of the SLA role and to determine the best mechanism for satisfying those requirements.

- **Marine Corps Intelligence Activity (MCIA)** is charged with providing tailored intelligence to the Marine Corps, other Services, and the Intelligence Community based on expeditionary mission profiles in littoral areas. MCIA leverages a variety of LREC capabilities to effectively accomplish its mission.

Service Components to Geographic Combatant Commands

Each of the **Marine Forces (MARFORs)** functions as the Marine Corps' Service Component to their respective Geographic Combatant Command (GCC). As such, all of the regional MARFORs maintain a vested interest in the LREC requirements of their GCC, as well as those of assigned Marine Corps forces.

Appendix E: LREC Capability Identification, Planning, and Sourcing

The identification of operational LREC capability requirements is a persistent challenge. For example, the DoD Strategic Language List currently requires the ability to communicate in over 35 languages. The geographic uncertainty of crisis response missions dictates deliberate efforts to ensure the right combination of languages, MOSs, and region-specific training. Acquisition of LREC capabilities is also challenging because language proficiency, regional expertise, and cultural knowledge are closely related, but trained and educated to much different standards.

In order to assist the military Services with the challenging task of identifying and prioritizing Combatant Commanders' LREC capabilities, the Chairman of the Joint Chiefs of Staff issued Instruction 3126.01A *Language, Regional Expertise, and Culture (LREC) Capability Identification, Planning, and Sourcing*. This guidance, based on a comprehensive baseline of Geographic Combatant Commander's future LREC capability requirements, is designed to assist the military Services in identifying and integrating LREC capabilities in all force planning activities in support of Joint military operations. This instruction, and supporting data, should inform a variety of Service level decisions, such as: billet coding for language, development of language technology solutions, development of LREC training programs; development of language prioritization and policy, programming and resourcing decisions, career field management, and personnel recruiting and retention programs.

		CJCSI 3126.01A LREC Competencies		
		Region	**Culture**[17]	**Leadership/ Influence**
LREC Proficiencies	**Basic**	- Employs a foundational awareness of concepts and processes across a range of situations.		
	Fully Proficient	- Employs a thorough understanding of core concepts and processes in routine and increasingly complex situations.		
	Master	- Employs extensive depth and breadth of knowledge in advanced concepts and processes in routine, highly complex, and ambiguous situations. - Individuals operating at this level of proficiency serve as an acknowledged authority, advisor, and key resource across the agency, command, or organization.		

Table 1: LREC Competencies and Proficiencies

CJCSI 3126.01A provides defined LREC proficiencies and competencies that clarify both levels of capability and how language, regional, and cultural knowledge and skills are independently

---

[17] For the purpose of this document, culture includes both culture-specific and culture-general information.

defined. Table 1 lists the competencies by column, and the proficiencies by row. Language standards are not included in this table and are linked to the established Interagency Language Roundtable (ILR) grading scale.

The region, culture and leadership /influence competencies are composed of sub-elements that are listed below.

- **Region:** Applying regional information and operating in a regional environment.
- **Culture:** Understanding culture, applying organizational awareness, cultural perspective taking, and cultural adaptability.
- **Leadership/Influence:** Building strategic networks, strategic agility, systems thinking, cross-cultural influence, organizational cultural competencies, and utilizing interpreters.