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**CJCSI 3126.01C
8 March 2023**

**LANGUAGE, REGIONAL
EXPERTISE, AND CULTURE
CAPABILITY
IDENTIFICATION, PLANNING,
AND SOURCING**



**JOINT STAFF
WASHINGTON, D.C. 20318**

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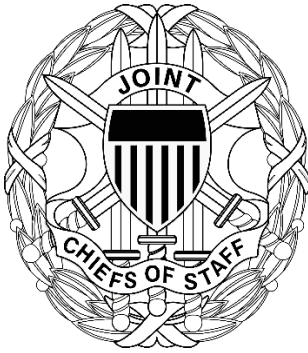
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CHAIRMAN OF THE JOINT CHIEFS OF STAFF INSTRUCTION



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8 March 2023

LANGUAGE, REGIONAL EXPERTISE, AND CULTURE CAPABILITY IDENTIFICATION, PLANNING, AND SOURCING

Reference(s): See Enclosure L

1. Purpose. This instruction provides policy and procedural guidance for the identification, planning, and sourcing of language, regional expertise, and culture (LREC) capabilities. LREC capabilities support global military operations, national decision-making, and the National Defense Strategy (NDS). This instruction is intended for use in conjunction with established policy, doctrine, and procedural processes and guidance.
2. Superseded/Cancellation. CJCSI 3126.01B, 31 January 2013 is hereby superseded.
3. Applicability. This instruction applies to the Joint Staff, Services, Combatant Commands (CCMDs), and Defense agencies responsive to the Chairman of the Joint Chiefs of Staff (CJCS) for joint operation planning and execution. Other addressees are for information only.
4. Policy. Reference a gives CCMDs the authority to organize and employ forces within the command necessary to accomplish the missions assigned to the command. This instruction provides comprehensive guidance and procedures to CCMDs for identifying LREC requirements in support of CCMDs' operational and security cooperation planning efforts, and planning for day-to-day manning needs in support of operations. The goals of this instruction are to:
 - a. Familiarize the Joint Planning and Execution community with LREC capabilities.
 - b. Provide CCMDs, Service Component Commands, Services, and other Department of Defense (DoD) organizations with a standardized methodology to identify and prioritize LREC capability requirements.

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CJCSI 3126.01C

8 March 2023

c. Identify and integrate LREC capabilities in all force planning activities in support of joint military operations.

5. Definitions. See Glossary.

6. Responsibilities. See Enclosure B.

7. Summary of Changes. This instruction:

a. Incorporates guidance from the 2022 *National Defense Strategy*.

b. Adds four tables depicting "Leader/influence function competencies."

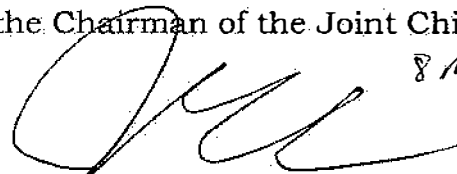
c. Addresses a Department of Defense (DoD) system name change, with the Language Readiness Index becoming the Language Readiness Information System.

d. Clarifies DoD guidance for identification of Combatant Command LREC requirements.

8. Releasability. UNRESTRICTED. This directive is approved for public release; distribution is unlimited on the Non-secure Internet Protocol Router Network (NIPRNET). DoD Components (to include the CCMDs), other Federal agencies, and the public may obtain copies of this directive through the Internet from the CJCS Directives Electronic Library at <<http://www.jcs.mil/library>>. Joint Staff activities may also obtain access via the Secure Internet Protocol Router Network (SIPRNET) directives Electronic Library websites.

9. Effective Date. This INSTRUCTION is effective upon receipt

For the Chairman of the Joint Chiefs of Staff:



8 MAR 23

JAMES J. MINGUS, USA, LTG
Director, Joint Staff

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CJCSI 3126.01C
8 March 2023

Enclosures

- A – Background
- B – Responsibilities
- C – Language, Regional Expertise and Culture Capabilities-Based Requirements Identification Process
- D – Methodology for LREC Capability Identification
- E – Description of Language Skill Levels
- F – Description of Core Culture Competencies and Proficiencies
- G – Description of Regional Competencies and Proficiencies
- H – Description of Leader/Influence Function Competencies and Proficiencies
- I – Linking Core Culture, Regional/Technical and Leader/Influence Function Proficiencies to DoDI 5160.70 Proficiency Levels
- J – Understanding Language, Regional Expertise and Culture Performance Objectives (Skills)
- K – Identifying LREC Capability Requirements in OPLANs, OPORDs, RFFs and IA Requests
- L – References
- GL – Glossary

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8 March 2023

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CJCSI 3126.01C
8 March 2023

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UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

TABLE OF CONTENTS

ENCLOSURE A – BACKGROUND	A-1
ENCLOSURE B – RESPONSIBILITIES.....	B-1
Joint Staff	B-1
Office of the Secretary of Defense, Services, Combatant Commands, and Defense Agencies.....	B-3
ENCLOSURE C – LANGUAGE, REGIONAL EXPERTISE AND CULTURE CAPABILITIES-BASED REQUIREMENTS IDENTIFICATION PROCESS	C-1
ENCLOSURE D – METHODOLOGY FOR LREC CAPABILITY IDENTIFICATION.....	D-1
ENCLOSURE E – DESCRIPTION OF LANGUAGE SKILL LEVELS	E-1
ENCLOSURE F – DESCRIPTION OF CORE CULTURE COMPETENCIES AND PROFICIENCIES.....	F-1
ENCLOSURE G – DESCRIPTION OF REGIONAL COMPETENCIES AND PROFICIENCIES.....	G-1
ENCLOSURE H – DESCRIPTION OF LEADER/INFLUENCE FUNCTION COMPETENCIES AND PROFICIENCIES.....	H-1
ENCLOSURE I – LINKING CORE CULTURE, REGIONAL/TECHNICAL AND LEADER/INFLUENCE FUNCTION PROFICIENCIES TO DODI 5160.70 PROFICIENCY LEVELS	I-1
ENCLOSURE J – UNDERSTANDING LANGUAGE, REGIONAL EXPERTISE AND CULTURE PERFORMANCE OBJECTIVES (SKILLS)	J-1
General	J-1
Language Performance Objectives (Skills)	J-1
Additional Language Skills/Functions	J-3
Regional Expertise and Cultural Skills.....	J-4
Sources of Capabilities	J-6
Building and Assessing LREC Capabilities.....	J-11

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

ENCLOSURE K – IDENTIFYING LREC CAPABILITY REQUIREMENTS IN OPLANS, OPORDS, RFFS AND IA REQUESTS	K-1
Procedures	K-1
Data Collection Support to Policy, GFM, and Joint Quarterly Readiness Review Processes	K-10
Sourcing.....	K-10
ENCLOSURE L – REFERENCES.....	L-1
GLOSSARY	GL-1

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

LIST OF FIGURES

1. Mission, Task, LREC Activity.....	D-2
2. Task to Mission Criticality and LREC Criticality	D-3
3. Level and Role.....	D-4
4. Bounding the Requirement.....	D-5
5. Regional Expertise and Culture Competency Factors.....	D-6
6. Language and Regional Expertise and Culture Proficiencies, Gender	D-7
7. Language Proficiency Level Summary	E-1
8. Understanding Culture	F-2
9. Applying Organizational Awareness.....	F-2
10. Cultural Perspective-Taking	F-3
11. Cultural Adaptability.....	F-3
12. Proficiency Level Descriptions	F-4
13. Applying Regional Information.....	G-2
14. Operating in a Regional Environment.....	G-3
15. Proficiency Level Descriptions	G-3
16. Building Strategic Networks	H-2
17. Strategic Agility.....	H-2
18. Systems Thinking.....	H-3
19. Cross-Cultural Influence	H-3
20. Organizational Cultural Competence	H-4
21. Utilizing Interpreters	H-4
22. Proficiency Level Descriptions	H-5
23. Linking the Competencies to DoDI 5160.70	I-1
24. LREC “Critical Analysis” Checklist.....	K-2
25. Performance Objective Codes.....	K-3
26. Security Clearance Codes.....	K-4
27. Service Organization Codes	K-5
28. Source Codes	K-6
29. OPLAN Annex A Example #1	K-8
30. OPLAN Annex A Example #2	K-9

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

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UNCLASSIFIED

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

ENCLOSURE A

BACKGROUND

1. The 2022 NDS directs the DoD to defend the homeland, paced to the growing multi-domain threat posed by the People's Republic of China (PRC); deter strategic attacks against the United States and its allies and partners while being prepared to prevail in conflict when necessary, prioritizing the PRC challenge in the Indo-Pacific, then the Russia challenge in Europe; and build a resilient Joint Force and defense ecosystem. DoD will develop, design, and manage its forces—linking operational concepts and capabilities to achieve strategic objectives. This requires a Joint Force that is lethal, resilient, sustainable, survivable, agile, and responsive. The NDS outlines the importance of ensuring DoD's Human Capital Development is maximized to support the reprioritization to great power competition. Ensuring we have robust LREC capabilities is essential to DoD's professional military education, talent management, and civilian workforce expertise. The Joint Staff and CCMDs recognize the need to preserve the LREC capabilities we have and develop them where most needed to address NDS priorities. LREC directly enables mutually-beneficial alliances and partnerships, which are an enduring strength for the United States, and are critical to achieving national security objectives; LREC capabilities are enduring warfighter competencies critical to global mission readiness and integral to Combined operations. Lessons learned from numerous operations prove language capabilities and cultural understanding save lives and facilitate mission effectiveness across the entirety of the conflict continuum. As a nation of immigrants, the United States possesses a distinct advantage over our competitors that enables us to better understand the operating environment. A basic overview of the political, economic, and diplomatic context is also vital for U.S. forces to understand. The continued threat to American and allied interests at home and abroad reinforces the need to maintain and improve the LREC capabilities of the DoD to further strengthen the success of the U.S. military in international environments.

2. The effort to steadily improve LREC capabilities and transform the force began with the "Defense Language Transformation Roadmap" in 2005 (reference b). In planning joint operations, identifying integrated LREC capability needs is critical to determining manpower and personnel requirements, effectively assessing risk, developing sourcing solutions, and making informed investment decisions. LREC capabilities apply throughout the force and should be addressed in a continuum of types and levels from those of the General Purpose Force steady state and surge capability to functions requiring professional level expertise.

UNCLASSIFIED

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

3. Combatant Commanders (CCDRs) and supporting commanders will ensure LREC capability requirements are identified in all plans related to crises, irregular warfare, information warfare, contingency, and security cooperation, as well as day-to-day staffing needs in support of military operations. Operating forces of supported commands will identify LREC requirements for adequate and appropriate support to ongoing and planned military operations and to address continuous requirements for these capabilities in forward-basing deployments. Force providers must consider all possible sourcing solutions available, including Active, Reserve, National Guard, multi-language technology tools, allied/coalition partners, government civilians, contractor services, military retirees and other skilled personnel and resources to meet the warfighter requirements. Enclosure J provides additional details on potential sourcing solutions.

a. Planners must identify and prioritize LREC requirements for their respective CCMDs, component staffs, and combat forces to enable these elements to plan and execute CCMD missions. Planners must ensure the requirement for Service Members and other personnel is identified and documented to ensure they deploy with the essential ability to perform tasks across the range of military operations that rely upon LREC capabilities. These capabilities include, but are not limited to, strategic planning, intelligence, stability, counterinsurgency, and other operations. They enable the the U.S. Government (USG) to plan and conduct campaigns and operations with a thorough understanding and appreciation of local populations, government officials, partners, allies, and others.

b. This instruction provides guidance and procedures for operational planners to identify LREC capability requirements in security cooperation and joint adaptive (contingency and crisis action) planning (AP) and execution processes, day-to-day manning and Individual Augmentee (IA) planning in support of joint military operations.

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

ENCLOSURE B

RESPONSIBILITIES

1. Joint Staff

a. Director or Vice Director for Manpower and Personnel, J-1

(1) In accordance with (IAW) reference c, serves as the Senior Language Authority (SLA) for the Joint Staff; represents the Joint Staff on the Defense Language Steering Committee.

(2) Provides oversight over LREC issues on the Joint Staff and advises the CJCS on those issues.

(3) Provides oversight over the LREC Capabilities Based Requirements Identification Process (CBRIP) for the CCMDs that will inform force development.

(a) Updates LREC CBRIP database in preparation for CCMD review based on changes to the Analytic Agenda, the Joint Strategic Capabilities Plan, and operational plans (OPLANs).

(b) Facilitates periodic workshops for CCMD identification and prioritization of LREC capability requirements for new scenarios, missions, and/or tasks.

(c) Conducts LREC Capability Requirements Board (LCRB) to review updated CCMD LREC capability requirements.

(4) Assists CCMDs with identification of LREC requirements in OPLANs using CBRIP and other data.

(5) Advises and supports Joint Staff J-3 for LREC in the Global Force Management (GFM) allocation process.

(6) Validates LREC requirements identified in plans.

(7) Processes CCMD requests for changes to LREC requirements submitted via the Joint Manpower Validation Process or the Change Manpower Package process IAW reference d.

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

(8) Validates Joint Individual Augmentee (JIA) requirements, including requirements for JIAs with LREC expertise.

b. The Director for Intelligence, J-2 provides planning guidance to support LREC requirements related to intelligence planning in support of CCMD operation plans, security cooperation plans, and joint operations.

c. Director for Operations, J-3

(1) Manages the process for developing operation plans in a crisis action environment.

(2) Reviews and validates CCMD force requirements, including those requiring LREC expertise, for current operations within the GFM allocation process.

(3) Serves as Joint Force Coordinator that performs the duties of a Joint Force Provider to recommend sourcing solutions for conventional force and JIA requirements and contingency sources plans.

(4) Provides guidance to incorporate the LREC data elements described in Enclosure E into the Joint Operation Planning and Execution System (JOPES) to support operations planning and execution.

(5) Coordinates with the CCMDs, Joint Staff, and Defense Information Systems Agency to ensure that warfighter automated data processing systems support command and control processes and procedures for language and regional expertise planning.

d. The Director for Logistics, J-4 oversees and provides planning guidance for logistics aspects of LREC requirements.

e. Director for Strategy, Plans, and Policy, J-5

(1) Provides amplifying strategic, policy, and planning guidance to support LREC planning.

(2) Assumes responsibility for managing the process for developing, reviewing, and assessing campaign and contingency plans. Ensures CCMDs take into account LREC requirements within the plans development process and that identified LREC shortfalls inform plan assessment initiatives.

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

(3) Oversees the Security Cooperation planning process and provides amplifying guidance as required to support LREC planning needs.

(4) Maintains visibility of and addresses CCMD LREC requirements that impact the Joint Strategic Planning System.

f. The Director for Joint Force Development, J-7 leads the development of the Joint Force through joint training, leader development and education, and capability and concept development supporting successful execution of the NDS, *National Military Strategy*, and DoD LREC Strategy.

g. Director for Force Structure, Resources, and Assessment, J-8

(1) Coordinates with other Joint Staff elements to address force assignment and apportionment issues associated with CCMD LREC requirements.

(2) Maintains visibility of all CCMD and Service LREC requirements that enter the Joint Capabilities Integration and Development System (JCIDS) process.

(3) Coordinates with the Office of the Under Secretary of Defense for Policy (OUSD(P)) and OSD(Cost Assessment and Program Evaluation) to develop Strategic Analysis Products; coordinates with DJ-1 to ensure LREC requirements are considered.

2. Office of the Secretary of Defense, Services, Combatant Commands, and Defense Agencies

a. IAW references c and e, the Under Secretary of Defense for Personnel and Readiness (USD(P&R)) establishes and oversees policy regarding the development, maintenance, and utilization of foreign language capabilities. In accordance with reference c, USD(P&R) manages and oversees the DoD Language Readiness Information System (LRIS), within which the CBRIP resides.

b. CCMDs will ensure that the CCMD SLA has sufficient support staff from the CCMD Foreign Language Office (FLO) to support the SLA, identify LREC requirements, and work LREC related issues. The Joint Staff and CCMD SLAs should designate Deputy SLAs, who, along with the CCMD and FLO staff, are responsible for providing the CCMD SLA with support on LREC requirements and related issues.

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CJCSI 3126.01C
8 March 2023

c. CCMD SLAs will consolidate, track, and manage all LREC requirements for their assigned regions (less Special Operations Forces (SOF) language requirements).

d. CCMD SLAs will also provide oversight to ensure CCMDs use the guidance and procedures in Enclosure C through Enclosure I to identify LREC capability requirements needed to support steady state and surge activities. The LREC capability requirements identified via the CBRIP will be maintained in the LRIS.

e. CCMD SLAs will coordinate with the CCMD staff and supporting commands to ensure that existing CCMD billets are appropriately coded, and provide sourcing recommendations when required.

f. CCMD SLAs, assisted by Joint Staff SLA, will develop venues to identify and prioritize LREC capability requirements for new scenarios, missions, and/or tasks (e.g., workshops, staff assist visits).

g. CCMDs will use the instructions and formats in Enclosure K to identify LREC requirements in OPLANs, operational orders (OPORDs), Requests for Forces (RFFs), and IA requests.

h. CCMDs, supporting commands and agencies, and operating forces assigned to CCMDs will use the guidance and procedures herein to conduct LREC planning as part of operation and security cooperation planning, day-to-day manning and IA planning.

i. Intelligence organizations assigned in support of a CCMD will plan for adequate LREC support in the context of Intelligence Planning.

j. IAW reference f, the U.S. Special Operations Command (USSOCOM) SLA will consolidate, track, and manage all SOF LREC requirements on behalf of all other CCMDs.

k. The Services, Defense Agencies, and supporting component commands will analyze the LREC capability requirements produced by the CCMDs and identified via the CBRIP, which will be maintained in the LRIS. Following this analysis, the Services, in coordination with the Defense Agencies, USSOCOM, and supporting component commands, will identify requirements and gaps regarding the number of personnel or equipment needed to meet capability requirements, and develop mitigation strategies

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CJCSI 3126.01C
8 March 2023

1. The Services, Defense Agencies, Joint Staff J-1, and USSOCOM will analyze CCMD LREC capability requirements produced by the CCMDs and identified via the CBRIP and coordinate with the CCMD staffs and supporting commands to ensure that existing billets are appropriately coded, and provide sourcing recommendations when required.

m. Defense Agencies shall adhere to the guidance and procedures contained herein when providing planning support to the supported CCDR.

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CJCSI 3126.01C
8 March 2023

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B-6

Enclosure B

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CJCSI 3126.01C
8 March 2023

ENCLOSURE C

LANGUAGE, REGIONAL EXPERTISE AND CULTURE CAPABILITIES-BASED REQUIREMENTS IDENTIFICATION PROCESS

1. The process employs four steps, as described below.

a. STEP 1. Joint Staff J-1 will use the Joint Staff Action Process to task the CCMDs to identify their LREC capability requirements using the methodology described in Enclosure D.

b. STEP 2. Each CCMD SLA will host periodic workshops to provide a forum for planners and other relevant parties to review and define LREC capabilities needed over the next 5–10 years within the context of predefined scenarios. Methodology details are found in Enclosure D.

(1) Workshop participants should include, at a minimum, the following CCMD staff: Political-Military Advisor; Special Staff; Manpower & Personnel; Intelligence; Operations; Logistics; Strategic Plans & Policy; Command, Control, Communications, and Computer Systems; Operational Plans & Joint Force Development; and Force Structure Resources and Assessment or equivalent inclusive directorate. Service component command participants should include planners (Strategic and Operation Plans & Policy; Health Planners); embassy country team members; Joint Task Force (JTF) representatives; Theater Special Operations Command representatives; and an SLA representative (Deputy SLA or other staff member).

(2) Service headquarters, USSOCOM, and Civilian Expeditionary Workforce Readiness Cell are also encouraged to participate.

c. STEP 3. During the workshops, CCMDs will identify and prioritize their LREC capability needs for select missions and tasks in accordance with the following:

(1) Criticality of the LREC activity to successful task completion.

(2) Criticality of the task to the mission.

(3) After obtaining SLA or Chief of Staff validation of the prioritized capability needs, the CCMD will submit them to the Joint Staff J-1.

d. STEP 4. Joint Staff will consolidate and analyze the CCMD LREC capability needs and prepare the results for Joint Staff SLA endorsement and

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

incorporation into the LRIS found within the Defense Readiness Reporting System (DRRS).

(1) Joint Staff J-1 will integrate CCMD capability needs and convene an O-6-level LCRB.

(2) LCRB membership will include representatives from the Joint Staff (J-1, J-2, J-3, J-4, J-5, J-7, and J-8) or equivalent inclusive directorate; geographic CCMDs, the Services, and representatives from OUSD(P), OUSD(P&R), and OUSD(I).

(3) The LCRB will analyze the results and validate that the capabilities were identified using the Joint Staff approved standardized methodology and prioritized in accordance with strategic guidance.

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

ENCLOSURE D

METHODOLOGY FOR LREC CAPABILITY IDENTIFICATION

1. This enclosure provides details of the methodology that CCMDs will use to identify LREC capability requirements.
2. The objective of CCMD workshops is to identify the LREC capabilities needed and capture them in a database.
3. The LREC capability requirements identified during workshops are captured in a database. The database fields are described below.
 - a. Scenario. Indicates the scenario upon which the capability requirement is based. The notional example “Andor” is used in the figures in Enclosure D. Scenarios can be either steady state or surge.
 - b. Mission Name. Indicates the purpose and clearly indicates the action to be taken and the reason therefore.
 - c. Task. Describes a clearly defined action or activity specifically assigned to an individual or organization that must be done as it is imposed by an appropriate authority. Universal joint tasks fall into one of the four levels of war: strategic national (SN), strategic theater (ST), operational (OP), and tactical (TA). The question to ask for each task is “Is this a valid task now or in the near future (5-8 years out) for this mission performed in this country?” If the answer is “no,” go to the next task. If the answer is “yes,” the question to ask is, “Are LREC capabilities required to accomplish this task?” If the answer is “no,” go to the next task. If the answer is “yes,” continue to the next step.
4. The process begins by asking if any component or combination of LREC capabilities is required to accomplish the task (see Task above). If so, the next step is to identify the LREC activity.
 - a. LREC Activity. Defines how the LREC capability will be employed to support accomplishment of the task (the preceding column). This is an unformatted cell that allows the CCMD planners/workshop participants to describe the needed LREC knowledge, skills, and abilities in their own words. This is a key step; the LREC activity must be fully described and its implications understood in order for the LREC capability requirements to be correctly identified. For example, the LREC activity for ST 8.2.1 is to “Advise host nation military...” as shown below in Figure 1.

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

Scenario: Andor	
Mission: Nation Assistance	
Task Name	LREC Activity
ST 8.2.1 Coordinate Security Assistance Activities	Advise host nation military; understand host nation military structure
OP 4.4.5 Train Joint Forces and Personnel	Communicate with host nation military
OP 5.3.1 Conduct Operational Mission Analysis	Understand the political, military, and economic environment of host nation

Figure 1. Mission, Task, LREC Activity

b. Task to Mission Criticality. The next step after identifying the LREC activity is to identify the criticality of the task to the mission, using a 1 to 5 scale. “5” means the task is critical to accomplishment; the mission will fail unless this task is successfully executed. “4” means that it is possible to execute the mission if the task is not successfully executed, but will result in a major degradation of the mission. “3” means the inability to execute the task would result in a minor degradation of the mission. “2” means the task enhances accomplishment of the mission. “1” means there is minimal impact to the mission. See Figure 2.

c. LREC Criticality. Next, the process identifies the criticality of the LREC Activity to the accomplishment of the task, again using a 1 to 5 scale. “5” means that having the ability to perform the functions described in the LREC Activity is critical to the accomplishment of the task; the task cannot be performed without the ability to perform the LREC Activity. “4” means that it is possible to execute the task if the LREC Activity cannot be performed, but that the ability to do so is a major contributor and lack of the capability would result in a major degradation. “3” means the lack of the LREC capability would result in a minor degradation of the task execution. “2” means that having the ability to perform the LREC Activity enhances execution of the task. “1” means there is minimal impact to the task. See Figure 2. The specific combination of language and/or regional expertise and cultural proficiencies needed to accomplish the LREC Activity is depicted in Figure 6.

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UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

Scenario: Andor			
Mission: Nation Assistance			
Task Name	Task to Mission Criticality	LREC Activity	LREC Activity to Task Criticality
ST 8.2.1 Coordinate Security Assistance Activities	5	Advise host nation military; understand host nation military structure	5
OP 4.4.5 Train Joint Forces and Personnel	4	Communicate with host nation military	4
OP 4.4.5 Train Joint Forces and Personnel	4	Communicate with host nation military	3
OP 5.3.1 Conduct Operational Mission Analysis	5	Understand the political, military, and economic environment of host nation	5

Figure 2. Task to Mission Criticality and LREC Criticality

d. Level. The working group identifies the organizational level at which the task is performed. This will be driven by the task level—SN, ST, OP, or TA. For example, is this performed at CCMD headquarters (HQ), JTF HQ, Embassy DAT, on a ship, by a military police battalion? See Figure 3.

e. Role. Next, the working group will identify the role of the person or unit that performs this task. For example, is the task performed by a person on a Visit, Board, Search, & Seizure team, an interpreter, operational commander, infantryman or international affairs specialist (regional affairs strategist, foreign area officer (FAO), pol-mil affairs strategist) or JTF and unit in the example below? See Figure 3.

UNCLASSIFIED

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

Scenario: Andor			
Mission: Nation Assistance			
Task Name	LREC Activity	Level	Role
ST 8.2.1 Coordinate Security Assistance Activities	Advise host nation military; understand host nation military structure	JTF	Commander
OP 4.4.5 Train Joint Forces and Personnel	Communicate with host nation military	Unit	Training Team

Figure 3. Level and Role

f. Minimum Quantity. Identifies the minimum number of people in that organization/role who need the specified LREC proficiency to accomplish the task. For example, is it one person in each unit or directorate or everyone in a unit? See Figure 4.

g. General Purpose Force, Special Operations Force, or Intelligence Function. Further defines who performs the task. This informs the Services, USSOCOM, and the Intelligence Community, including the Combat Support Agencies, where the capability should reside.

h. Military/Government/Any Required. Determine if the task must be accomplished by a military person (active or reserve), a government civilian, or anyone, including contractors or allied/partner nation personnel. This informs the Services and the Civilian Expeditionary Workforce. In the first example in Figure 4, the LREC capability could be provided by any source. “Any” means that the LREC proficiency can be provided by a military person, a government civilian, a contractor, or an allied/partner nation person. “Mil” means that the tasks must be accomplished by military members with an inherent LREC capability. “Gov” means that the LREC proficiency must be provided by a U.S. military person or USG civilian (i.e., cannot utilize a contract linguist).

i. Service. Specifies the Service (if known) that accomplishes the task. In the example in Figure 4, the Service of the JTF Commander is unspecified but the Service of the unit is Army.

j. Level of Effort. Determines when the capability to do the work is required. For example, is this a task that takes two weeks at the beginning of a

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

campaign, or does it require 24/7 coverage for the duration of the scenario? Is the capability required around-the-clock coverage, normal duty day, or as needed?

Scenario: Andor								
Mission: Nation Assistance								
Task Name	LREC Activity	Level	Role	Minimum Quantity	GPF/SOF/ Intel	Military Required	Service	Level of Effort
ST 8.2.1 Coordinate Security Assistance Activities	Advise host nation military; understand host nation military structure	JTF	Commander	1	GPF	ANY		Norm Duty Day
OP 4.4.5 Train Joint Forces and Personnel	Communicate with host nation military	Unit	Training Team	1/unit	GPF	MIL	USA	Norm Duty Day

Figure 4. Bounding the Requirement

k. Country/Region. Identifies the specific country or countries within the CCMD's area of responsibility (AOR) where the mission is executed. Some foundational activities are mapped to a CCMD's entire AOR; in those cases the field will be annotated with the CCMD AOR (e.g., U.S. Indo-Pacific Command AOR). See Figure 6.

l. Language Code. Applies the appropriate DoD language trigraph code. A notional example of a language is shown in Figure 6. The current list of DoD language trigraph codes can be found at the following URL on NIPRNet: <<https://dlnseo.org/sites/default/files/2020%20DoD%20Language%20Codes%20List%201-31-2020.pdf>> (reference g). Various government and commercial web sites provide information on regional/country languages.

m. Language Criticality. In some cases more than one language must be captured for a country or region. When one regional language would take precedence over another for the given mission, a criticality score may be applied. In the example in Figure 6, a score of ".75" is awarded to the language "Andorese" to show that it is needed, but is less important than "Andorman."

n. Listening/Reading/Speaking/Writing. Applies the Interagency Language Roundtable (ILR) 0–5 scale. See Enclosure E for detailed description of language skill levels. As discussed in the Minimum Quantity column

description in Figure 4, ST 8.2.1 requires the Commander to have one person trained at language skill levels 2/2/2/2 shown in Figure 6.

o. Regional Expertise and Culture. Identify requirements for the three types of competencies and the level of capability needed to perform the LREC activity.

(1) The three regional expertise and culture competencies are Core Culture, Regional, and Leader/Influence Functions.

(2) The regional expertise and culture competencies consist of the following factors:

Core Culture	Regional	Leader/Influence Functions
<ul style="list-style-type: none">• Understanding Culture• Applying Organizational Awareness• Cultural Perspective-Taking• Cultural Adaptability	<ul style="list-style-type: none">• Applying Regional Information• Operating in a Regional Environment	<ul style="list-style-type: none">• Building Strategic Networks• Strategic Agility• Systems Thinking• Cross-Cultural Influence• Organizational Cultural Competence• Utilizing Interpreters

Figure 5. Regional Expertise and Culture Competency Factors

(3) Additional details on the regional expertise and culture competencies and associated factors can be found in Enclosures F, G, H, and I. The example in Figure 6 shows a depiction of the three regional expertise and culture competencies and proficiency levels.

p. Gender. Identifies whether the individual who possesses the LREC capability or who has access to the capability must be a specific gender based on the operational and cultural environment, the mission, and/or the situation.

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CJCSI 3126.01C
8 March 2023

Scenario: Andor															
Mission: Nation Assistance															
Task Name	LREC Activity	Level	Role	Minimum Quantity	Region	Language	Language Criticality	Listening	Reading	Speaking	Writing	Core Culture	Technical Culture	Leader Culture	Gender
ST 8.2.1 Coordinate Security Assistance Activities	Advise host nation military; understand host nation military structure	JTF	Commander	1	Andor	Andor man	1	3	3	3	2	fully prof.	fully prof.	fully prof.	N
OP 4.4.5 Train Joint Forces and Personnel	Communicate with host nation military	Unit	Training Team	1 per unit	Andor	Andor man	1	2	2	2	2	fully prof.	fully prof.	fully prof.	N
OP 4.4.5 Train Joint Forces and Personnel	Communicate with host nation military	Unit	Training Team	Rest of unit	Andor	Andor ese	.75	2	2	2	2	fully prof.	fully prof.	fully prof.	N

Figure 6. Language and Regional Expertise and Culture Proficiencies, Gender

5. The output is a complete articulation of the need for the LREC capability to perform a given task in support of a given mission using a standardized, repeatable, analytically sound methodology. Users may generate reports in the LRIS to sort the data a number of ways. Users may view steady state and surge scenarios together or separately.

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CJCSI 3126.01C
8 March 2023

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ENCLOSURE E

DESCRIPTION OF LANGUAGE SKILL LEVELS

1. Language proficiency is the ability to understand, communicate, and perform duties in a language other than English. The ILR standardizes how language proficiency is measured. Language skill sets include listening, reading, speaking, and writing.
2. Although the ILR Web site <<http://www.govtilr.org/>> (reference h) provides a definition for “Level 0,” this instruction uses “0” when a given skill is not required. The designation of 0+, 1+, 2+, etc., should be assigned when proficiency needs exceed the lower level, but do not meet the standard for the next level.
3. When identifying capability requirements, planners should list the minimum level of language proficiency needed.

Level	Function/Tasks	Context/Topics	Accuracy
5	All expected of an educated native speaker	All subjects	Accepted as an educated native speaker; understands fully all forms and styles of speech intelligible to the well-educated native listener, including a number of dialects and highly colloquial speech
4	Tailor language, counsel, motivate, persuade, negotiate	Wide range of professional needs	Extensive, precise, and appropriate; has difficulty understanding extreme dialect and slang or in understanding speech in unfavorable conditions
3	Support opinions, hypothesize, explain, unfamiliar topics	Practical, abstract, special interests	Errors never interfere with communication; does not understand native speakers if they speak very quickly or use some slang or dialect; can often detect emotional overtones
2	Narrate, describe, give directions	Concrete, real-world, factual	Intelligible even if not used to dealing with non-native speakers; understands conversations on limited job requirements; requires some repetition and rewording; understands only occasional words and phrases in unfavorable conditions
1	Simple question and answer	Everyday survival	Intelligible with effort or practice; overlooks or misunderstands syntax and grammar clues; little precision in information understood
0+	Memorized	Very limited	Difficult to understand; misunderstands or distorts original meaning; understands only with difficulty even to those used to dealing with foreigners
0	None		

Figure 7. Language Proficiency Level Summary

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CJCSI 3126.01C
8 March 2023

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ENCLOSURE F

DESCRIPTION OF CORE CULTURE COMPETENCIES AND PROFICIENCIES

1. Reference i establishes policies for the management of DoD foreign language, regional, and cultural proficiency capabilities. This enclosure operationalizes those guidelines for planners and provides descriptions and examples of the core culture competencies and proficiencies. Enclosure I describes proficiency levels and demonstrates how the core culture competencies and proficiencies link to the Regional Proficiency Skill Level Guidelines found in reference i.
 - a. The types of capabilities are referred to as **Competencies**.
 - b. The levels of capabilities are referred to as **Proficiency Levels**.
2. 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 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 United States 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.
3. Core culture competencies consist of the following elements: understanding culture, applying organizational awareness, cultural perspective taking, and cultural adaptability. These elements are described in greater detail in Figures 8 through 11.

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	<ul style="list-style-type: none"> • 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.

Figure 8. 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 organization's programs, policies, procedures, rules, and regulations, and applies this knowledge to operate effectively within and across organizations.
Examples	<ul style="list-style-type: none"> • 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 takes 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.

Figure 9. Applying Organizational Awareness

Cultural Perspective-Taking	
Definition	Demonstrates an awareness of one's 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 one's own actions may be interpreted.
Examples	<ul style="list-style-type: none"> • 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 consideration when interpreting environmental cues and conversations.

Figure 10. 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	<ul style="list-style-type: none"> • 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.

Figure 11. Cultural Adaptability

4. There are three levels of proficiency for core cultural competencies: Basic, Fully Proficient, and Master.

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CJCSI 3126.01C
8 March 2023

Basic	<ul style="list-style-type: none">• Demonstrates a basic awareness of concepts and processes.• Applies the competency in the simplest situations.• Individuals operating at this level of proficiency require close and extensive guidance.
Fully Proficient	<ul style="list-style-type: none">• Demonstrates thorough understanding of core concepts and processes.• Applies the competency in routine and non-routine situations.• Individuals operating at this level of proficiency work independently with minimal guidance and direction.
Master	<ul style="list-style-type: none">• Demonstrates extensive depth and breadth of expertise in advanced concepts and processes.• Applies the competency in highly complex and ambiguous situations within and across disciplines.• Individuals operating at this level of proficiency serve as an acknowledged authority, advisor, and key resource across the agency.

Figure 12. Proficiency Level Descriptions

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CJCSI 3126.01C
8 March 2023

ENCLOSURE G

DESCRIPTION OF REGIONAL COMPETENCIES AND PROFICIENCIES

1. Reference i establishes policies for the management of DoD foreign language, regional, and cultural proficiency capabilities. This enclosure operationalizes those guidelines for planners and provides descriptions and examples of the regional competencies and proficiencies. Enclosure I describes proficiency levels and demonstrates how the regional competencies and proficiencies link to the Regional Proficiency Skill Level Guidelines found in reference i.

- a. The types of capabilities are referred to as **Competencies**.
- b. The levels of capabilities are referred to as **Proficiency Levels**.

2. 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.

3. Regional competencies include applying regional information and operating in a regional environment. These elements are described in greater detail in Figures 13 and 14.

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	<ul style="list-style-type: none"> • 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.

Figure 13. 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. interests; effectively incorporates this information into plans, actions, and decisions.
Examples	<ul style="list-style-type: none"> • 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 organization. • Learns about the interests 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.

Figure 14. Operating in a Regional Environment

4. There are three levels of proficiency for regional competencies: Basic, Fully Proficient, and Master.

Basic	<ul style="list-style-type: none"> • Demonstrates a basic awareness of concepts and processes. • Applies the competency in the simplest situations. • Individuals operating at this level of proficiency require close and extensive guidance.
Fully Proficient	<ul style="list-style-type: none"> • Demonstrates thorough understanding of core concepts and processes. • Applies the competency in routine and non-routine situations. • Individuals operating at this level of proficiency work independently with minimal guidance and direction.
Master	<ul style="list-style-type: none"> • Demonstrates extensive depth and breadth of expertise in advanced concepts and processes. • Applies the competency in highly complex and ambiguous situations within and across disciplines. • Individuals operating at this level of proficiency serve as an acknowledged authority, advisor, and key resource across the agency.

Figure 15. Proficiency Level Descriptions

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CJCSI 3126.01C
8 March 2023

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ENCLOSURE H

DESCRIPTION OF LEADER/INFLUENCE FUNCTION COMPETENCIES AND PROFICIENCIES

1. Reference i establishes policies for the management of DoD foreign language, regional, and cultural proficiency capabilities. This enclosure operationalizes those guidelines for planners and provides descriptions and examples of the leader/influence function competencies and proficiencies. Enclosure I describes proficiency levels and demonstrates how the leader/influence function competencies and proficiencies link to the Regional Proficiency Skill Level Guidelines found in reference i.

- a. The types of capabilities are referred to as **Competencies**.
- b. The levels of capabilities are referred to as **Proficiency Levels**.

2. 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.

- a. 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.

- b. Leaders must understand how to use interpreters and the associated risks.

3. Leader/influence function competencies consist of the following elements: building strategic networks, strategic agility, systems thinking, cross-cultural influence, organizational cultural competence, and utilizing interpreters. These elements are described in greater detail in Figures 16 through 21.

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 organization to accomplish mission requirements and achieve common goals.
Examples	<ul style="list-style-type: none"> • 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.

Figure 16. 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	<ul style="list-style-type: none"> • Develops mission plans that consider both short-term 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.

Figure 17. 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	<ul style="list-style-type: none"> • 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, nonstate) 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.

Figure 18. 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	<ul style="list-style-type: none"> • 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.

Figure 19. Cross-Cultural Influence

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CJCSI 3126.01C
8 March 2023

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	<ul style="list-style-type: none">• 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 within 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.

Figure 20. 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	<ul style="list-style-type: none">• 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).• Conducts 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.

Figure 21. Utilizing Interpreters

4. There are three levels of proficiency for leader/influence function competencies: Basic, Fully Proficient, and Master.

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CJCSI 3126.01C
8 March 2023

Basic	<ul style="list-style-type: none">• Demonstrates a basic awareness of concepts and processes.• Applies the competency in the simplest situations.• Individuals operating at this level of proficiency require close and extensive guidance.
Fully Proficient	<ul style="list-style-type: none">• Demonstrates thorough understanding of core concepts and processes.• Applies the competency in routine and non-routine situations.• Individuals operating at this level of proficiency work independently with minimal guidance and direction.
Master	<ul style="list-style-type: none">• Demonstrates extensive depth and breadth of expertise in advanced concepts and processes.• Applies the competency in highly complex and ambiguous situations within and across disciplines.• Individuals operating at this level of proficiency serve as an acknowledged authority, advisor, and key resource across the agency.

Figure 22. Proficiency Level Descriptions

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CJCSI 3126.01C
8 March 2023

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Enclosure H

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CJCSI 3126.01C
8 March 2023

ENCLOSURE I

LINKING CORE CULTURE, REGIONAL, AND LEADER/INFLUENCE FUNCTION PROFICIENCIES TO DODI 5160.70 PROFICIENCY LEVELS

1. Section 7 of DoDI 5160.70 (reference i) describes Regional Proficiency skill levels, which include both regional expertise and cultural competencies, using an ILR-like 0+ to 5 scale.
2. Figure 23 depicts combinations of proficiency ratings across the three regional expertise and culture competency dimensions (Core Culture, Regional, and Leader/Influence Functions), and maps those combinations to an equivalent DoDI 5160.70 Regional Proficiency skill level. A person is considered a novice if he/she possesses at least basic level proficiency in all three competency dimensions; an associate if he/she is fully proficient in at least two competency dimensions; a professional if he/she is at least fully proficient in all three competency dimensions; a senior professional if he/she is a master in two of the three competency dimensions; and an expert if he/she is a master in all three competency dimensions.

DoDI 5160.70 Skill Levels	Proficiency Required for each Competency Dimension		
	Core Culture	Regional	Leader / Influence Functions
0+ (Pre-Novice)	Basic	N/A	N/A
	Basic	Basic	N/A
1 (Novice)	Basic	Basic	Basic
	Basic	Basic	Fully Proficient
	Basic	Fully Proficient	Basic
	Fully Proficient	Basic	Basic
2 (Associate)	Basic	Fully Proficient	Fully Proficient
	Fully Proficient	Basic	Fully Proficient
	Fully Proficient	Fully Proficient	Basic
3 (Professional)	Fully Proficient	Fully Proficient	Fully Proficient
	Fully Proficient	Fully Proficient	Master
	Fully Proficient	Master	Fully Proficient
	Master	Fully Proficient	Fully Proficient
4 (Senior Professional)	Fully Proficient	Master	Master
	Master	Fully Proficient	Master
	Master	Master	Fully Proficient
5 (Expert)	Master	Master	Master

Figure 23. Linking the Competencies to DoDI 5160.70

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CJCSI 3126.01C
8 March 2023

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CJCSI 3126.01C
8 March 2023

ENCLOSURE J

UNDERSTANDING LANGUAGE, REGIONAL EXPERTISE, AND CULTURE PERFORMANCE OBJECTIVES (SKILLS)

1. General. During the early planning stages of an operation, strategic planners must determine LREC capabilities likely to be needed for successful execution of the mission. The operation's envisioned end state, objectives, and desired effects shape the capabilities required to support an operation. Specific LREC requirements are defined by the activities that personnel will perform. Paragraphs 2 and 3 below describe language performance objectives and additional language skills/functions. Regional expertise and culture performance objectives are defined in paragraph 4. In the JOPES database they are assigned single-letter performance objective codes for reference. Individuals may perform more than one function; in this case, the code corresponding to the predominant or most critical skill should be used. Sources for these capabilities are described in paragraph 5. Multi-language technology capabilities are defined and described in paragraph 5.h. and assigned two-letter codes for reference.

NOTE: Planners are encouraged to explore the Defense Language and National Security Education Office (DLNSEO) homepage at <<https://prhome.defense.gov/Readiness/DLNSEO/>> (reference j) on NIPRNet as a source for general LREC information.

2. Language Performance Objectives (Skills)

a. Interpreter (I)

(1) Interpretation is the oral transfer of meaning from one spoken language into another spoken language. Interpreting is a difficult skill to attain, requiring special training. It is different from simple speaking and serious consequences may ensue from inadequate interpretation that leads to misunderstanding.

(2) HQ and warfighting units may require interpretation capabilities to support commanders in communicating with coalition and hostile forces prior to confrontation, during the engagement, and in post-conflict stabilizing operations. Civil Affairs (CA) and Military Information Support Operations (MISO) units may require interpreter support in wartime and peacetime missions. Law enforcement, medical, logistic, transportation, training, legal, liaison officers, and engineer units may require interpreters in support of wartime, contingency, and peacetime missions. Not all Services have an

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CJCSI 3126.01C
8 March 2023

interpreter specialty. The Army maintains the 09L military occupational specialty (MOS) for interpreters, and the Marine Corps assigned the free MOS 2799 to enlisted Military Interpreter/Translators as an additional qualification.

b. Translator (R)

(1) Translation is the rendering of meaning from one written language into another written language.

(2) Warfighting units may require translation of documents to support commanders in communicating with coalition and hostile forces prior to confrontation, during the engagement, and in post-conflict stabilizing operations. CA and MISO units may require translation support in wartime and peacetime missions. Law enforcement, medical, logistic, transportation, training, legal, liaison officers, and engineer units may require translators in support of wartime, contingency, and peacetime missions. Most Services do not currently have a pure translator specialty.

c. Cryptologic Language Analyst (V)

(1) A cryptologic language analyst analyzes and reports information obtained through intercept of foreign language communications.

(2) Communications intelligence and monitoring for counterintelligence purposes, together with intelligence research and analysis missions, demand highly skilled listening and, for written intercept analysis, reading language capability.

d. HUMINT Collector (N)

(1) A human intelligence (HUMINT) Collector collects intelligence information from human sources to satisfy intelligence requirements, consistent with applicable law.

(2) Through debriefing, face-to-face meetings, conversations, and elicitation, overt HUMINT Collectors obtain information from a variety of human sources, such as friendly forces personnel, refugees/displaced persons, returnees, and volunteers.

(3) HUMINT Collectors conduct interrogations to obtain information of intelligence or law enforcement value (depending on the type of interrogation), consistent with law and policy.

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CJCSI 3126.01C
8 March 2023

(4) Clandestine HUMINT Collection personnel develop information through the elicitation of sources, to include walk-in, developed, and unwitting sources, consistent with law and policy.

e. Counterintelligence Collector

(1) A Counterintelligence (CI) Collector collects security and force protection information from human sources to satisfy CI requirements, consistent with applicable law and policy.

(2) Through debriefing, face-to-face meetings, conversations, and elicitation, CI Collectors obtain information from a variety of human sources, such as friendly forces personnel, refugees/displaced persons, returnees, and volunteers.

3. Additional Language Skills/Functions. In addition to the specific language performance objectives described above, commanders and special units may need a language capability to enhance the execution of core tasks required in support of wartime, humanitarian, nation building, security, and peacetime missions. Although emphasis on the speaking and listening modalities of a language is placed under these circumstances, there may be a need for reading and writing modalities at skill levels to match the task being performed. Functions that could require a language to enhance the execution of tasks can be grouped into six categories.

a. Operations in the Information Environment and Military Information Support Operations (S). The act of transmitting information or making public an activity to persuade or change the outcome or views in a given environment can be accomplished by means of television, radio, web, print, or loudspeaker.

b. Diplomatic (P). The act of conducting negotiations or establishing relations with foreign nationals by means of face-to-face interaction, or document exchanges.

c. Liaison (L). The act of establishing and maintaining mutual understanding and cooperation with a military or civilian body.

d. Advisory (Z). The act of providing information and/or consultation to influence an outcome.

e. Training (E). The act, process, or method used to increase the skills, knowledge, or experience in a given task.

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

f. Operations (O). The activity performed by distinct units such as security forces, unconventional warfare, internal defense and development, foreign internal defense, civil affairs operations, counterterrorism, combating weapons of mass destruction, health services, humanitarian relief, inspection teams, legal services, logistics, and civil affairs that interact with the local populace of a given nation.

4. Regional Expertise and Cultural Skills. Regional experts provide fundamental military skills, political-military acumen, and in most cases foreign language and regional expertise that have proven invaluable in advising the supported commander and in establishing close and continuous interaction with foreign government defense and diplomatic organizations essential in support of operations. The functions provided by a regional expert can vary widely. Examples range from serving as desk officers in a CCMD HQ to individuals who may have personal or professional acquaintance with a military or political leader in a designated country. Attachés, security assistance officers, political-military planners, foreign liaison officers, exchange officers, or instructors at domestic or foreign service schools are also uniquely qualified to provide political-military advice to senior civilian and military leaders. The duties may demand high-level proficiency in listening, reading, and speaking; however, some positions may require only regional expertise because there is no need to communicate or to understand oral or written communication in a foreign language. Their expertise and experience normally include in depth knowledge of cultural, political, environmental, governmental, economic, religious, and societal issues.

a. Foreign Area Officer (F)

(1) FAOs should have a detailed knowledge of a region focused on the political, cultural, sociological, economic, and geographic factors of a specific foreign country based on in-depth and personal knowledge, training, and experience.

(2) FAOs may be proficient in one or more foreign languages and typically serve as Attachés, Security Cooperation Officers, and/or Political-Military Officers.

b. Attaché (A)

(1) A Senior Defense Official/Defense Attaché (DATT) is the principal DoD official in U.S. embassies, who serves as the diplomatically accredited DATT.

UNCLASSIFIED

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

(2) They may possess intimate knowledge of military, political, social, economic, cultural, and religious climate and key current events and issues relevant to U.S. interests. They should have a detailed understanding of national security strategy, national military strategy, theater engagement plans, country plans, and Department of State mission performance plans.

c. Security Cooperation Officer (Y)

(1) A security cooperation officer is an expert on U.S. foreign military sales and international military education and training. Security Cooperation Officers have knowledge of Mil-Mil contacts, personnel exchanges, combined exercises and training, train-and-equip programs, defense institution building, operational support, education, international armaments cooperation, and humanitarian assistance and disaster relief.

(2) Their experience is likely to have country-level focus, vice a regional or broader focus. Their country-specific knowledge is derived from school and experience. Their language and knowledge of a host-nation military are focused in DoD procurement processes and requirements for equipment and military training. Their language skills may be extensive from working with host nations in the field or limited if working in a strictly office environment and dealing with contract issues.

d. Political-Military Officer (M)

(1) A political-military officer operates from a regional, vice country, perspective with knowledge that may be based on an undergraduate or graduate degree or previous assignment experience.

(2) They are usually knowledgeable in U.S. security strategy, national military strategy, theater engagement plans, and country campaign plans.

e. Regional Expert (X)

(1) An untapped pool of officers, enlisted, and civilian personnel exists that can provide some regional expertise based on their experiences with military operations.

(2) Regional expertise varies based upon the skills the individual brings to the military operation; incremental level increases reflect broader and/or more in-depth knowledge and abilities. For example, intelligence analysts utilize information from multiple and varied sources to assess, interpret, and explain a development, discovery, or policy conundrum.

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

(3) In addition, graduates of foreign professional military education schools and FAOs have significant, long-term exposure to host-nation and regional military personnel. Many have significant and intimate awareness of the cultural and social values of the armed forces of the country. The Personnel Exchange Program is another program that places members in host nation military units for regular assignments after completing extensive language training. Another example is the Afghanistan/Pakistan Hands Program, which developed a cadre of personnel who receive regional language, culture, and counterinsurgency training for deployment to key billets in Afghanistan or Pakistan where they engaged directly with Afghan and Pakistani officials and the population.

(4) Individuals fill jobs ranging from special operators to serving in artillery units and aboard ships. Their benefit is an intimate knowledge of the host nation military and language skills and specialty training with the host-military forces.

f. Social Scientist (Q)

(1) An expert with a PhD or Masters Degree in a social science discipline who conducts systematic research that is empirical and rational.

(2) Social Scientists can design, develop, and execute explicit qualitative and/or quantitative research that adheres to scientific rigor and research ethics. The individual is likely to have speaking or reading skills in one or more foreign languages as well as long-term exposure to host nation and regional actors. This individual fills jobs ranging from special operators to serving in military units. The benefit is an intimate knowledge of how to execute social science research and translate that sociocultural knowledge to operational relevance.

5. Sources of Capabilities

a. Military Assets. Military personnel are the desired primary and essential source of employable LREC capabilities in combat operations. The advantages of employing military personnel are that they bring with them an understanding of the military way of life and knowledge of its structure, missions, and values, and a clear understanding of the chain of command concept.

(1) Some personnel possessing a foreign language capability may be assigned to primary duties that do not employ their language skills on a daily

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

basis; however, they may be called upon to use their language capabilities during the course of a deployment or contingency operation. Planners must recognize that tapping into LREC skills may impact other missions requiring other trained specialty skills.

(2) For example, if a pilot is fluent in a language that is critically needed for the conduct of a military operation also requiring placing “steel-on-target,” then a weight of measurement must be given to determine the criticality of the mission and determination of priorities when employing military personnel with LREC skills. Another factor affecting employment of military personnel with language and/or regional expertise is that it takes two to three years to develop the necessary level of language proficiency and up to five years for someone to obtain a certain knowledge level of the region or area of operations. There is no such thing as “just-in-time” training that produces language proficiency, extensive regional expertise, and in depth knowledge of culture. Pre-deployment, “just-in-time” training produces low-level language proficiency that may be essential in building rapport, but cannot substitute for the more comprehensive connection built through the employment of full LREC capabilities. Therefore, LREC requirements must be identified two to five years in advance so the Services can project the required training and funds. Recent support and sustainment operations in Iraq and Afghanistan have led to extensive reliance on contractors who have become the source of primary expertise rather than military personnel. Services, and commanders in particular, must weigh and stress the importance of LREC skills as critical competencies that are an integral part of the warfighter’s skill set.

b. Government Civilian. Government civilians provide continuity and expertise within the military workforce. A strategic focus must be considered when placing civilians having a foreign language and/or regional expertise into positions at higher echelons or at military HQ. Civilians may be able to fill LREC requirements at these levels and in some cases can be more suitable than a military deployment. In turn, military personnel could be released to support operations requiring LREC capabilities at the tactical level.

c. Contractor. Contractors offer commanders another pool of LREC capabilities to support military operations. Contractors represent a flexible solution because they can be hired and released based on the terms of a contract. They can be hired to address very specific requirements that otherwise may not be easily substituted through the government civilian hiring process. The process to hire a contractor typically allows the DoD to fill the capability gap more quickly. The experiences of Iraq and Afghanistan have proved that the United States is greatly assisted by contractors with unique understanding of dialects, customs, and the local environment that cannot be

UNCLASSIFIED

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

taught. Additionally, working with local contractors lends immeasurable credibility to the United States approach of 'by, with, and through' sustainable operations. Extensive background investigations of contractor personnel will be required for employment in sensitive military operations. Contractors are generally at-will employees and as such they "volunteer" to support the military in combat zones, often at great risk to themselves and their families.

(1) In accordance with reference c, the Secretary of the Army, as the executive agent for the DoD Contract Linguist Program, developed a contract planning model for linguist requirements in like-sized units using historical precedents. The model can be found in Chapter 8 of reference k at <https://armypubs.army.mil/epubs/DR_pubs/DR_a/pdf/web/p11_8.pdf> on NIPRNET.

(2) Planners may also use this model as a general guideline for determining the quantity and quality of foreign language support needed to conduct Phase IV operations regardless of the sourcing solution. The use of the model should assist planners in improving requirements forecasting and linguist management, and should result in a more equitable distribution of linguists in a deployed environment.

(3) The tables provide linguist allocations by unit type (Heavy Brigade Combat Team, Stryker Brigade Combat Team, Infantry Brigade Combat Team, and Expeditionary-Military Intelligence Brigade) down to Company/Troop level. Separate tables also provide allocations for special operations teams and other common specialty units used in operations. Organizations unique to specific theaters (e.g., Combined Security Transition Command-Afghanistan) are not included in this planning model.

(4) The linguist categories included in the tables refer to a contract linguist's security clearance category. They are not indicative of a linguist's proficiency or skill levels. Every contract linguist, regardless of security clearance category, is required to meet the proficiency requirements of the Specified Contract Required Languages. Additionally, all contract linguists will undergo a CI-focused security interview when hired and be rescreened, at a minimum, every 24 months while on contract. The following definitions apply to the referenced linguist categories:

(a) Category I Local National Linguist. Linguist without a security clearance hired locally in the country of origin.

(b) Category I U.S. Linguist. Linguist without a security clearance hired in the United States; may be a U.S. citizen or a resident alien.

UNCLASSIFIED

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

(c) Category IP. Category I U.S. linguist hired in the United States who does not hold a security clearance but has successfully undergone a polygraph initiated in the continental United States.

(d) Category II Linguist. Linguist eligible to access SECRET information; U.S. citizenship required for SECRET clearance.

(e) Category III Linguist. Linguist eligible to access TOP SECRET// Sensitive Compartmented Information; U.S. citizenship required for TOP SECRET clearance.

d. National Language Service Corps. The National Language Service Corps (NLSC) maintains a readily available group of language volunteers who provide supplemental language resources to U.S. federal agencies. Whether there is a national need, a regional emergency, or a national security requirement, a U.S. federal agency may have a need for U.S. citizens with language proficiency. The NLSC offers multilingual speakers the opportunity to volunteer their language skills and be a bridge to their language communities. These individuals speak, listen, read and understand English and another language and make themselves available to help others when a USG requirement arises. Members can be called upon in times of need to use their interpreting, translating, teaching, and/or subject matter expertise skills to assist others in the United States and around the world during short-term assignments. The NLSC web site is <<https://www.nlscorps.org/>> (reference l) on NIPRNET.

e. National Security Education Program. Graduates of the National Security Education Program (NSEP) programs include David L. Boren Scholars and Fellows, English for Heritage Language Speakers Scholars, and Language Flagship Fellows. All NSEP graduates are U.S. citizens and were provided DoD funding to complete specialized training in critical languages and cultures, and complete official language proficiency certification. NSEP graduates have a background in a broad range of professional fields, and have completed undergraduate and graduate level education in a vast number of academic areas. As DoD award recipients, NSEP graduates have special federal government hiring privileges to expedite adding them to the civilian ranks of DoD organizations. For more information, see <<https://www.nsep.gov/>> (reference m) on NIPRNET.

f. Reach-Back Assistance. The National Virtual Translation Center at <<https://www.fbi.gov/about/leadership-and-structure/intelligence-branch/national-virtual-translation-center>> (reference n) on NIPRNET can provide a shared database that contains up-to-date information on available translators. It offers access to an ever increasing pool of translation resources

UNCLASSIFIED

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

as well as the flexibility and responsiveness in finding the right translators with the right skills at the right time. Commercial telephonic interpreting services can provide quick reaction interpretation to and from English in more than 150 languages. These services are available to provide oral interpretation and written document translation 24 hours a day, 7 days a week.

g. Allies and Coalition Partners. While operating within a coalition may in itself present many language and cultural barriers, it may also present opportunities. Coalition partners and other allied military forces that have a focused or long standing interest in the region are likely to have a pool of individuals with foreign language proficiency and regional expertise. They also may have extensive cultural awareness knowledge (e.g., religion, language, attitudes, customs, values, practices, biases, perceptions, and assumptions) that can be leveraged. While the risks and benefits should be weighed, the use of coalition and allied forces should be considered as a potential resource.

h. Multi-language Technology Capabilities. State-of-the-art language tools may be used to augment human communication and processing capabilities. Requirements for multi-language technology will be articulated in the same manner as requirements for human language capability. There are three broad classes of multi-language technology.

(1) Class A (TA)

(a) Class A language tools are those that may be used to augment and enhance human performance in rendering translation of written language text and in interpretation of oral language communications.

(b) Computer-assisted translation integrates translation memory into word processing translation software and provides terminology management tools for the user.

(2) Class B (TB)

(a) Class B language tools are those that may facilitate communication across language barriers in the absence of adequate human translators and interpreters.

(b) Speech-to-Speech Translation Systems. These can be of military utility if the translation systems are developed to include vocabulary and phrases for specific military mission (e.g., checkpoint operations, base security, and counterinsurgency operations).

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

(3) Class C (TC)

(a) Class C language capability means any communication device that allows reach-back to government or commercial translation services.

(b) This capability leverages internet connectivity among elements of the USG, academia, and the private sector. Paragraphs 5.d., 5.e., and 5.f. above provide specific web addresses for reach-back assistance resources.

6. Building and Assessing LREC Capabilities. Language and regional expertise capabilities are not interchangeable between languages and regions. Therefore, planners must define very specific LREC requirements in a fundamentally different manner than traditional military requirements.

a. Personnel who speak a foreign language or are familiar with a geographic region/area should not be multi-apportioned. Unlike an infantryman, pilot, or most other military occupations, LREC capabilities are employed for military operations in that region or country. For example, an Arabic interrogator would not be able to satisfy the need for a Chinese interrogator without the use of either a government or contract interpreter.

b. Language skill levels are assessed through an authorized language examination via the Defense Language Proficiency Test and/or oral proficiency interviews. These skills are categorized as proficiency levels in a scale from 0 to 5. These skill levels provide descriptive statements for a variety of performance criteria, and illustrate situations in which a person may function effectively. Each higher level implies control of the previous levels' functions and accuracy. The DoD uses the ILR language skill level descriptions found at reference h to determine the appropriate proficiency level required for a given job. Language skill levels are in Enclosure E.

c. SOF personnel with language skills are regionally oriented and are not employed in the traditional sense to translate or interpret. Although they are employed to execute SOF core tasks, they are still capable of being employed effectively outside their designated region depending on the mission, the criticality of language skills to the mission, and the availability of suitable interpreters or translators. However, planners must take into consideration that SOF members may not possess a high degree of LREC skills in the area in which they are assigned to operate.

d. Understanding the task and finding the right person with the right language and/or regional expertise at the required level of proficiency can be a daunting task. Services and USSOCOM personnel managers, assisted by SLAs

UNCLASSIFIED

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

and their staffs, have the responsibility to determine if the right language capabilities exist in response to validated requirements. DRRS hosts the LRIS, a DoD secure network-based application. The LRIS is located on the DRRS home page under the DRRS Force Management tab. The LRIS pulls personnel information from the Defense Manpower Data Center, including Service members' names, military occupation, unit information, and foreign language skill level capability. This allows users to quickly identify and locate all current Active Duty and Selective Reserve members reporting foreign language skills and who may be available to fill immediate requirements. Users can access this tool by registering for DRRS on SIPRNet at <<https://drrs.csd.disa.smil.mil/drrs/login>> (reference o). This site is not available on the World Wide Web.

UNCLASSIFIED

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

ENCLOSURE K

IDENTIFYING LREC CAPABILITY REQUIREMENTS IN OPLANS, OPORDS, RFFS, AND IA REQUESTS

1. Procedures. CCMDs will specify their LREC capability requirements within security cooperation plans, Annexes A and E of OPLANs and OPORDs, in RFF messages, DRRS, and IA requests. Force requirements will be submitted IAW reference p. JIA requirements will be submitted IAW reference q.

a. Critical Analysis

(1) The ability to communicate accurately with the population and to understand the region are invaluable skills critical to success in an area of operation. Planners must critically analyze a number of factors to determine the required LREC capabilities. These include, but are not limited to: the time element of the operation; unit tasking, to include internal organization functions; the operating environment; and all likely interaction with people and organizations throughout the area of operations and over the course of the campaign. The foreign language experts accompanying units or assigned to an HQ may be required to interact with local or state officials. CCMDs should consider language skill levels and a rank or grade appropriate for the interactions. The expert will need a clearance if the job entails working with classified materials or in a classified environment. Military trained experts are often a typical choice when working with units in the field, especially in a non-permissive or combat environment.

(2) However, planners may consider civilian or contracted experts to accompany units as force protection measures allow and so long as the unit is able to properly protect these individuals. The following checklist of considerations and questions are provided as a guide to help planners think through the LREC capability requirements during operational planning.

LREC “Critical Analysis” Checklist
1. Consider the time and space elements of each organization in the operation.
2. Determine the implied and specified tasks required to meet the objectives and effects to the unit level.
3. Determine the force requirements to accomplish the tasks to obtain the objectives. a. What force elements within the organization are accomplishing the task(s)? b. What specific tasks and sub-tasks require foreign language, regional expertise, and/or culture capabilities? c. What internal organizational support functions or activities require LREC?
4. Determine the audience (e.g., the enemy, prisoners, allies and coalition partners, local inhabitants, or officials (their gender, race, religion, and ethnicity)).
5. Determine the foreign languages and dialects that may be encountered.
6. Determine the need for interpreters, translators, regional experts, cultural advisors, or other specialists (see the definitions in Enclosure J).
7. Specific requirements that define the capability needed: a. Language proficiency level b. Clearance c. Rank or Grade d. Desired source (e.g., Active or Reserve, civilian, contractor) e. Military training f. Job description g. Length of time needed h. Subject area expertise
8. Determine whether multi-language technology capabilities are required.
9. Repeat for each force requirement in the plan.

Figure 24. LREC “Critical Analysis” Checklist

b. The following fields are used in JOPES to request specific LREC capabilities. Where applicable, the associated codes are also included.

(1) ULN (Unit Line Number). Alphanumeric JOPES code that identifies a capability required in a plan. Use “NA” if not applicable.

(2) UTC (Unit Type Code). Use “VLANG” for non-standard UTCs.

UNCLASSIFIED

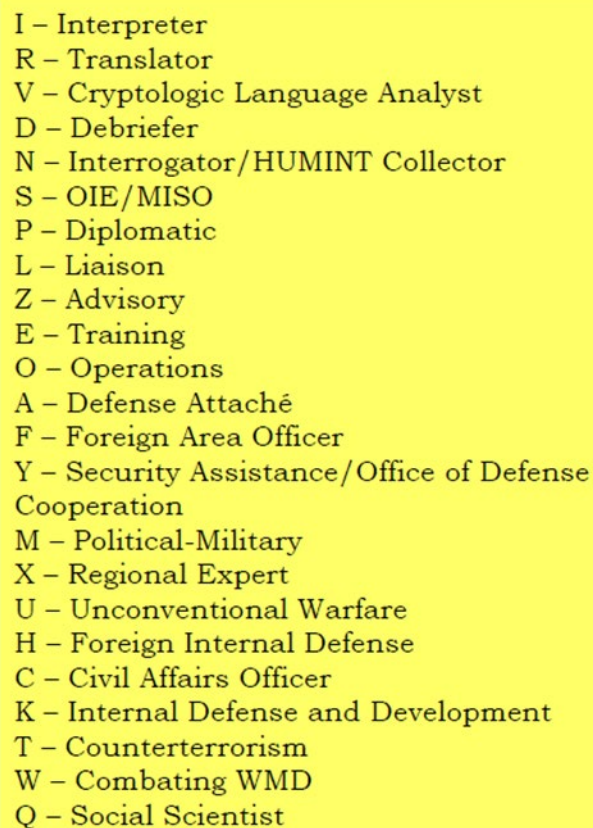
CJCSI 3126.01C
8 March 2023

(3) LANGUAGE. Full name of the language needed to support military operations.

(4) LANG CODE (Language Code). Three-letter code accompanying the full name of the language required. Language trigraph codes can be found at reference g.

(5) PERF OBJ (Performance Objective). Full name of the performance objective needed. Further details on performance objective skills can be found in Enclosure J.

(6) OBJ CODE (Objective Code). Alpha code associated with a given performance objective. The performance objective codes are found in Figure 25.



- I – Interpreter
- R – Translator
- V – Cryptologic Language Analyst
- D – Debriefing
- N – Interrogator/HUMINT Collector
- S – OIE/MISO
- P – Diplomatic
- L – Liaison
- Z – Advisory
- E – Training
- O – Operations
- A – Defense Attaché
- F – Foreign Area Officer
- Y – Security Assistance/Office of Defense Cooperation
- M – Political-Military
- X – Regional Expert
- U – Unconventional Warfare
- H – Foreign Internal Defense
- C – Civil Affairs Officer
- K – Internal Defense and Development
- T – Counterterrorism
- W – Combating WMD
- Q – Social Scientist

Figure 25. Performance Objective Codes

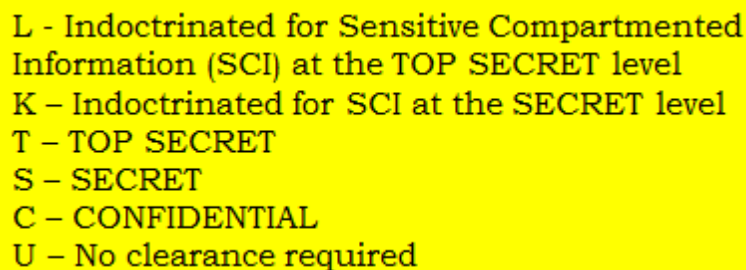
UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

(7) SKILL

(a) Numeric code that identifies the language, regional expertise and cultural skill level required for the capability. Enter skill levels for each modality in the following sequence: Listening/Reading/Speaking/Writing/Regional Expertise. If proficiency is not needed for a given modality, enter “0.”

(b) For example, an entry of “20200” means an individual with ILR level 2 proficiency in listening and speaking is needed; there is no need for reading, writing or regional expertise in this example. When specifying a requirement for multi-language technology, enter “NA” in the SKILL field. Additional descriptions of language skill levels can be found in Enclosure E or reference h. Additional descriptions of regional expertise and culture proficiencies can be found in Enclosures F through I.



L - Indoctrinated for Sensitive Compartmented Information (SCI) at the TOP SECRET level
K - Indoctrinated for SCI at the SECRET level
T - TOP SECRET
S - SECRET
C - CONFIDENTIAL
U - No clearance required

Figure 26. Security Clearance Codes

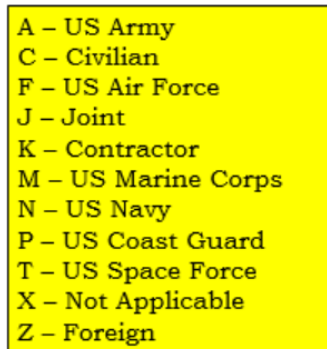
(8) SEC CLEAR (Security Clearance). Alpha code that identifies the clearance level required. The security clearance codes are found in Figure 26.

(9) GRADE (Pay Grade). 2 character, alphanumeric code identifying rank required for performing a function (e.g. – “O5” for an O-5 officer, “E7” for an enlisted E-7, or “09” or “15” to specify a GS-9 or GS-15 government civilian employee. Use “NA” if not applicable.

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

(10) SVC (Service). Alpha code that identifies the Service organization affiliation of the capability needed. Enter “NA” if there is no preference. The Service organization codes are found in Figure 27.



A	– US Army
C	– Civilian
F	– US Air Force
J	– Joint
K	– Contractor
M	– US Marine Corps
N	– US Navy
P	– US Coast Guard
T	– US Space Force
X	– Not Applicable
Z	– Foreign

Figure 27. Service Organization Codes

(11) SOURCE. Alpha code that identifies the source of the capability needed. Enter “NA” if there is no preference. The source codes are found in Figure 28.

(12) QTY (Quantity). Total number of personnel or technology capability required. In JOPES Automated Data Processing (ADP), use the “PAX” data field to specify personnel quantities. Specify technology quantities when defining equipment within the UTC record in JOPES ADP.

(13) GEN (Gender). Enter “M” for male, “F” for female, or “NA” if there is no preference.

(14) GEO (Location Code). A four-letter JOPES code that specifies location (refer to JOPES ADP for Codes).

(15) GEO NAME (Geographic Name). Geographic name of the location associated with the GEO code within JOPES ADP.

(16) RDD (Required Delivery Date). The CCDR required date for delivery of capability at the destination to support operations [C-DAY Format in JOPES, e.g., - “10” = C+10]. This is entered in JOPES ADP.

c. The required JOPES fields and formats vary depending on the request type. Additional details for each format type are included below.

(1) Format for OPLAN

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

M – Military
G – Government Civilian
P – Contractor
Y – Technology
H – Host Nation
A – Ally/Coalition
S – USSOCOM
NA – Not Applicable

Figure 28. Source Codes

(a) Language capability will be identified in accordance with current AP policies. OPLAN format is specified in reference r. Specify LREC requirements in OPLAN Annexes A and E. Provide amplifying remarks as necessary to support and justify the capability required.

(b) If technology is used to electronically capture language requirements (e.g., force capability packages or force flows), then ensure the appropriate references to these files are contained within Annex A.

(2) Format for OPORD. Language requirements will be identified in accordance with current AP policies. OPORD format is specified in reference o. Specify LREC requirements in OPORD Annex A using the following format and back-slashes to separate codes:

FORMAT: ULN/LANGUAGE/LANG CODE/PERF OBJ/OBJ CODE/SKILL/SEC CLEAR/ GRADE/SVC/SOURCE/QTY/GEN/GEO/GEO NAME/RDD

Provide amplifying remarks as necessary to support and justify the requirement.

(3) Request for Forces Message. Reference p contains a sample RFF Message Format. Refer to reference p when developing an RFF message.

(4) Format for IA Requests. To request IAs with LREC capabilities, provide amplifying information for the requirement using the following format and back-slashes to separate the codes:

FORMAT: ULN/LANGUAGE/LANG CODE/PERF OBJ/OBJ CODE/SKILL/SEC CLEAR/ GRADE/SVC/SOURCE/QTY/GEN/GEO/GEO NAME/RDD

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

Provide amplifying remarks as necessary to support and justify the requirement. This does not change the overall format and procedures for IA requests described in reference m.

(5) Capturing Requirements in Force Capability Packages and Time Phased Force and Deployment Data. Specific guidance is provided in reference o. LREC requirements will be indicated as non-standard UTC “VLANG” records in JOPES ADP. In the “Force Description” field (31 character limit), use the following abbreviated format separated by backslashes and beginning with the identifier “VLANG” to facilitate rapid queries:

FORMAT: VLANG/LANG CODE/OBJ CODE/SKILL/SEC CLEAR/GRADE/
SOURCE/GEN

Use the existing JOPES ADP fields: “Unit Line Number,” “Service,” “Quantity,” “GEO” code, “GEO Name,” and “Required Delivery Date” to capture the additional information within the UTC. Place an “X” in the JOPES Type Unit Characteristics (TUCHA) Status Indicator to prevent the Force Description from being overwritten by TUCHA updates. The setting of the TUCHA Status Indicator is a safety precaution against losing unique information entered in the Force Description fields as currently used. There have been operational cases where such unique data has been lost without taking this action. If skill level or other identifying requirements vary by individual, planners may consider creating a separate ULN record for each individual to discretely capture the required skills or traits. Other techniques may include use of fragmentation and force modules to capture LREC requirements. None of the above guidance changes established procedures for requesting standard UTCs that may have LREC embedded in them. However, a standard unit may be “tailored” for LREC purposes at which time it will become “non-standard” and the guidance above will apply.

(6) Security Clearance Considerations. In general, seek to assign security clearance requirements for each task at the lowest level consistent with sound force protection and operational and informational security practices. The higher the level of clearances required, the lower the number of those available with LREC skills. Planners should take careful consideration when identifying clearances required for each task to be performed, which will be dependent on the sensitivity of the information processed, operational and information security guidance, and the operating environment in which the task will be performed. For example, screening of refugees, prisoners, and captured documents may be performed at the unclassified level, without security clearance, other than a national agency check for force protection purposes.

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

(a) Example #1. A plan calls for a mission to maintain stability, law, and order in support of Peace Enforcement Operations (PEO) in Haiti. Any unit assigned against this mission should understand the culture and possess the ability to interact with the local populace in the native language in order to maintain the peace on the streets during patrols. However, the non-permissive urban environment will not allow the unit commander to rely on local-hire interpreters. A requirement exists for culturally aware Haitian-Creole speakers to be able to exchange greetings, provide oral law enforcement commands, and be able to ask and answer basic questions. This will be a 24/7 task assigned to approximately 20 platoon-size elements.

1. This information is an example of what should appear in OPLAN “Annexes A.”

ULN	LANGUAGE	LANG CODE	PERF OBJ	OBJ CODE	SKILL	SEC CLEAR	GRADE	SVC	SOURCE	QTY	GEN	GEO	GEO NAME	RDD
XXXX123	Haitian Creole	HAT	Interpreter	I	33300	U	NA	NA	NA	2	M	ACFQ	Haiti, Caribbean	10
XXXX124	Haitian Creole	HAT	Class B Multi-Language Technology	TB	NA	U	NA	NA	Y	20	M	ACFQ	Haiti, Caribbean	10

Figure 29. OPLAN Annex A Example #1

2. This information is an example of what should appear in OPORD “Annex A.”

XXXX123/HAITIANCREOLE/HAT/INTERPRETER/I/33300/U/NA /NA /NA /2/M/ACFQ/HAITI CARRIBEAN/10
XXXX124/HAITIANCREOLE/HAT/CLASSBMULTILANGTECHNOLOGY/TB/NA /U/NA / NA/Y/20/M/ACFQ/HAITI CARIBBEAN/10

For this example, the capability required is not an “existing unit.” The requester would submit an IA request with amplifying lines as follows:

XXXX123/HAITIANCREOLE/HAT/INTERPRETER/I/33300/U/NA /NA /NA /2/M/ACFQ/HAITI CARRIBEAN/10
XXXX124/HAITIANCREOLE/HAT/CLASSBMULTILANGTECHNOLOGY/TB/NA /U/NA / NA/Y/20/M/ACFQ/HAITI CARIBBEAN/10

The requester would create a non-standard UTC record in JOPES ADP, and place the following information in the “Force Description” field and other JOPES ADP fields as follows:

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

Force Description: VLANG/HC/I/33300/U/NA/NA/M Force Description:

VLANG/HC/TB/NA /U/NA/Y/NA

ULN: XXXX123; UTC: "VLANG"

Service: NA

Quantity: 2

GEO: ACFQ

GEO Name: Haiti, Caribbean

Required Delivery Date: 10

ULN: XXXX124; UTC: "VLANG"

Service: NA

Quantity: 20

GEO: ACFQ

GEO Name: Haiti, Caribbean

Required Delivery Date: 10

(b) Example #2. A plan calls for a mission to maintain stability, law, and order in support of a PEO in Haiti. To enhance our strategic and tactical performance on the field, senior commanders will have to facilitate relationships between U.S. military forces and political leaders as well as with Haitian security forces. A requirement exists for LREC capability encompassing the application of regional expertise, political-military awareness, foreign language proficiency, and professional military knowledge and experience with military activities having an economic, social, cultural, or political impact.

1. This information is an example of what should appear in OPLAN "Annex A."

ULN	LANGUAGE	LANG CODE	PERF OBJ	OBJ CODE	SKILL	SEC CLEAR	GRADE	SVC	SOURCE	QTY	GEN	GEO	GEO NAME	RDD
XXXX125	Haitian Creole	HAT	Foreign Area Officer	F	33335	T	O5	A	M	2	M	ACFQ	Haiti, Caribbean	10

Figure 30. OPLAN Annex A Example #2

2. This information is an example of what should appear in OPORD "Annex A."

XXXX125/HAITIANCREOLE/HC/FOREIGNAREAOFFICER/F/33335/T/05/AM/2/M/ACFQ/HAITI CARIBBEAN/10

For this example, the capability required is not an "existing unit." The requester would submit an IA request for these capabilities with amplifying lines formatted as follows:

XXXX125/HAITIANCREOLE/HC/FOREIGNAREAOFFICER/F/33335/T/05/USA/M/2/M/ACFQ/HAITI CARIBBEAN/10

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

The requester would create a non-standard UTC record in JOPES ADP, and place the following information in the “Force Description” field and other JOPES ADP fields as follows:

Force Description: VLANG/HC/F/33335/T/O5/M/M

ULN: XXXX125; UTC: “VLANG”

Service: A

Quantity: 2

GEO: ACFQ

GEO Name: Haiti, Caribbean

Required Delivery Date: 10

2. Data Collection Support to Policy, GFM, and Joint Quarterly Readiness Review Processes. All approved CCMD requirements are submitted through existing established processes. This information will be used in conjunction with Defense Agency and Service input to provide a global picture for GFM and formalization of key policy decisions that will ultimately shape uniform transformation across the Services to meet warfighter demand within the JCIDS process.

3. Sourcing. Joint Staff J-3, as the Joint Force Coordinator, provides sourcing recommendations for CCMD force and JIA requirements to the SecDef. J-3 will coordinate with Services, Service Force Providers, CCMDs, DoD Agencies (to include Defense Agencies and DoD Field Activities) for the supported CCMD consideration. Reference p details these processes.

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

ENCLOSURE L

REFERENCES

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- b. Defense Language Transformation Roadmap, January 2005
- c. DoD Directive 5160.41E, 21 August 2015, Incorporating Change 2, Effective 25 August 2020, “Defense Language, Regional Expertise, and Culture (LREC) Program”
- d. CJCSI 1001.01 Series, “Joint Manpower and Personnel Program”
- e. DoD Directive 5124.02, 23 June 2008, “Under Secretary of Defense for Personnel and Readiness (USD(P&R))”
- f. DoD Instruction 3305.6, 19 November, 2008 Incorporating Change 1, 22 May 2017, “Special Operations Forces (SOF) Foreign Language Policy”
- g. Website, Defense Language and National Security Education Office, 2020 DoD Language Codes List, <https://dwp.dmdc.osd.mil/dwp/api/download?fileName=2020_DoD_Language_Codes_List_1-31-2020.pdf&groupName=milUSC> (NIPRNET - accessed 23 February 2023)
- h. Website, Interagency Language Roundtable, Language Skill Level Descriptions, <<https://www.govtilr.org/>> (NIPRNET – accessed 23 February 2023)
- i. DoD Instruction 5160.70, 30 December 2016, “Management of the Defense Language, Regional Expertise, and Culture (LREC) Program”
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- k. Department of the Army Pamphlet 11-8, 8 January 2016, “Army Foreign Language Program Handbook”
- l. Website, National Language Service Corps, National Language Service Corps, <<https://www.nlscorps.org/>> (NIPRNET – accessed 23 February 2023)

UNCLASSIFIED

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

m. Website, National Security Education Program, <<https://www.nsep.gov>> (NIPRNET – accessed 23 February 2023)

n. Website, National Virtual Translation Center, <<https://www.fbi.gov/about/leadership-and-structure/intelligence-branch/national-virtual-translation-center>> (NIPRNET – accessed 23 February 2023)

o. Website, Defense Readiness Reporting System, <<https://drrs.csd.disa.smil.mil/drrs/login>> (SIPRNET – accessed 23 February 2023)

p. CJCSM 3130.06 Series, “Global Force Management Allocation Policies and Procedures”

q. CJCSI 1301.01 Series, “Joint Individual Augmentation”

r. CJCSM 3130.03 Series, “Adaptive Planning and Execution (APEX) Planning Formats and Guidance”

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

GLOSSARY

ABBREVIATIONS AND ACRONYMS

ADP	Automated Data Processing
AOR	area of responsibility
AP	Adaptive Planning
CBRIP	Capabilities Bases Requirements Identification Process
CCDR	Combatant Commander
CCMD	Combatant Command
CI	Counterintelligence
CJCS	Chairman of the Joint Chiefs of Staff
CJCSI	Chairman of the Joint Chiefs of Staff Instruction
DLNSEO	Defense Language and National Security Education Office
DoD	Department of Defense
DRRS	Defense Readiness Reporting System
DUSD	Deputy Under Secretary of Defense
FAO	Foreign Area Officer
FLO	Foreign Language Office
GFM	Global Force Management
HUMINT	Human Intelligence
JTF	Joint Task Force
IA	Individual Augmentee
ILR	Interagency Language Roundtable
JIA	Joint Individual Augmentee
JCIDS	Joint Capabilities Integration and Development System
JOPEs	Joint Operation Planning and Execution System
LCRB	LREC Capability Requirements Board
LREC	Language, Regional Expertise, and Culture
LRIS	Language Readiness Information System
MISO	Military Information Support Operations
MOS	Military Occupational Specialty

UNCLASSIFIED

CJCSI 3126.01C
8 March 2023

NIPRNET	Non-Secure Internet Protocol Router Network
OP	Operational
OPLAN	Operational Plan
OPORD	Operational Order
OSD	Office of the Secretary of Defense
OUSD	Office of the Under Secretary of Defense
PEO	Peace Enforcement Operations
RFF	Request for Forces
SIPRNET	Secret Internet Protocol Router Network
SLA	Senior Language Authority
SOF	Special Operations Forces
SN	Strategic National
ST	Strategic Theater
TA	Tactical
TUCHA	Type Unit Characteristics
USA	U.S. Army
USD	Under Secretary of Defense
USSOCOM	U.S. Special Operations Command
UTC	Unit Type Code

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