

**Army Reserve Officer Training Corps (ROTC)  
Intercultural Training Project**

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# Contents

I. Introduction.....	3
II. Significance of the Project.....	4
New Army Culture = Increased Importance of Training .....	4
III. Background .....	8
Intercultural Training in Military Literature Review.....	8
Joint Readiness Training Center & National Training Center .....	12
Purpose of Intercultural Training.....	15
Training Techniques.....	16
Theories .....	18
Cultural Learning Theory.....	19
Integrated Threat Theory .....	19
Kolb Learning Theory .....	20
Merrill’s Principles of Instruction Theory.....	21
Process of Creating Intercultural Training Program.....	25
Reserve Officers Training Corps (ROTC).....	27
IV. Intercultural Training Program (Operation Grand Finale) .....	30
Overview .....	30
Phase 1: Assessment.....	32
Phase 2: Planning .....	41
Phase 3: Area Orientation (Road to War Brief).....	44
Phase 4: Squad Tactical Exercises (STX) .....	45
Phase 5: AAR Comments (Evaluation) .....	48
Program Evaluation .....	50
V. Conclusion .....	53
VI. Acronyms.....	56
VII. Appendix A. Operation Grand Finale OPORD .....	58
VIII. Appendix B. Road To War Brief .....	81
IX. Appendix C. Operation Mighty Saber OPORD.....	98
X. Appendix D. Leadership Assessment Report .....	106
IX. References .....	107

## **I. Introduction**

Military operations increasingly require Army leaders to anticipate the actions of, interact with, and influence of individuals and groups whose culture is different from theirs or a culture they are simply unaware of. With the increasing need of United States military operations worldwide, the Army and other military branches have been deployed to locations around the world, some of which have not previously had a significant U.S. presence. Due to this increased need, understanding foreign cultures and cultures in general should be a focus for military preparation. Cultural understanding is necessary both to defeat enemies, communicate with peers and subordinates, and communicate with our allies. In order to prepare for operations on foreign soil, the Army places special emphasis on intercultural training of its soldiers. It has developed two primary Army installations to conduct this intercultural training, the Joint Readiness Training Center (JRTC) and the National Training Center (NTC). However, this training is not mandatory, and when the training is conducted, greater emphasis is focused on military tactics rather than intercultural training. With this in mind, there is a direct need to create and implement an intercultural training project that focuses on greater intercultural aspects. Providing this intercultural training project at the Reserve Officer Training Corps (ROTC) level provides a larger audience and also provides a bigger impact on future commissioned officers in the Army. Currently, ROTC does not provide intercultural communication training to Cadets. Instead, emphasis is focused on leadership — and more specifically, the ability of a leader to think critically, be innovative, and solve problems in increasingly complex and stressful situations. To prepare Cadets commissioning into the Army, an intercultural training project should be created and implemented in order to fill the void of effective intercultural communication and training.

## **II. Significance of the Project**

The significance of this project is simple: effective communication equals effective leadership. U.S Army, and the success of military operations in general, is founded upon effective leadership. As U.S. Army involvement around the world increases, the dire need to prepare future commissioned officers for intercultural interactions also increases. U.S. Soldiers deployed to remote locations must know and understand the culture of the local populace and have some basic skills and knowledge of the culture in order to be successful.

Thus, before their deployment they must receive intercultural training. Not every Army unit is required to attend JRTC and/or NTC, thereby unable to obtain quality intercultural training. Therefore, creating the project for ROTC is essential to enhance the intercultural knowledge, skills, and awareness of future commissioned officers. The creation and implementation of an effective intercultural training project at the largest commissioning source level for the United States Army will prove to be critical to the initial success of newly commissioned officers.

### **New Army Culture = Increased Importance of Training**

As Operation Iraqi Freedom and Operation Enduring Freedom are nearing a close, the Army has slowly transitioned to conducting more peacetime operations. The purpose of these operations is to “win the hearts and minds” of the local populace. Counterinsurgency (COIN) has become the American Army’s new way of war. The principles and ideas that emerged out of the Army’s counterinsurgency field manual (FM) 3-24, published in late 2006, have become transcendent. The FM has moved beyond simple Army doctrine for countering insurgencies to becoming the defining characteristic of the Army’s new way of war. According to Gentile

(2009), in the American Army today, everyone is a counterinsurgent. According to Lieutenant General William B. Caldwell (2008):

The future is not one of major battles and engagements fought by armies on battlefields devoid of population; instead, the course of conflict will be decided by forces operating among the people of the world. Here, the margin of victory will be measured in far different terms than the wars of our past. The allegiance, trust, and confidence of populations will be the final arbiters of success. (p.6)

A counterinsurgency operation is a mix of offensive, defensive, and stability operations conducted along multiple lines of operations. It requires Soldiers to employ a mix of familiar combat tasks and skills more often associated with nonmilitary agencies (FM 3-24). This requires leaders at all levels to adjust their approach constantly. They must ensure that their Soldiers are prepared to be greeted with either a handshake or a hand grenade while taking on missions. This makes this mission extremely difficult, but it is the prudent risk that must be accepted by Soldiers. Soldiers are expected to be nation builders as well as warriors. In addition, Soldiers must be prepared to help reestablish institutions and local security forces and assist in rebuilding infrastructure and basic services (FM 3-24).

To successfully conduct these operations, the Army requires a flexible, adaptive force led by agile, well-informed, culturally astute leaders. Successful conduct of COIN operations depends on a thorough understanding of the society and culture within which they are being conducted. Soldiers and Marines must understand the following about the population in the AO: organization of key groups in the society, relationships and tensions among groups, ideologies

and narratives that resonate with groups, values of groups (including tribes), interests, and motivations and means by which groups (including tribes) communicate (FM 3-24).

In most cases, soldiers are the visiting team. Think about professional sports teams – they have a higher chance of winning when playing at home. Home teams have a home field advantage; the same applies for insurgents. As troops, we are on their turf. They speak the language, move easily within the society, and are more likely to understand the population’s interests. Thus, effective COIN operations require a greater emphasis on certain skills, such as language and cultural understanding, than does conventional warfare. Without understanding the environment, intelligence cannot be understood and properly applied (FM 3-24).

In addition to knowing the environment, building trust and establishing relationships is essential to COIN. According to Kilcullen (2006), this is the true meaning of the phrase “hearts and minds,” which comprises two separate components. “Hearts” means persuading people that their best interests are served by your success; “Minds” means convincing them that you can protect them, and that resisting you is pointless. Relationships should be established with everyone who comes into contact with the troops. However, leaders should particularly look to establish the relationships with local allies, community leaders, local security forces, friendly civilians, and the media. Leaders should conduct village and neighborhood surveys to identify needs in the community and assist in every way possible. This is the true main effort. Everything else is secondary.

As the Army missions have changed over time, so has the Army culture. The Army is conducting more COIN and peacetime operations. This requires a change in Army related training for military operations. Furthermore, the reliance of cultural understanding has increased

the importance of intercultural training on several aspects. As we learned prior, a majority of high-level intel comes from the civilian population and the relationships established with them.

With the change in operations to COIN, Army leaders must be able to adapt and interact with a diverse populace. These operations require Army leader to interact and communicate effectively with the local population of remote locations. It is essential that Army leaders are training and proficient in intercultural relationships and communications. Not only must Army leaders be tactically proficient, they must be adaptable leaders. In order for leaders to achieve maximum efficiency within these remote locations, an intercultural training program should be implemented at the lowest level to prepare all troops for cultural interaction and communication.

### **III. Background**

#### **Intercultural Training in Military Literature Review**

On September 11, 2001, the United States suffered one of the most tragic and horrific attacks in history. The September 11 attacks were a series of four coordinated terrorist attacks by the Islamic terrorist group al-Qaeda on the United States in New York City and the Washington, D.C. metropolitan area. The attacks killed 2,996 people, including the 19 hijackers on board (Jenkins & Godges, 2011). Since the attacks and in the subsequent conflicts in Afghanistan and Iraq, the U.S. Department of Defense has initiated many programs and policies to prepare military personnel to operate in foreign cultures. Although these programs are new, the problem of preparing military personnel for operations abroad is not (Abbe & Gouge, 2012).

The United States Army and Department of Defense in general has relations with host of diverse communities. With these relationships, intercultural interactions have been an integral component of operations, such as in training and advising indigenous forces. The United States has engaged in military advising around the world, from Southeast Asia to Central America. Thus, it was somewhat surprising that the U.S. military did not have existing programs on which to build when the need arose after 9/11 to prepare ground troops for the realities of counterinsurgency operations in Iraq and Afghanistan.

Though the U.S. required a revamping of intercultural training methods, the need for the training has been a focal point dating back to the civil rights era. Special Forces personnel have always had a cultural and regional element to their roles and training. The post Vietnam and September 11 attacks were critical periods for research on and implementation of cultural

training programs for standard forces in the military. According to Dansby and Landis (1996), even before then, the foundation of intercultural relations in the military is based largely on the integration of African Americans following WWII. However, African Americans began serving in the military with the Buffalo Soldiers.

Buffalo Soldiers were African American Soldiers of the U.S. 10th Cavalry Regiment of the United States Army. It was officially formed on September 21, 1866 at Fort Leavenworth, Kansas. The Second Confiscation and Militia Act of July 17, 1862 was the first step toward the enlistment of African Americans in the Union Army. It did not explicitly invite African Americans to join the fight, but it did authorize the president “to employ as many persons of African descent as he may deem necessary and proper for the suppression of this rebellion...in such manner as he may judge best for the public welfare” (Barnett, 2003, p. 3).

Some African Americans took this as their cue to begin forming infantry units of their own. African Americans from New Orleans formed three National Guard units: the First, Second and Third Louisiana Native Guard (Barnett, 2003). These units would later become the 73rd, 74th and 75th United States Colored Infantry Regiments. The First Kansas Colored Infantry fought in the October 1862 skirmish at Island Mound, Missouri. The First South Carolina Infantry, African Descent went on its first expedition in November 1862. These unofficial regiments were officially assembled into service in January 1863 (Barnett, 2003).

The Buffalo Soldiers were subject to racism by white commanding officers and the people they were ordered to protect; however, these Soldiers remained loyal to their units. They also had the lowest desertion rate of any enlisted men. The Soldiers and their officers were also weary of being captured, and what would ensue if they were. Confederate president Jefferson

Davis believed the Emancipation Proclamation was the most execrable measure in the history of guilty man and promised that black prisoners of war would be enslaved or executed on the spot (Barnett, 2003). Their white commanders would likewise be punished or even executed for what the Confederates called “inciting servile insurrection” (Barnett, 2003, p. 7). Threats of Union reprisal against Confederate prisoners forced Southern officials to treat African American Soldiers who had been free before the war somewhat better than they treated African American Soldiers who were former slaves. Union officials tried to keep their troops out of harm’s way as much as possible by keeping most African American Soldiers away from the front lines (Barnett, 2003).

The Buffalo Soldiers played an essential and critical role in the Western world, clearing the way for white settlers. The African American Soldiers fought long, hard and honorably during the Victoria, Apache, and Indian and Red River wars while continuing to fight prejudice all the way. The duties of the Buffalo Soldiers were all encompassing and it was often a thankless task. Nevertheless, they did their job with pride and courage. Desertions were low and they made the Western frontier a safer and more hospitable place to live. The Buffalo Soldiers served with dedication. Life in the frontier barracks and on the battle trails was brutal, and many Soldiers deserted. But desertion rates among the Buffalo Soldiers were much lower than that of the whites (Barnett, 2003). On average one out of every four white Soldiers deserted. But one year, the Ninth Cavalry didn't have a single desertion. They fought with great courage, and 20 were awarded the Congressional Medal of Honor for their bravery in battle.

Understanding the history of the integration of African American Soldiers, particularly the Buffalo Soldiers is essential to understanding the beginning efforts of intercultural relations in the military. The notable efforts and contributions of the Buffalo Soldiers and other African

American troops did not go overlooked. However, as the Soldiers returned home, they were discriminated against at the hands of a society they had fought to defend (Hope, 1979). This led to President Truman's Executive Order 9981, which called for equal treatment for all persons in the armed services without regard to race, color, religion or national origin. (MacGregor, 1981). This would lead to the Presidents Committee on Equal of Opportunity in the Armed Forces and eventually the creation of the Defense Equal Opportunity Management Institute (DEOMI).

The mission of the DEOMI to ensure intercultural training in the military is maintained and efficient (Hope, 1979). The foundation of the DEOMI is built on five principles: focus on behavioral change and compliance with stated policy, an emphasis on Equal Opportunity (EO) and intercultural understanding as military readiness issues, an understanding that equal opportunity is a commander's responsibility, a belief that education and training can bring about the desired behavioral changes and reliance on affirmative action plans as a method for ensuring equity and diversity. To ensure equal opportunity is being maintained, the DEOMI offers numerous training programs: Equal Opportunity Advisor Course, The Reserve Components Course, The Equal Opportunity Program Orientation for Managers Course, Equal Employment Opportunity Courses , Senior Noncommissioned Officer Equal opportunity Workshop and Senior Executive Leaders Equal Opportunity Training (Hope, 1979).

Today, numerous military leaders believe that this program has had a far-reaching impact on the Army's culture, a culture that serves as a role model for the rest of the nation. The concept of the EO program is to formulate, direct, and sustain a comprehensive effort to maximize human potential and to ensure fair treatment for all persons based solely on merit, fitness, and capability, in support of readiness. EO philosophy is based on fairness, justice, and equity. It places the responsibility for sustaining a positive EO climate within a unit on its commander.

Specifically, the Army's EO program is to provide an equal opportunity for military personnel and family members both on and off post and within the laws of localities, states, and host nations, as well as create and sustain effective units by eliminating discriminatory behaviors or practices that undermine teamwork, mutual respect, loyalty, and shared sacrifice of the men and women of America's Army.

However, intercultural training has taken a new path in today's Army. Instead of focusing on EO, the Army has directed its intercultural training to locations where there is a strong U.S. government imprint such as Afghanistan, Iraq and the Philippines. The Army utilizes two primary training sites to prepare troops for the cultural interactions and experiences downrange.

#### **Joint Readiness Training Center & National Training Center**

The Joint Readiness Training Center (JRTC) provides realistic, intense, critical thinking and combined arms training. It is one of the Army's three Combat Training Centers resourced to train infantry brigade task forces and their subordinate elements in the Joint Contemporary Operational Environment, which includes a block of intercultural training.

With great emphasis on realism, JRTC provides rotational units with the opportunity to conduct joint operations that emphasize contingency force missions. The department designs a rotation for combat units to attend training. If units are not slated for deployment they do not attend the intercultural training. The training scenarios conducted at JRTC is based on each participating organization's mission essential tasks list (METL) and many of the exercises are mission rehearsals for actual operations the organization is scheduled to conduct while deployed.

These scenarios allow integration of Air Force personnel and other military services to include host nation (HN) and civilian role players. The scenarios replicate situations units may face while deployed. The units are assigned O/C's to help facilitate training and to provide assessments at the end of training. The O/C's have a duty to the training unit and the Army to observe unit performance, control engagements and operations, teach doctrine, coach to improve unit performance, monitor safety and conduct professional after action reviews (AARs). O/C's are required to have successfully performed the duties of their counter-part. They constantly strive for personal and professional development, and are well versed in current operational doctrine and tactics, techniques, and procedures.

AARs provide immediate feedback for each element from platoon through brigade levels. The AARs provide impartial feedback that encourages interaction and discussion of unit strengths and weaknesses by all members of the unit. AARs are conducted after every mission in order to identify good and bad trends and provide units the opportunity to determine their weaknesses.

One training aspect of JRTC is Engagement University. Officers meet with Iraqi expatriates playing the roles of tribal sheiks. The meetings are integrated into three weeks of realistic training that combat brigades exercise. The local sheik, also known as the village elder, is essential to the success of the mission. The sheiks will demand compensation for damages and will withhold vital information on local insurgents until they're convinced that U.S. forces are there to help. In order to alleviate these problems, it is important that Soldiers are able to build rapport and ultimately respect the village culture. Prior to executing the scenario, Soldiers receive initial training to provide background information on the culture. Soldiers are also taught several "tricks of the trade" to help facilitate the relationship with the village.

The National Training Center (NTC) is similar to JRTC in many facets. NTC conducts tough, realistic, unified land operations with unified action partners in order to prepare brigade combat teams and other units for combat. The training center is precisely located at Fort Irwin, in the Mojave Desert, which is essential to conducting realistic theatre training. Units are deployed to Fort Irwin for twenty-one days, fourteen of which are spent in what Fort Irwin refers to as "The Box", also known as the sandbox. This is a desert training area that includes fifteen simulated towns as well as expansive gunnery ranges and tank battle arenas.

The unit rotation at NTC is captured by cameras and is replayed at the end of training as an AAR concluding the training. The purpose of NTC is to provide the realest training atmosphere for troops in order to better equip them for deployment conditions.

Both training installations and training within have proved to be vital to the Army's overall success in downrange operations. Most believe the problem with this training is that emphasis is placed on combative training. For example, a key area of evaluation is focused on how the unit maintains security within the local village or how the unit reacts to contact during a key leader engagement. The training project I seek to create and implement is a training project with greater and enhanced focus on intercultural training rather than combative training. Combative training is extremely important however, and should still be conducted on a continual basis. I strongly believe there is a need for a training that specifically focuses on the instruction and application of intercultural skills. This intercultural training will be instrumental and useful when implemented with combative training.

The training at JRTC and NTC has been paramount to the overall success of OEF and OIF. With these training institutions, leaders are able to experience real life like situations prior

to deploying to the remote locations. One of the problems that arise with these training sites is the rotation of units, which prevents every unit from participating in the training prior to deployment.

### **Purpose of Intercultural Training**

Intercultural training programs are designed to develop cultural awareness and to improve the time it takes to transition. Intercultural training helps by providing employees and their families with the knowledge, skills and tools necessary to effectively interact with cultures. It is defined as “formal efforts to prepare people for more effective interpersonal relations and for job success when they interact extensively with individuals from cultures other than their own” (Brislin & Yoshida, 1994, p. 72). Studies have shown that faster adaptation means they are more likely to be productive. In this case, Soldiers may be able to expedite the feeling out process with local villages and establish the rapport in a more effective way.

Intercultural training is centralized on communicating with people clearly and concisely enough to avoid misunderstandings. Intercultural training is a means to improve performance by creating greater cultural awareness to increase the overall success. Training enables personnel to understand the role of culture in relationships, learn critical and essential information about the respective country and develop the skills for successful adaptation into the culture. Intercultural training is important for a multitude of reasons and has numerous benefits. With the process of the intercultural training, individuals are expected to increase self-awareness, develop key knowledge and improve skill development. These aspects are known as desired outcomes, which will serve as the desired outcomes for my desired training program.

## Training Techniques

According to Brislin and Yoshida (1994) there are two essential training techniques used in Intercultural Training (ICT) programs: the didactic and experiential approach, both with two subsets, the cultural general, and the cultural specific. The didactic approach stems from the cognitive understanding of a culture, its people are necessary to effectively interact with people of a particular culture. The experiential method is based on the assumption that people learn best from their experiences. The first subset, cultural-specific, refers to the information about a given culture and guidelines for interaction with members of that culture. The second subset, culture-general, contends that training should be more focused on cultural awareness and sensitivity training that allow one to learn more about themselves to prepare for interaction in any culture.

The didactic cultural-general technique focuses on discussion techniques, videotapes, and cultural-general assimilators. The most common technique is the discussion technique. This technique contends that once characteristics have been identified, major differences between cultures can be identified through lectures and discussions. This has been proven effective and ineffective depending upon the type of program being implemented (Brislin & Yoshida, 1994). The second most utilized method under this approach is videotapes. Videotapes provide insight on intercultural communication processes. This method not only allows lecture and discussions, but also offers a visual insight to the different cultures. The last method is the culture-general assimilators, which use past events and incidents to allow the viewer to learn principles that show differences between cultures. The military used to use the video technique until it was found ineffective. The training was mostly seen as a waste of time and a check the box type of requirement (Brislin & Yoshida, 1994). The military has since transitioned from the didactic culture-general approach to the didactic culture-specific approach.

The didactic culture-specific technique was designed to provide a more in-depth look into different cultures and provide specific details. The types of training included in this approach are area orientation briefing, language training, culture specific assimilators and culture-specific readings. The area orientation model included three parts: factual information about the specific country, information about the attitudes of the country's people, and a discussion of the problems trainees who go to the country will face. This area orientation model is widely used throughout the U.S. Armed Forces. Prior to every Soldier's departure, they must take significant online and in-person classes that are tailored to each country they are being deployed. The class is often followed by an extensive quiz, which tests the Soldier's knowledge of the information. The Soldiers are required to pass the quiz in order to deploy. Failure to pass can result in significant disciplinary action. Language training and culture-specific readings are also used in the military. Language training is critical to Soldiers in career fields that often interact with foreign locals while deployed such as military police officers, infantry personnel, civil engineering and more. If these personnel run into locals, they must be able to speak basic language. Being able to do so can prevent escalating hostile situations.

Experiential training is focused toward direct experiences in training. Experiential learning often privileges the experience of participating in a project over the fulfillment of discrete learning outcomes or the creation of a finite product, such as a written report. Team-based experiential projects require learners to experience the group collaboration that is common in work settings. Experiential learning is problem-based learning (Herrington, 2010, p.32).

In addition, according to Saatci (2008):

Experiential learning poses individuals with messy and complex real-life problems that provide a context for learning concepts and developing skills. In addition, experiential learning places individuals in problem-solving situations so that they can acquire the necessary knowledge base and skills to solve the problems they encounter. Finally, experiential learning is highly practical and relevant to workplace training because experiential approaches aim to develop learners' abilities to apply content knowledge to real situations encountered in the workplace. (p. 11)

Experiential approaches have been identified as effective for solidifying the complexities involved in cross-cultural training (Brislin, 2000). Traditionally, intercultural training tends to focus on culture-specific and information types of training, as these approaches are often easier to administer. However, approaches that rely exclusively on culture-specific and information have been viewed as less effective in culturally distant environments where contact intensity with host nationals will be high (Mendenhall, Dunbar & Oddou 1987).

## **Theories**

The success of any intercultural training project is based on theory applications, goals and objectives, and creating a program designed for the needs and specifications of the organization. In order to enhance the intercultural communication awareness, skills, and knowledge of ROTC Cadets, this training project will apply numerous theories in order to achieve maximum efficiency. Utilizing research and experiences from the U.S. Army, applying these theories will create a fundamental foundation for future leaders.

### **Cultural Learning Theory**

To develop any successful cultural training program, an understanding of Hobbs' Cultural Learning Theory is essential as it provides the basis for intercultural training. The cultural learning theory states that intercultural problems arise because cultural novices have difficulties managing everyday social encounters. Adaption comes in the form of learning culture specific skills that are required to negotiate the new cultural milieu (Bochner, 1986). Attention is paid to differences in intercultural communication styles, including the verbal and nonverbal components, as well as rules, conventions, and norms. Emphasis within the Cultural Learning Theory is placed on culture-specific knowledge, intercultural training, language fluency, previous experience abroad, and contact with host nationals, cultural distance and cultural identity (Ward, 1996).

### **Integrated Threat Theory**

The Integrated Threat Theory identifies four types of threats that play a significant role in precipitating prejudice: realistic threats, symbolic threats, intergroup anxiety, and negative stereotypes. Realistic threats are perceived threats to the welfare of a group or its members. Symbolic threats are associated with values, beliefs, and attitudes and refer to threats of the worldview of a group. Intergroup threats are responses to fears of diminished self-concept and negative evaluations by others. Negative threats lead to the anticipation of negative events and interactions. Based on experience and historical events, these threats contribute most to intercultural conflicts down range and incorporating this theory within the training project can avoid those issues while in country.

## Kolb Learning Theory

Kolb (1984) states that learning involves the acquisition of abstract concepts that can be applied flexibly in a range of situations. In Kolb's theory, the incentive for the development of new concepts is provided by new experiences, "learning is the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 2). The experiential learning style theory is represented by a four-process cycle: concrete experience, reflective observation, abstract conceptualization, and active experimentation. During the concrete experience phase, the individual is introduced to a new experience, situation or a reinterpretation of existing experience. Following the concrete experience is the reflective observation where the inconsistencies must be noticed between the experience and understanding. Kolb (1984) states the abstract conceptualization phase gives rise to a new idea, or a modification of an existing abstract concept. The last phase is when the individual applies the learning to real world situations.

Kolb (1974) views learning as an integrated process with each stage being mutually supportive of and feeding into the next. It is possible to enter the cycle at any stage and follow it through its logical sequence. However, effective learning only occurs when a learner is able to execute all four stages of the model. Therefore, no one stage of the cycle is as effective as a learning procedure on its own.

Kolb (1974) states there are four distinct learning styles, which are based on a four-stage learning cycle. He states that that "different people naturally prefer a certain single different learning style. Various factors influence a person's preferred style" (Kolb, 1974, p. 1). When creating an intercultural training program, it is essential to understand your audience and what learning style is common throughout in order to build a program that is tailored to their needs.

The four learning styles are diverging, assimilating, converging and accommodating. Individuals with a diverging learning style have broad cultural interests and like to gather information. They are interested in people, tend to be imaginative and emotional, and tend to be strong in the arts. People with the diverging style prefer to work in groups, to listen with an open mind and to receive personal feedback (Kolb, 1974). Individuals with an assimilating learning style are less focused on people and more interested in ideas and abstract concepts. They are more attracted to logically sound theories than approaches based on practical value. The converging learning style group is more attracted to technical tasks and problems than social or interpersonal issues. A converging learning style enables specialist and technology abilities. People with a converging style like to experiment with new ideas, to simulate, and to work with practical applications (Kolb, 1974). Lastly, the accommodating learning style is 'hands-on', and relies on intuition rather than logic. These people use other people's analysis, and prefer to take a practical, experiential approach. They are attracted to new challenges and experiences, and to carrying out plans (Kolb, 1974). Typically, military members are more inclined to this learning style.

### **Merrill's Principles of Instruction Theory**

In synthesizing instructional design theories, professor of instructional technology M. David Merrill identified five core principles of instruction (Merrill, 2012). These principles provide a prescriptive framework for designing instruction in a way that best facilitates learning. The five principles of instruction theory are: learning is promoted when learners are engaged in solving real-world problems, learning is promoted when existing knowledge is activated as a foundation for new knowledge, learning is promoted when new knowledge is demonstrated to

the learner, learning is promoted when new knowledge is applied by the learner, and learning is promoted when new knowledge is integrated into the learner's world (Merrill, 2002).

The first principle of instruction states, training for intercultural effectiveness should focus on the interaction between members of cultures rather than on the cultures themselves (Foster, 1969). According to this learning theory, effective instruction tends to provide a real world context or frame concrete problems for the learner. They also frame cultural learning in terms of problems or situations that military personnel are likely to encounter (Abbe & Gouge, 2012). U.S. defense research efforts utilized this in order to implement the critical incident technique while devising methods for aviation personnel selection (Flanagan, 1954). The Air Force Cultural Studies Project gathered first person narratives from airmen about their intercultural experiences on deployment. Dramatizations of such experiences are often cultural training tools, such as in the Army 360 training or the Army Excellence in Leadership tool (Tan, 2009). This approach contrasts with the area studies approach, which seeks to convey factual and conceptual information about a specific group, country, or region. Area studies include multimedia, films, novels, and reading materials reviewed and approved by experts (Merrill, 1994).

The second principle states an increased awareness of and insight into American values and assumptions results in greater alertness and ability to diagnose failures in intercultural communication, and more flexibility in modifying one's own behavior (Merrill, 2012). Every military member has at least one culture, just as every unit and branch as we discussed earlier. With this, a service member's experiences of his culture can teach knowledge and skills for engaging with other cultures (Tan, 2009). The primary goal of this is to enable participants to recognize cultural influences on their thinking to decrease their culturally conditioned

assumptions (Merrill, 2012). This typically involves lectures, role-play, and debriefing exercises in small groups. Interestingly enough, another method that develops cultural self-awareness is the contrast-American exercise. This method was originally developed for military personnel, but has also been used by numerous successful civilian entities such as World Bank staff, State Department staff, and business executives (Kraemer, 1973). This training method utilized a face-to-face training tool in order to gather information into American cultural patterns, mirror images of those patterns, and advisory overseas scenarios. The individuals participated in exercises with live actors playing the role of someone from another culture. This training also included intercultural communication (Kraemer, 1973).

The third principle states comparing an optimal or criterion performance with an ineffective performance can give the trainee a basis for evaluating his own behavior in similar circumstances (Merrill, 2002). Merrill argued that presenting examples is more effective than presenting information. In this principle, allowing Soldiers to interact and perform tasks with foreign nationals in the training environment provides opportunities to experience the kinds of interpersonal conflicts that will likely occur on deployment, but in a structured environment. This is very common throughout the military, especially the Army. Throughout Army schools branch wide, foreign nationals are often invited to participate in this class in order to receive a more sufficient training regiment and the opportunity to take this information back to their countries for use within their service.

The fourth principle of this learning theory states each individual needs to experiment with various ways in which new patterns of thought and new ways of observation and behavior can become a part of themselves (Merrill, 2002). The training methods utilized within this principle give trainees the opportunity to apply their new cultural knowledge or skills by

presenting situations in which the trainees can make errors or experience uncertainties that increase the likelihood of behavioral change. The Navy funded the creation of BaFa' BaFa', a widely known cultural simulations game in current use. The game involves multiple groups instructed on the rules of a fictitious culture. Fictitious cultures were constructed because military personnel were likely to work in several different countries, so they needed to learn not just specific cultural norms and facts, but also principles underlying intercultural dynamics (Shirts, 1992).

Once informed of the rules in BaFa' BaFa', the groups must work together to achieve a common task while not revealing the norms of their particular culture to outsiders. As the groups interact, they get an idea of how ambiguous rules impede task completion (Shirts, 1992). Business executives, students, Peace Corps workers, and other professionals who work across cultures have used this simulation. Though deemed being successful, this application of this game has decreased within the military.

The last principle within this theory by Merrill states techniques must be devised to transfer the favorable behaviors learned during training to the real world. In order to accomplish this, the Army has, in recent years, implemented its own Battle Command Knowledge System, which provides opportunities for peer-to-peer exchanges and dissemination of knowledge (Foster, 1969).

Analyzing the totality of this training theory, in conjunction with the Kolb learning theory, we see a very common intertwining training method, utilizing role-play. Role-play is utilized widely throughout the military in order to prepare Soldiers for a multitude of operations. Understanding the importance of role-play is essential to the successful implementation of this intercultural training project.

The importance of the Merrill's and Kolb learning theory was critical to the implementation of this training project. As we learned, it is essential to molding the training program to fit the needs and culture of the audience. Throughout the implementation of this project, it was essential that the program fit the culture and pre-existing training module of the ROTC LTX or the project would not have been able to be implemented due to time constraints and cadet command policies.

### **Process of Creating Intercultural Training Program**

Creating an intercultural training program can be challenging at times. There are key components that must be addressed when creating a program such as an assessment and an evaluation that can be completed at midpoint and at the end of the program. The first part of creating a successful program is conducting a needs assessment. A needs assessment is a systematic process for determining and addressing needs, or gaps between current conditions and desired conditions or wants. The discrepancy between the current condition and wanted condition must be measured to appropriately identify the need (Brislin & Yoshida, 1994).

The second task of creating an effective program is establishing goals of the project. In order to establish these aspects, a proper assessment needs to be conducted. There are numerous ways to conduct assessments. Interviews and focus groups are two of the most useful assessment methods. Essentially with the assessments, you want to know where exactly the organization is now and the direction they want to head in. For an effective assessment, trainers seek the organizations strengths, weaknesses, opportunities, and threats, and build a program designed to enhance the strengths while countering the weaknesses.

Following the assessment, the intercultural training theories and techniques should be selected that would facilitate the achievement of the goals/aim established in the previous step. It

is critical to utilize theories and training techniques that fit the environment of the organization. For example, one training technique is role-play. Role-play is utilized at JRTC and NTC in order to give to troops a realistic style of training. Other training techniques include numerous assimilators such as lectures and briefings. The responsibility falls on the trainer to select the appropriate training theories and techniques to employ in the training program.

The most important part of creating an Intercultural Training (ICT) is the actual creation of the program. Based on the information from the previous aspects, the trainer will create a training program that fits the scope of the organization. Utilizing the goals of the organizations, funding and time, the trainer will select and apply appropriate theories and techniques.

Lastly, an evaluation should be a part of every training program. Evaluations are critical to assess the effectiveness of the training program. The types of evaluations that will be discussed are formative and summative. The formative evaluation compiles all of the information that is gathered and uses the information to focus on program improvement. The formative evaluation can occur at two different stages, mid-course correction and after completion of the program. The mid-course correction will analyze the data and implement changes at the midpoint of the training, attempting to enhance the second half of the program. The after completion evaluation is completed at the end of the training exercise, and the improvements are made to enhance/improve the next training program that will be implemented. According to Brislin and Yoshida (1994), in formative evaluation, information is presented that assists efforts to improve the programs within an organization. Such information focuses on what is perceived as important, what material should be dropped, what material should be added, what information is being learned, and so forth (Brislin & Yoshida, 1994). In formative evaluations in the military, the after completion evaluation is common and often implemented throughout

Battalion and units worldwide. It is known as After Action Review comments. Summative evaluations are evaluations whereas information is gathered to examine whether the program is effective or not. Information that is gathered will be sent up the chain to the decision makers and the decision will be made to either continue to the program or drop the program. The most meaningful summative information derives from evaluations that occur after the training program has been completed.

The process of creating an intercultural training program can be challenging, but must fit the culture and desires of the organization. Understanding the dynamics and culture of an organization is essential to creating a successful intercultural training project. Before creating this intercultural project, understanding the ROTC environment, culture and dynamics is essential. What is ROTC and how is training conducted within the organization? Having a working knowledge of ROTC will prove to be critical to the success of the project.

### **Reserve Officers Training Corps (ROTC)**

The Army Reserve Officers Training Corps (ROTC), as it exists today, began with President Wilson signing the National Defense Act of 1916. Although military training had been taking place in civilian colleges and universities as early as 1819, the signing of the National Defense Act brought this training under a single, federally controlled entity: The Reserve Officers Training Corps (AR 145-1, 2011). ROTC stands today as the largest commissioning source for the United States Army, followed by the United States Army Military Academy (West Point) and Officer Candidate School (OCS). Approximately 60 percent of second lieutenants who join the Active Duty Army, Army National Guard, and the United States Army Reserve are commissioned through ROTC. More than 40 percent of current Active Duty Army general officers were commissioned through ROTC (AR 145-1, 2011). Today, Army ROTC has a total

of 273 programs located throughout the nation, totaling an enrollment of more than 35,000 Cadets. (AR 145-1, 2011) The primary purpose of ROTC is to provide invaluable leadership training to Cadets and prepare them for the rigors of being an officer, leading soldiers, completing missions, and other essential tasks that come with protecting the United States of America.

ROTC is broken up into four years, each essential to the overall success of each Cadet. The first two years of ROTC are considered basic courses, offered to freshmen and sophomore students with zero military service. The first year of ROTC instruction is known as Military Science I year (MSI). This year serves as the Cadets' first introduction to the Army. Topics covered include military customs and courtesies, military history, basic first aid, basic rifle marksmanship, land navigation, rappelling, fundamentals of leadership, map orienteering, field training, and drill and ceremony. Second year cadets (MSII) participate in Military Science II year instruction. The second year is an expansion of the topics taught in the first year of the program. Cadets are introduced to tactics; troop leading procedures, basics of operations orders, and ethics. Following completion of the MSII course, Cadets that have completed all necessary requirements and meet the Army's seven values of loyalty, duty, respect, selfless-service, honor, integrity, and personal courage (otherwise known as LDRSHIP) are contracted into the program and allowed to move on to the advanced course instruction of the program. The advanced course instruction includes MSIII and MSIV year groups. MSIII instruction is focused on the application of leadership and tactics. Cadets are assigned rotating leadership positions within the school or Cadet Battalion. Cadets are evaluated on their performance and leadership abilities while in each respective position. MSIII cadets also focus greatly their ability to understand, flip, and brief operations orders (OPORDS). The briefs normally cover topics such as executing

squad and platoon sized tactical missions, conducting physical fitness training, and preparing for the Leadership Development and Assessment Course (LDAC). LDAC is the culminating event of ROTC and is a mandatory commissioning requirement for all Cadets.

The MSIV year is the culminating and final year of ROTC. The title of the course is “Transition to 2<sup>nd</sup> Lieutenant” and the primary focus of this year group is more advanced and progressive professional development. ROTC cadre use this year to teach skills that are geared toward being a 2<sup>nd</sup> Lieutenant. Throughout their senior year, MSIV cadets are assigned Cadet Battalion staff positions and are responsible for evaluating lower class cadets, planning and coordinating training operations and missions. The primary purpose of the MSIV year is to gain practical experience, skills, knowledge on training and tasks that lieutenants face upon becoming an officer. By the time Cadets complete MSIV instruction, they are expected to be well-rounded leaders, that is, leaders that can lead troops in and out of the field, complete assigned tasks in specific time frames, and critically think in any and every type of environment. This also requires MSIV Cadets to do a lot of problem solving and be innovative in their methods.

The biggest training events each year for ROTC are the Field Training Exercises and the Leadership Training Exercise. These are the last events of each training semester and the culminating evaluation. For some cadets, this training event is seen as the highlight of their year, as they get to experience some realistic training outside of the classrooms. For MSIII's, these training events are taken seriously as the evaluations are calculated into their grades and accessions for active duty and branch of choice. Understanding the importance of the LTX, utilizing this training time will provide maximum participation from all classmates as well as allow maximum allotment of time, resources and training facilities needed for role play scenarios.

## IV. Intercultural Training Program (Operation Grand Finale)

This section will present my intercultural training project for ROTC. The purpose of this project is to enhance the intercultural communication knowledge, awareness and skills of future commissioned officers. The project will be broken into 5 phases. Phase 1 will be assessment, interviewing experienced officers and non commissioned officers (NCO) on the current status of ROTC intercultural training and areas of improvement. In addition, I will be conducting a focus group with the MSIII class Cadets. This is one of the most essential parts of the project, which will establish the goals of the project and how the project will be conducted. Phase 2 will be planning. Phase 3 is execution of training utilizing the didactic-culture specific approach and consists of area orientation briefings and online training, unless information received during the assessment phase directs the project in another direction. Phase 4 will be execution of a squad tactical training lane, with emphasis on a key leaders' engagement. Phase 5 will be evaluation utilizing after action review for a formative evaluation.

### Overview

The intercultural training project was incorporated into the Fall 2015 LTX in order to achieve maximum efficiency and participation. The LTX began on 10April2015 at 0435hrs and lasted until 10Apr2015 1330hrs. Training was conducted at Bellows AFB, the primary training site for tactical training on the Island of Oahu. The Marines, Army and Air Force use the training areas to conduct amphibious, helicopter, and motorized exercises in conjunction with troop land maneuver training. It is currently the only place in Hawaii where amphibious landings can transition directly into maneuver training areas for extremely realistic military training.

The purpose of the FTX is to develop and evaluate Cadet's leadership skills and attributes in challenging situations that require problem solving, critical thinking and innovative aspects. Through the three day training exercise, Cadet's executed a 5 mile ruck march, air assaulted in a UH-60 Blackhawk from Diamond Head Mountain into Bellows AFB training area, M-16 and M240B weapons familiarization and weapons cleaning, patrol base operations, platoon tactics and executed an ambush, raid and key leader engagement patrolling lane.

Cadets are evaluated using the Cadet Command 156-4A-R (Appendix D), also known as the "Blue Card". The Blue card consists of 16 different leadership dimensions. The dimensions evaluated are military bearing (MB), physically fit (PF), confidence (CF), resiliency (RS), mental agility (MA), sound judgment (SJ), innovation (IN), interpersonal tact (IP), domain knowledge (DK), leads others (LD), extends influence beyond chain of command (EI), leads by example (LE), communicates (CO), creates a positive environment (CP), prepares self (PS), develops others (DO) and gets results (GR). Dimensions are evaluated using a rating of excellent (E), satisfactory (s) and needs improvement (N). During the rating event, assessors must take into account the relative effectiveness of the Cadet's actions on the overall success or failure of the evaluated event. For example, the Cadet leader may remain under emotional control throughout most of the evaluated event. But a single momentary lapse of self-control might negate everything positive done throughout the day if the loss of self-control resulted in, or contributed to, mission failure. In such an instance, the assessor might weight the Summary rating more heavily toward the single loss of self-control, particularly if the assessor believes such behavior points to a trend in the Cadet's leadership style. Similarly, the Cadet might not do well at the beginning of the evaluated event, only to show marked improvement near the end. In that case,

the assessor might determine that the improved performance more accurately reflects the Cadet's abilities, and rate the Cadet accordingly.

Leading up to the training exercise, Cadets were split into three platoons. Each platoon consisted of a mixture of MSIII- MSI class Cadets. Platoon 1 consisted of 30 personnel and platoons 2 and three consisted of 28 personnel. Within each platoon, there were 8 leadership positions evaluated, all essential to the success of the mission. The 8 leadership positions consist of the Platoon Leader (PL), Platoon Sergeant (PSG), 4 Squad Leaders (SL), the medic and the recorder (RTO). Each leadership position has specific roles and tasks that need to be accomplished throughout the mission.

Each platoon was required to accomplish three patrolling lanes, the ambush, raid and the key leader engagement (KLE). Each respective lane was conducted at a separate mock village in the Bellows training site. Each lane is contingent on the previous lane, and information (Intel) gathered from that lane will facilitate the follow on lane. It is essential to the success of each mission to interact successfully with the local populace, establish rapport, build relationship, and utilize intercultural training and awareness received during the Road to War brief.

### **Phase 1: Assessment**

#### **Interviews**

For the purposes of this project, interviewed two officers and one non commissioned officer (NCO) with extensive military service. The first interview was conducted with the Professor of Military Science at the Warrior Battalion, followed by the Battalion Executive Officer (XO). I then transitioned to the enlisted ranks and interviewed the Senior Military Instructor. Each one of the interviewees provided a unique outlook. All of the interviewees have

over 10+ years of military service, multiple deployments, countless awards and decorations and have all held a leadership/command role to include conducting training for respective subordinates. Interviewing these experienced individuals allowed me to achieve the best information and resources to most benefit the project. In addition, this allowed me to establish critical goals and set the aim for the overall project.

#### Interview Questions:

- 1) How would you describe the cultural diversity within the Army?
- 2) Based on your military experiences, how is intercultural communication critical to the success of military leaders and the mission?
- 3) Do you think there is a need to enhance the intercultural communication attributes of future Army leaders? How so?
- 4) What is the importance of intercultural communication skills in military operations?
- 5) The Army is transitioning from a “tactical” leader, to a more critically thinking, problem solving and innovative style leader. How are interpersonal communication skills essential to achieving these goals?
- 6) What is the current state of intercultural training within the ROTC program?
- 7) How would you like to enhance the current state of intercultural training within the battalion?
- 8) How do intercultural communication skills affect key leader engagements?
- 9) Would a greater emphasis on intercultural training prior to a key leaders’ engagement facilitate greater mission success? Would it mitigate and/or avoid certain problem areas for building rapport with locals?
- 10) Has the lack of intercultural communication and interactions impacted military operations and unit cohesion?
- 11) What is the weakest aspect of intercultural communication within the battalion: awareness, knowledge and/or skills?
- 12) What are common trouble areas during key leader engagements within the battalion?

13) What are the strong areas during key leader engagements within the battalion?

Conducting the interviews served as the foundation of this training project. It was essential to the overall success of the project to gather meaningful, in-depth knowledge regarding the intercultural training status of the ROTC program. Each individual provided a unique perspective to the program and provided detail experiences throughout their military careers, not just their time as cadre with the battalion. I formally requested and scheduled the interviews with the three cadre members through initial face-to-face conversation. I was able to schedule the interviews on the same day with the exception of the SMI, who was scheduled at a later time. Each interview took place within the respective offices of the cadre member behind closed doors. I was given permission to record the interviews through audio recording device. The interviews lasted from 30-42 min approximately each.

While there were some unique aspects from each interview, we will cover the common areas. The first, and I believe the most critical information to come from the interviews was “melting pot”. When asked how they would describe the cultural diversity in the Army, each interviewee stated the Army is a melting pot. The Army is comprised of cultures from all over the world, different ethnicities, different places, genders, shapes, likes and dislikes. What I found interesting is the response that followed the melting pot. Throughout my time in ROTC, I have learned that these individuals are mentally strong, confident, outgoing and charismatic leaders. These individuals are proud of who they are, proud of their culture and where they are from. But as I learned from these interviews, and from prior experience, when you join the military, regardless of branch, you have to be stripped of those cultures that separate you from others. The XO stated, “the Army culture is about stripping everyone of everything that separates us, and join us at the

hip as a family.” The Army culture is about brotherhood, together as one, with one common goal. In order for us to achieve maximum success downrange, we must be unified.

The second common aspect was experience. The PMS was passionate when he discussed experiences. He believes that a lot of cultural differences arise because of experiences. He discussed how he was raised in Germany, and interacted with different cultures on a daily basis. He states how fortunate he was to be able to experience the interaction with other cultures, which provided him with a greater insight into cultural diversity and sensitivity. The XO and SMI also discussed how experiences are essential to growth and acclimation. However, not everyone is able to experience these interactions beforehand, and when they do, sometimes it is too late. Each interviewee believed that a lack of cultural sensitivity and awareness is a result of a lack of experiences.

Perception was the third common aspect. I tied this aspect back to experience and a lack of cultural sensitivity and cultural awareness. In one of the interviews, a story was told of how an act of kindness was perceived as racist based on the circumstances. When notified of the action from a third party, he was shocked that a person would even think that. For him, this was a learning point. He learned that because he didn't perceive an aspect in a certain way, that others might see it differently. In the Army, and a lot of other organizations, perception is critical.

When asked how critical intercultural communication is to mission success and the Army in general, the consensus answer was absolutely "critical," "essential" and "everything". It was mentioned how within every mission, there has to be efficient and effective communication. I agreed. When I agreed, I was brought back to the melting pot statement. I was told "if we are a melting pot of numerous different cultures, and communication is essential, how can we communicate effectively if we cant interact with others from different cultures."

In order to improve our relations downrange, we have to correct our cultural problems in house first. The Army has numerous programs that are designed to fix issues deemed as "zero tolerance" such as SHARP. The Army is a big advocate for EO, as we learned earlier in this text. However, there is currently no training program that truly trains and develops soldiers on intercultural relationships and communication.

### **Focus Group**

After completing the interviews with the selected personnel, I then directed my attention to conducting a focus group with the MSIII class Cadets. The MSIII class Cadets are the focal point of training in ROTC and hold key leadership positions during training. The purpose of the focus group was to gain valuable insight into the training, experiences, as well as gauge cultural

sensitivity and provide information on what was problematic and what was beneficial regarding the training. I utilized the information obtained to reach the desired end states while addressing and correcting the problematic areas mentioned by the Cadets.

A focus group is a small-group discussion guided by a trained leader. It is used to learn more about opinions on a designated topic, and then to guide future action. The group's composition and the group discussion should be carefully planned to create a nonthreatening environment, so that participants feel free to talk openly and give honest opinions. Since participants are actively encouraged to not only express their own opinions, but also respond to other members and questions posed by the leader, focus groups offer a depth, nuance, and variety to the discussion that would not be available through surveys (Brislin & Yoshida, 1994). Additionally, because focus groups are structured and directed, they yield a lot of information in a relatively short time. In short, focus groups are a good way to gather in-depth information about an organization's thoughts and opinions on a topic.

Though very useful, successful focus group interviews require a lot of work and research prior to conducting the interview. To facilitate maximum participation the environment must be set for the individuals to feel comfortable with expressing their opinions. According to Hennink (2007):

A successful focus group discussion relies heavily on the development of a permissive, non-threatening environment within the group where the participants can feel comfortable to discuss their opinions and experiences without fear that they will be judged or ridiculed by others in the group.

(p.8).

In addition, a moderator, who is often also the researcher, introduces the topic and assists the participants to discuss it, encouraging interaction and guiding the conversation. The moderator plays a major role in obtaining good and accurate information from the focus groups (Krueger, 1998). The moderator must be able to keep the focus group on track, maintain the safe environment and stick to the scripted discussions.

#### Focus Group Questions:

1. How would you describe the key leader engagement during the Fall 2014 Field Training Exercise (FTX)?
2. What type of training did you have prior to the KLE FTX?
3. What type of information, if any, did you have on the local village and population in the KLE?
4. What went wrong during the KLE?
5. What went positive for the KLE?
6. How was the training leading up to the KLE? Were you prepared for the KLE?
7. How was the communication with the locals during the KLE?
8. What areas of training do you feel could have improved the KLE?
9. How open minded are you to other cultures?
10. Do you respect the values of people from other cultures? Specifically, what are your views on the values of Afghan culture as used in the last KLE? Explain
11. Do you enjoy interacting with people from other cultures? Explain
12. Do you avoid situations where you have to deal with individuals from other cultures? Explain
13. Do you feel your culture is better than others? Explain
14. Do you feel as if you respect the opinions of people from different cultures? Explain
15. Do you feel you wait before you form or formed an opinion regarding a culture? Explain
16. How do your perceptions of other cultures affect your actions?
17. How would you describe your level of assertiveness when interacting with people from other cultures?
18. How difficult is it to interact with others from different cultures?
19. Who has traveled outside of the continental United States, or any location with a culture different from your own? What was your initial reaction?
20. Were you able to interact with the local population?
21. How was the communication barrier? What were the challenges? How did you overcome those challenges?

22. Were you able to gain a certain degree of comfort ability? Why or why not?
23. What was your perspective on integrating with the local population?
24. What were the difficult aspects of integrating with the local population?
25. How did the language difference affect your experience?
26. Did you go about normal day-to-day activities differently? How so? What was your outlook on that?
27. How was your overall experience?
28. How would you prepare yourself if you were going to experience another location with a different culture?

The focus group was conducted within the ROTC Battalion and during the MSIII class instructional period. In order to achieve maximum participation, I held the focus group during a block of time that all MSIII class Cadets could attend. One of my primary focuses was to create a warming environment. To initiate the focus group, I discussed with the audience the purpose of this focus group, the benefits, and my personal experiences and disseminated the rules of the focus group.

The rules of the focus group were simple: be honest, speak freely, have fun, be respectful and remember no opinion is a dumb opinion. Once everyone was clear on the rules, we started with the focus group questions. Participation throughout the focus group was excellent and insightful. A majority of the focus group was concentrated on the past KLE that was conducted in the Fall 2014 FTX. There were several trouble areas that stood out. The most discussed trouble areas were language, awareness, experience and skill. I was overall pleased with this information, as I knew these would be the desired end states I would hope to correct through this training project.

The most problematic area to the Cadets was the knowledge and language about the environment and culture of the geographical location of the past KLE. According to the information received, a majority of the Cadets felt a lack of knowledge regarding the environment affected their ability to act. During the past KLE, several of the role players were

talking in their respective foreign language to the Cadets to see how they would act. Most of the Cadets stated they acted in a hostile way, due to the fact that they couldn't understand what they were saying or what they wanted. In addition, they had no information regarding the social and/or economical status of the environment. For one Cadet, he/she felt they were sent in blind and expected to build a puzzle in the dark. Most Cadets agreed that they were not given the tools to operate successfully within the geographical location.

Experience was split between the focus group. Some of the MSIII Cadets are prior service and have deployed in real world situations. They often referred back to their deployments and experiences and relied upon them during the exercise. What was interesting is that the deployments and experiences the prior service Cadets relied upon were all hostile intents and failed to have any intercultural relationship building.

Lastly, lack of awareness in conjunction with assumptions played a major role in the failures of the KLE lane. While conducting the focus group, I recalled one of the incidents that happened when the platoon entered the village with weapons pointed at the civilians and prepared to shoot. When asked why, the Cadet stated, “I thought they were bad”. When I further acquired about why they were perceived as bad, the response was almost heart breaking. The Cadet replied, “They look just like the rest of us”. This Cadet was not the only one that felt this way.

The focus group lasted approximately an hour and was very beneficial to the construction of the training project and KLE scenario.

## **Phase 2: Planning**

The goals of this training program are to increase the awareness, knowledge and skill of the Cadet’s in regards to intercultural communication and practices. One of the troubling things I learned is the assumption that some of the Cadets have towards other cultures. Eliminating those assumptions is of an extreme importance. As I have learned through first hand experience from deployments, some soldiers feel as if every civilian in Afghanistan is bad and is a terrorist, which is completely false and ignorant to assume. Increasing the intercultural communication skills is critical. As we learned earlier, the Army is transitioning to a more COIN operation, which requires more civilians to troop interaction.

To ensure mission success and efficiency, we need to prepare our troops to operate better within that environment. We use the phrase “ a soldier is a sensor”, meaning every soldier in that environment has the capability to interact with the populace and gather information, Intel or

notice certain changes in behavior or condition within an environment. Specifically, I want to increase the interpersonal tact, communication, creates a positive environment, extends influence beyond chain of command leadership attributes of the Cadets. In addition to improving those leadership attributes, I hope to broaden the cadet's perspective on intercultural relations downrange and in remote locations. Lastly, it is my endstate that every platoon is able to accomplish the mission of the KLE.

Based on the information received in the interviews and focus group I created the intercultural training program around the desired outcomes of the Professor of Military Science, Executive Officer and Senior Military Instructor. The theories and techniques selected were dictated by the interview responses, the goals/aim of the organization and techniques that could be incorporated with standard military training.

Conducting any type of training within the military requires a lot of training. Often times training begin months prior to the execution of the training event, dependent on the size and time of the training. Training begins with commander's intent, which can change over time. The commander's intent gives specific guidance, instruction on the goal and end state of the training. The commander utilizes what we know as "mission command". Mission command gives subordinates the end state and/or goal and allows them to accomplish the mission however they see fit, as long as the end state is met. In addition, military training requires a lot of background planning and coordination with staff shops. Staff shops include the S1, which handles accountability, manifest and rosters. The S2 shop handles analytical information such as terrain and weather, environmental conditions, information regarding an environment and populace. The S3 shop is the Operations shop, and handles all planning and operations orders. The S4 shop

handles all logistical issues and resources. The S5 handles community promotion, advertising, and additional aspects to assist with overall training. S6 is in charge of communications.

In order to successfully implement this program and incorporate the training into the LTX, I had to work alongside each of the S shops and ensure both end states would be met. This required numerous weekly and often times daily meetings to sync the training program and intercultural training project together. In addition to meeting with the shops, I met frequently with the PMS to discuss the intercultural training aspect of the TX. More specifically, the scenario for the key leader engagement was briefed to the PMS and Cadet Staff.

Once the scenario and planning was aligned, I began to work on the resources needed for the training lane. Most of the required resources were on hand in the Battalion AO. I requested the addition resources needed through the S4, which included one casket, 4 airsoft M4 weapons, three smoke grenades, 1 IED simulator, 1 loud speaker and 12 role players from the Air Force unit.

Once the materials and personnel were gathered, I was able to move on to rehearsal. Rehearsal was one of the most critical planning aspects of the overall training project. The training lane required all role players to be synced in conjunction with certain “queues”. We were able to conduct numerous dress rehearsals to establish time syncing as well as certain action that triggered reactions for the Platoon operating on the lane. Ensuring the music and timing of role player’s actions was essential to achieving the desired end states desired.

Another major planning aspect was creating the Area Orientation brief. The Area Orientation brief was essential to addressing the needs of the cadet’s problem areas and achieving the desired end state by the commander and the training project. The area orientation brief will be further discussed in phase. After completing the area orientation and language

training PowerPoint, I was required to create the OPORD for the KLE lane for the LTX.

However, prior to creating the OPORD for the KLE lane, the scenario for the KLE lane had to be created and submitted through the PMS for approval. The scenario of the KLE was based on the interviews conducted with cadre and the focus group. The scenario is detailed in phase 4.

### **Phase 3: Area Orientation (Rod to War Brief)**

The area orientation model includes three parts: factual information about the specific country, information about the attitudes of the country's people, and a discussion of the problems trainees who go to the country will face. This allows the troops to gain resourceful and beneficial background information on the culture, and area of operations. Kohls (1979) states that this type of information is important for trainees' effectiveness in the target culture and that this information often cannot be found in books. Prior to every deployment, Soldiers are required to take online classes that are tailored to the specific country. The online training is followed up with a quiz, which must be passed prior to deployment; failure to pass the quiz can/will result in disciplinary actions. Language training is critical to Soldiers in career fields such as the 29th Infantry Battalion, who are tasked to interact with locals while deployed. For the purposes of the training program, the company will take the Cultural Awareness Online Training (Cultural Preparation Training/CPT) that is offered on Army Knowledge Online (AKO). One portion of the online training is titled "Do's & Don'ts", which provides easily digestible information on what to do and what not to do. This training will be conducted in phase two, following the two phase area orientation. Upon completion of the online training, troops will then move to an in-depth area orientation brief. As we discussed earlier, this in-depth training will provide detailed cultural and social background information on the culture. It will also provide detailed information on the environment, economics and social statuses.

Based on the information from the focus group, addressing the knowledge, language and awareness of the troops was critical to the success of the training project. As we previously discussed, the area orientation model includes three parts: factual information about the specific country, information about the attitudes of the country's people, and a discussion of the problems trainees who go to the country will face. This allows the troops to gain resourceful and beneficial background information on the culture, and area of operations. Kohls (1979), states that this type of information is important for trainees' effectiveness in the target culture and that this information often cannot be found in books. To allow the training to continue to fit the scope and training of the ROTC battalion, I combined the area orientation briefing and language training into one instructional period. This instructional period is known as the "Road to War Brief". Each MSIII cadet attended the instructional period two days prior to the execution of the Spring LTX. The cadets received specific geographical information from economic status, key terminology, weapons capabilities, site map and more. The exact information can be found in Appendix B.

#### **Phase 4: Squad Tactical Exercises (STX)**

My intent is to achieve the desired outcomes of knowledge and skill. We have satisfied the knowledge aspect through the area orientation and online training, which was evaluated by the exam. Now, this training situation is a little unique from a typical intercultural training program. Since the scope of this training is based on military troops, I needed to ensure the training program is tailored to their needs. In order to ensure the troops are properly trained and are able to execute within the culture/downrange, I needed to simulate the environment. In order to achieve this, I utilized role play throughout the trainings. According to the text, role play is a training activity where two or more participants take on characteristics of others in order to attain

a clearly defined objective. The roles assumed by the participants are usually fictitious, but must be completely believable in the eyes of the training population for the role play to work (McCaffery, 1995). The purpose of role play is to build skills. This is critical, if you are attempting to improve the skills, which is one of the desired outcomes for training programs. There are sixteen steps to appropriately conducting a role play scenario which are: share goals and rationale and ensure understanding; share, review a theory or model, describe a skill or approach, share the background of the situation, hand out the protagonist role, give participants time to prepare for the task, recruit volunteers to play the role; outline what the observers must do, coach the role players; set the scene, start the role play, stop the role play; facilitate a debrief, debrief the role players; de-role players; discuss other approaches; help participants draw conclusions and apply their learning.

For this program, there will be one key leader engagement lane, similar to training at JRTC, but applicable to ROTC departments. We want the training to be as realistic as possible, and one of the main aspects of role play/simulation is props. Soldiers utilized full tactical gear; there were IED simulators, blank ammunitions, smoke, weapons, and more. At the beginning of the lane, the platoon leader was read an operations order (OPORD). In order to be successful in this training lane, the platoon leader should of gather key leaders, which include squad leaders (SL), platoon sergeant (PSG) and radio operator (RTO). The platoon leader will then break down the OPORD, distribute the OPORD, conduct squad and team rehearsals, and ultimately complete the mission throughout the lanes. Each platoon will be evaluated on how they conducted movement and KLE actions throughout. There are a number of four evaluators (cadre) on the lane, tasked to evaluate the platoon key leaders and assist in any way without over assisting the platoon. At the conclusion of the lane, there will be one hour for AAR comments, where the

platoon will provide sustainment and feedback, follow by feedback and sustainment from the cadre.

#### Lane 1: Key Leaders' Engagement (Scenario)

The platoon has been given an order to assess village Tiger. The platoon has two hours in their patrol base to plan their mission and cross the line of departure to begin their operation. While in the patrol base planning, the platoon has been given an interpreter who can speak English and Korean. The interpreter "Mr. Kim" is from village Tiger and his father is the village leader. Mr. Kim is excited to return to the village to see his father. While in the patrol base, this is the first test for leadership. As this time, it behooves the leadership team to establish a relationship with Mr. Kim, communicate with him and gather as much information as possible.

As the platoon enters the village, there are no civilians out in the open. However, loud somber music is playing. As the platoon gets further into the village, the door opens and the priest walks two women out and back to their homes. A funeral was taking place. Once the priest comes back out from escorting the ladies, his dear friend Mr. Kim is seeking what is happening. At this time, the priest tells Mr. Kim that the enemies killed his father and they destroyed the village. As MR. Kim mourns the death of his father at the casket, this begins the second test for the platoon leadership. At this time leadership should be consoling their newfound friend Mr. Kim, and seeking what happened.

While this is taking place, another civilian in a house in the back of the village is looking for help. His sister has been beaten and left for dead. This is test number 3. Will they help the civilian? How will they establish rapport? Are they hostile towards harmless civilians? Are they utilizing the road to war brief training?

OPORD for KLE lane located in Appendix C.

### **Phase 5: AAR Comments (Evaluation)**

In order to evaluate the training program I utilized the formative evaluation standard. The formative evaluation compiles all of the information that is gathered and uses the information to focus on program improvement. The evaluation can occur at two different stages, mid-course correction and after completion of the program. The after completion evaluation is completed at the end of the training exercise, and the improvements are made to enhance/improve the next training program that will be implemented. According to Brislin and Yoshida, in formative evaluation, information is presented that assists efforts to improve the programs within an

organization. Such information focuses on what is perceived as important, what material should be dropped, what material should be added, what information is being learned, and so forth (Brislin & Yoshida, 1994). At the completion of the training program, phase five will be initiated. In this phase, feedback will be given from all participants, including trainers. We are looking for feedback not only from the lanes, but the entirety of the training program. For this program, AARs will be conducted at the end of the KLE lane in order to gather information regarding the training.

Following the KLE lane, each platoon was allotted 45 minutes to discuss what transpired. For the evaluation period, I decided to stick with the formative evaluation standard which fit the Army and ROTC culture of AAR comments. The evaluation was presented in Issue, Discussion and Recommendation (IDR) format. At the conclusion of the lane all of the role players, platoon members, PMS and SMI gathered in a circle to discuss what happened, what went wrong, what went well and how to improve. To start each of the AAR session, each of the role players discussed their role and how the platoon interacted with them, if any.

Based on the totality of the comments, the training project was beneficial and impactful. Most Cadets felt the difference between this KLE and the KLE from the previous semester was the road to war brief. In comparison to the previous KLE, the platoons performed better. The key areas of improvement based on the feedback was awareness and knowledge. However, the skill lacked for some. When asked about the skills aspect, some felt that this was the first time they have experienced something like this. Even with the road to war brief information, it is still hard to act and make those types of decisions without ever experiencing a scenario like this. For those that experienced the KLE prior, a majority performed in a far greater fashion.

The training project was deemed the most impactful and beneficial training by the PMS and cadre members.

### **Program Evaluation**

In regards to the program evaluation, this program was able to obtain the desired end state and improve the awareness, knowledge and skill of the cadet's intercultural communication practices. Specifically, the platoons displayed a higher leadership evaluation report in comparison to last years KLE. In comparison to last years result, all three of the platoons were able to accomplish the mission and successfully gather information/intel from the village elder. During the past KLE, only one platoon was able to complete the mission. As for the leadership evaluation dimension, zero cadets received a needs improvement rating for the key dimensions of interpersonal tact, communication, extends influence beyond chain of command and creates a positive environment. Based on the comparison of results, cadets performed better in the leadership dimension areas.

**Fall FTX 2014 KLE (Table 1)**

<b>Leadership Dimension</b>	<b>Excellent Rating</b>	<b>Satisfactory Rating</b>	<b>Needs Improvement Rating</b>	<b>Total (24)</b>
Communication	6	7	11	24
Creates Positive Environment	4	13	7	24
Extends Influence	1	14	9	24
Interperson Tact	1	17	6	24

**Spring LTX KLE 2015 (Table 2)**

<b>Leadership Dimension</b>	<b>Excellent Rating</b>	<b>Satisfactory Rating</b>	<b>Needs Improvement Rating</b>	<b>Total (24)</b>
Communication	4	20	0	24
Creates Positive Environment	7	17	0	24
Extends Influence	9	15	0	24
Interperson Tact	5	19	0	24

Based on the results, one can see the improvement made with the intercultural training project. However, these results can be misleading at times. As I have learned through experience, the blue cards can be subjective by the evaluator at the time. The evaluators are primarily MSIV cadets and sometimes NCO's from the National Guard. With the diverse group of evaluators, who may all view each leadership dimension differently, it can be difficult to standardize the rating for the dimensions. The rating of each dimension is dependent upon that evaluator, and how that cadet performed. At this given time, there is no current rubric that outlines the criteria for an E, S or N rating. Without this rubric and/or standard, the evaluator has the free will to evaluate how they see fit. This can create a divide within the evaluations. Prior to the execution of training, we conduct what is called TAC Sync. This sync is a means to discuss evaluation criteria and discuss what we are evaluation criteria we are looking for and try to ensure cadets are all receiving fair and adequate evaluations.

## V. Conclusion

As the war in Afghanistan decreases and the call for American troops in numerous remote locations conducting peacetime operations increases, the dire need for a suitable and beneficial intercultural training program increases. Creating and implementing this project was of significant importance of me. Commissioning as an Active Duty Aviation Officer in May 2015, I felt it was my duty to better my organization and create a training that can be implemented and useful to the ROTC and hopefully U.S Army one day.

This program was difficult to create and implement. It required countless hours, meetings and working alongside numerous individuals. I believe the toughest part of this project was achieving my PMS intent as well as my desired goals of the training project. Within the Army organization, we operate using the phrase “mission command”. Mission command is giving an desired endstate or goal to your subordinate, and allowing them to make decision freely as long as the mission is achieved. Minimal guidance is often given, which allows the subordinate to operate freely. Mission command can be difficult to at times, it requires you to understand, visualize, describe, direct, lead and assess. For me, this was difficult in regards to this training project. The commander’s intent was to ensure training demanded the cadets critically think, adapt and be innovative. The training project needed to encompass those aspects as well as the desired outcomes of my training project. There was a lot of head-butting and changes made throughout the training project to ensure both intents were being met.

Due to the organizational structure of ROTC, I was also required to work alongside numerous individuals within the BN to include but not limited to the Cadet Battalion Commander, Cadet Executive officer, and the numerous S shops as mentioned earlier in this

literature. Each shop had specific tasks to complete for the overall training and execution. In addition to the different tasks, every shop had their own operation timelines, not to mention their own class and life schedules and obligation. Again, this required mass coordination to ensure every shop was achieving their goals and tasks.

Though the project seem to achieve the desired end states, the level of improvement could have been greater with more resources. The project was limited due to a limited number of civilian role players. The KLE lane was only limited 9 role players, do to the requirement of role players on the other lanes. With more role players, the lane could have had more interaction with the platoon. With the smallest platoon consisting of 28 personnel, not every soldier interacted with the role players on the lane. In addition, within the ROTC department is only limited to a certain amount of training hours for the LTX. In order to further improve the cadet's attributes, more time should be centralized on the KLE and intercultural training. Tactical and leadership training is the focal point of the LTX and ROTC department, however, with the changing operations, intercultural relationships and communication is becoming more and more important, almost as important as tactical training.

In addition, to further the growth of this training project, a standardized rubric for rating each dimension needs to be created and implemented. This can be difficult within this environment due to the "check the box" mentality that has been shown in the past. What this means is, a cadet that knows the criteria for receiving an E rating, will do those actions only and stop because they satisfied the requirements of the rating. As leaders, we should always go above and beyond the standard and baseline. Though this can be difficult to create, it needs to be done in order to create fairness and balance. A personal recommendation would be to create a rubric that is confidential to each training exercise and not discussed in the training process with the

cadets until the end of the exercise. This allows for TAC synchronization and one standard across the board for each rating. At the same time, we must also allow the evaluator to make sound judgment calls on actions that deem lower rating that does not fit the training rubric.

Furthermore, in order to address the cultural communication and relationships, I believe our attention should be directed to role-play that addresses stereotypes and prejudices within our very own Army and with the cultures we serve with on a daily basis. I believe if we address the lack of cultural training within our own ranks, we can open our eyes more to the other cultures we may find ourselves stationed as Soldiers.

## VI. Acronyms

**AA** assembly area  
**AAR** after-action review  
**AG** assistant gunner  
**AO** area of operations  
**BB** bunker buster  
**C2** command and control  
**CAS** close air support  
**CASEVAC** casualty evacuation  
**CBRN** chemical, biological, radiological, and nuclear  
**CCIR** commander's critical information requirements  
**CCP** casualty collection  
**COA** course of action  
**COE** contemporary operational environment  
**COIN-** Counterinsurgency Intelligence  
**COP** common operating picture  
**CP** check point  
**DTG** date-time group  
**FM** field manual  
**FO** forward observer  
**FRAGO** fragmentary order  
**FS** fire support  
**HQ** Headquarters  
**HUMINT** human intelligence  
**IED** improvised explosive device  
**IMP** Impact  
**IMT** individual movement techniques  
**IPB** intelligence preparation of the battlefield  
**IR** information requirement  
**IRP** initial rally point  
**ISR** intelligence, surveillance, reconnaissance  
**LD** line of departure  
**LOA** limit of advance  
**LZ** landing zone  
**MEDEVAC** medical evacuation  
**MEL** maximum engagement line  
**METTC-TC** mission, enemy, terrain, troops-time, civil  
**MS I-IV** military science I-IV  
**NCO** non-commissioned officer  
**NLT** no later than

**OAKOC** observation and fields of fire, avenues of approach, key and decisive terrain, obstacles, cover and concealment

**OP** observation post

**OPCON** operational control

**OPORD** operation order

**OPTEMO** operational tempo

**ORP** objective rally point

**PIR** priority intelligence requirement

**PMS**: Professor of Military Science

**ROE** rules of engagement

**ROTC** Reserve Officer Training Corps

**RRP** reentry rally point

**RTO** radiotelephone operator

**SA** situational awareness

**SALUTE** size, activity, location, uniform, time, equipment

**SITEMP** situation template

**SL** squad leader

**SMI Senior Military Instructor**

**SU** situational understanding

**TL** team leader

**TLP** troop-leading procedures

**TM** technical manual

**TTP** tactics, techniques, and procedures

**UCMJ** Uniform Code of Military Justice

**WFF** warfighting function

**WFOV** wide field of view

**WIA** wounded in action

**WWSL** weapons squad leader

**XO** executive officer

## VII. Appendix A. Operation Grand Finale OPORD

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**OPERATION ORDER [01] [OPERATION Grand Finale] [Unclassified]**

### REFERENCES

MEMORANDUM: Annual Training Plan for TY 2014-2015 Cadet to Lieutenant Plan

**Time Zone Used Through the OPORD:** Whiskey Time Zone UTC -10:00

**Task Organization:** Refer to Annex A (Task Organization)

#### 1. (U) Situation

##### a. (U) Area of Interest:

(1) (U) The University of Hawaii at Manoa Lower Campus is populated with students who are unfamiliar with ROTC and Army operations. This could cause unwanted attention from the civilian populace. Therefore cadets will conduct themselves in a manner that brings credit to the Army, UHROTC, and the country.

(2) (U) Diamond Head State Monument consists of many tourists in POVs and on group. Tourists will want to crowd and take pictures of cadets and air crafts on the PZ which would disrupt our air operations. Therefore 4 cadets and 1 cadre from the last chalk will work as crowd control IOT ensure civilians do not interfere with PZ.

(3) (U) Bellows AFS training site may have other units training in the area. This could cause unwanted attention from the active duty and national guard units. Therefore cadets will conduct themselves in a manner that brings credit to the Army, UHROTC, and the country.

b. (U) Area of Operations: AO Independence consists of LZ Hawk, FOB Warrior and the surrounding villages. Friendly units are known to operate in the area but will not interfere with operations. There are porta-potties and water stations throughout the AO. Refer to the Appendix 2 (Operation Overlay) to Annex C (Operations) as required.

c. (U) Terrain.

(1) (U) The University of Hawaii at Manoa Lower Campus is an urban area that consists of improved roads, sidewalks, and buildings. These urban areas house civilians that are not aware of ROTC operations in area. This could lead to unease and curiosity from the civilians. Therefore cadets will exercise noise and liter discipline while operating in this area.

(2) (U) Diamond Head State Monument / Diamond Head PZ consists of improved and unimproved surface access roads, unimproved surfaces, and a mix of scattered trees and shrub vegetation. The vegetation can make it difficult to keep track of and control chalks in PZ posture. Therefore chalk leaders will stay situationally aware of the timeline and spatially aware of other chalks in their vicinity.

(3) (U) Bellows AFS training site consists of uneven terrain with light and dense vegetation, grassy plateaus, a stream, urban terrain, and unmarked unimproved roads/airstrips. This terrain has caused injuries in the past, effecting the health of the cadets and the readiness of the BN. Therefore cadets will stay on clear paths whenever available

(4) (U) Refer to Annex B (Intelligence) as required.

d. (U) Weather. There is a high chance of lightning during this LTX. There will be a safety brief and site orientation given on the day of execution by C/ XO (Proctor). In case of a lightning storm, training will stop immediately and cadets will find the closest shelter. Cadet leadership will notify cadre if they spot lightning in AO Independence.

Date	High	Low	Forecast	Thunderstorms	Wind
10-Apr-15	83	70	Mostly Cloudy, Showers	60%	E 20 MPH
11-Apr-15	78	71	Overcast, Showers, Windy	55%	NE 21 MPH
12-Apr-15	78	70	Mostly Cloudy, Showers	53%	E 20 MPH

Refer to Annex B (Intelligence) as required.

e. (U) Enemy Forces. N/A

f. (U) Friendly Forces. Active duty and reserve units operate in Bellows AFS.

g. (U) Higher Headquarters. 8<sup>th</sup> BDE, USACC

(1) (U) Mission. The U.S. Army Cadet Command selects, educates, trains, and commissions college students to be officers and leaders of character in the Total Army; instills the values of citizenship, national and community service, personal responsibility, and a sense of accomplishment in high school students.

(2) (U) Attachments and Detachments. Personnel not enrolled in ROTC may be present at and participate in the LTX with permission of cadre. No pets may be present at official events without permission of the Cadet Battalion Commander and cadre. AFROTC CDTs will also be at Spring LTX facilitating training.

**2. (U) Mission.** Warrior BN conducts Spring 2015 LTX 10-12 April 2015 at Bellows AFB, HI IOT develop Cadets confidence to critically think and problem solve in a medium to high stress tactical environment.

a. (U) Commanders Intent. At the completion of the Spring LTX, each Warrior Battalion Cadet has evaluated in their ability to lead, problem solve, and make decisions in a stressful environment while executing PLT raid, ambush, and KLE. All MSIII's will have at least one leadership role in order to be evaluated for the above-mentioned criteria.

b. (U) Key Tasks

(1) (U) Ensure all MSIII cadets receive an evaluation in a PLT leadership role

(2) (U) PLT integrity is maintained throughout the entire LTX

(3) (U) Conduct cadre evaluated Patrols (3 lanes/3 rotations)

(4) (U) Weapons Maintenance

(5) (U) Safety remains key throughout LTX operations. Adherence to predetermined DRAW's is required and the responsibility of all leaders.

(6) (U) 100% Accountability of personnel and sensitive items in-between each phase of each operation. (Red one Report)

c. (U) End state: Upon completion of the Spring LTX, all cadets have gained confidence in their ability to problem solve in a stressful environment. All cadets will be trained and confident in the application of the eight TLP's and tactical OPORD process. All MSIII's have been evaluated and are confident in leadership roles at the PLT level.

**3. (U) Execution.**

a. (U) Concept of Operations

(1) (U) Phase I: Planning & Preparation/Pre Deployment (PCC + PCCI) **(Decisive)** Decisive to this phase is the execution of the ROC drill 080800WAPR15 with all MS3s will be present at the ROC drill to be held at Warrior BN. **(Shaping)** Initial RECON of Bellows began on 20MAR15 and will continue until 10APR15 IOT determine final resources and further develop training lanes. **(Shaping)** NLT 071800WAPR15 garrison leadership will complete PCI + PCC of all personnel. **(Shaping)** NLT 080700WAPR15, terrain model will be assembled at warrior BN and all cadet staff and LTX OICs will rehearse for the ROC drill.

(2) (U) Phase II: Movement to Bellows AFS. **(Decisive)** Decisive to this phase is the movement to Diamond Head PZ NLT 100525WAPR15 IOT assume PZ posture. **(Sustaining)** ADVON will report to Battalion to conduct equipment and supply draw. **(Shaping)** The main body will form up in LTX formation and conduct PCC/PCI and accountability NLT 100435WAPR15. **(Shaping)** All LTX PLT TACs will provide a spot check to ensure that PCC/PCIs have been conducted. NLT 100700WAPR15 the first lift will depart Warrior PZ. The last lift will arrive at Bellows AFS NLT 100900WAPR15. **(Sustaining)** Upon arrival Main Body will move conduct an admin movement to FOB Warrior and conduct weapon and ammo draw. **(Admin)** At this time, C/ Proctor will brief the site orientation and safety brief.

(3) (U) Phase III: Execution of training. **(Decisive)** NLT 101130WAPR15 , NLT 110630WAPR15 , and NLT 111300WAPR15 each PLT will begin the execution of their 6-hour patrols. **(Sustaining)** After each lane LMTVs will go to OBJ Condor and OBJ Bison and move the platoons to the vicinity of their next patrol base. **(Shaping)** At this time, cadre will conduct a class teaching how to properly occupy a patrol base IAW FM 7-8. **(Shaping)** After the completion of this class, platoons will initiate security and rest plans. **(Shaping)** Wake up the next day will be NLT 110530WAPR15 IOT for CDTs to conduct personal hygiene, pack up gear and prepare to execute training. **(Admin)** At the completion of the last lane, the BN will drop their gear outside by the front of TOC and conduct TAC Time/Informal AARs. This time will be used for any questions about CLC, ROTC, accessions, branches etc. **(Sustaining)** TAC Time will end NLT 120000WAPR15 then rest plan will start.

(4) (U) Phase IV: Redeployment (Weapons Maintenance/MVT to Warrior BN) **(Decisive)** Decisive to this phase is weapons turn in NLT 121100WAPR15 and loading busses NLT 121200WAPR15 for MVT to Warrior BN. **(Shaping)** NLT 120530WAPR15 BN will wake up, and conduct personal hygiene. **(Admin)** NLT 120830WAPR15 the main body will be in a tactical formation for accountability in the front of the TOC by the enlarged TMK. The BN will prepare to force march to RTI. Upon arrival, they will continue cleaning weapons UTC. **(Admin)** Upon arrival to Warrior BN, entire BN will support S4 shop in returning equipment to its place UTC. At this time, the C/ command team and the cadre will address and dismiss the battalion.

b. (U) Scheme of Intelligence. Evaluation of cadets assigned leadership positions will be IOW ADP 6-22. The emphasis is on mental agility, innovation, communicates, extends

influence, interpersonal tact, and gets results. IOT meet the intent of the commander to develop critical thinking capabilities and confidence, TACs will observe rated cadets reaction to and development of COAs to scenarios created throughout the course of the training exercise. Observations will be transcribed utilizing the Leader Assessment Report and relayed to individual cadets through counseling.

c. (U) Tasks to Subordinate Units

(1) (U) Tasks to Staff

(a) (U) S-1

- Verify with Cadet Leadership names/reasons of cadets unable to attend IOT ensure all absences are excused.
- Provide overall numbers of personnel attending late to S4 IOT coordinate transportation with cadre
- Ensure accurate recordkeeping for accountability of personnel IOT report to higher timely and accurately.
- Provide Emergency contact rosters in the TOC IOT facilitate communication during emergencies.
- Maintain accurate account of individuals with allergies and prone to hot/cold weather injuries IOT prevent training incidents.
- Identify all MSIIIs to be evaluated IOT ensure everyone gets equal training.
- Identify TACs that will be riding on the bus IOT ensure a senior accompany all underclassmen.
- Ensure report times are met IOT drive the operation.

(b) (U) S-2

- Provide leadership matrix for a total of six iterations, ensuring each MSIII will serve in at least one evaluated positions for LTX NLT 081700WAPR15 IOT facilitate TACs during the operation.
- Create situation paragraph for LTX and lane orders IOT set training mindset for lanes and assist the S3.
- Create conflict timeline for Road to War brief, highlighting key events prior to PLTs arrival in situational AO IOT assist the MS3s in understanding the conflict.
- Prepare to brief terrain analysis on Terrain Model IOT create an understanding of the effects of terrain on the mission for the underclassmen.
- Ensure hard times are met IOT drive the operation.

(c) (U) S3

- Conduct a recon on training site NLT 02APR14 IOT drive planning process.
- Manage orders process IOT create an understanding of the operation for the BN.

- Ensure the commanders intent is always being accomplished
- Manage TOC operations
- Log PLT MVT in TOC
- Ensure hard times are met IOT drive the operation.

(d) (U) S-4

- Coordinate with the XO for supply request for Spring LTX IOT ensure all lanes have sufficient resources for training.
- Continuously update all quantities of equipment needed IOT facilitate supply operations.
- Coordinate transportation of personnel and equipment with cadre IOT ensure efficient movement.
- Ensure enough weapons and MREs for all personnel are packed in the van IOT ensure a smooth issue.
- Ensure that all weapons and blank firing adapters have prefilled hand receipt IOT prevent waiting during issue and return.
- Ensure weapons maintenance equipment is readily available for weapons maintenance IOT ensure quick return of WPNs.
- Ensure all required equipment is available to cadets to successfully complete operation.
- Coordinate Weapon issue and turn in plan IOT ensure an efficient operation.
- Conduct a recon on training site NLT 02APR15 IOT refine your plan.
- Provide vans IOT conduct resupply during patrol operations.
- Ensure hard times are met IOT drive the operation.

(e) (U) S-5

- Provide sale of snacks and drinks during training weapons cleaning at RTI IOT increase morale.
- Provide a detailed plan for snack shop sales during LTX and layout to XO CDT Proctor NLT 080900APR15 IOT ensure the plan is feasible.
- Ensure hard times are met IOT drive the operation.

(f) (U) S-6

- Coordinate distribution of radios IOT ensure BN communications plan is met.
- Create plan to recharge radios IOT ensure communications plan is sustainable.
- Manage all radio communication from TOC IOT maintain clear lines of communications between the main body and the command team.
- Ensure pictures of training event are posted on UH AROTC website IOT keep families and friends updated on UH operations.
- Ensure hard times are met IOT drive the operation.

(2) (U) Alpha and Bravo Company Commanders

(a) (U) Provide two (2) cadets per company to assist Cadre with crowd control at the PZ before UH60 landing at Diamond Head. Cadets will report to SFC Campos upon arriving at the PZ for additional guidance Identify cadets who have permission to use POVs to the LTX and provide an accurate roster to S1 (CDT Rodriguez)

(b) (U) Ensure your platoons have all the proper equipment and are prepared for training IOT prevent incidents.

(c) (U) Conduct PCCs and PCIs as necessary IOT ensure all cadets are ready for training.

(d) (U) Provide names of individuals who will be leaving early or coming late IOT keep accountability.

(e) (U) Identify cadets who are unable to attend LTX IOT keep accountability

(f) (U) Ensure hard times are met IOT drive the operation

(g) (U) Maintain accountability of cadets throughout the LTX IOT prevent incidents

(h) (U) All MS3s are present at the ROC drill at the Warrior BN 080800WAPR15 IOT rehearse the movement to and from Bellow AFB and administrative and logistical actions on the objective.

d. (U) Coordinating Instructions.

(1) (U) This OPORD is effective immediately.

(2) (U) Uniform – see annex A

(3) (U) Operational Timeline.

FROM	TO	EVENT	POC	LOCATION	UNIFORM	ANNEX
0435	0445	First Formation (Tactical PLTs)	C/CSM	UH BN	Full Kit	
0445	0525	ASIP Draw/Tie Down	S6&C/ CSM	UH BN	Full Kit	
0525	0625	Tactical PLTs begin road march to DH from BN	C/CSM	BN DH	Full Kit	
0625	0635	Final Manifest Call for FLIGHT	S1	DH	Full Kit	
0625	0635	Final Manifest Call for GAC	S1	DH	Full Kit	
0635	0715	GAC conducts movement to Bellows Training Site	C/CSM	DH - Bellows	Full Kit	

<b>0635</b>	0650	FLIGHT personnel establish PZ posture	C/ CSM	DH	Full Kit	
<b>0700 (H Hour)</b>		1 <sup>st</sup> Lift lands  Chalk #1 loads aircraft	TACs	DH	Full Kit	
		1 <sup>st</sup> Lift conducts air movement from DH to Bellows training site	TACs	AIR	Full Kit	
		chalk departs aircraft conducts movement to TOC	TACs	LZ Hawk	Full Kit	
		chalks conduct equipment draw, Weapons/ASIPs	S4	TOC	Full Kit	
		PLT moves to PB	TACs	Bellows	Full Kit	
<b>H+80</b>		2nd Lift lands  Chalk #2 loads aircraft	TACs	DH	Full Kit	
		2 <sup>nd</sup> Lift conducts air movement from DH to Bellows training site	TACs	AIR	Full Kit	
		chalks depart aircraft conducts movement to TOC	TACs	LZ Hawk	Full Kit	
		chalks conduct equipment draw, Weapons/ASIPs	S4	TOC	Full Kit	
		PLT moves to PB	TACS	Bellows	Full Kit	
		3 <sup>rd</sup> Lift Lands  Chalk #3 loads aircraft	TACs	DH	Full Kit	
	0900	3 <sup>rd</sup> Lift conducts movement	TACs	AIR	Full Kit	

		from DH to Bellows training				
		chalks depart aircraft conducts movement to TOC	TACs	LZ Hawk	Full Kit	
		chalks conducts equipment draw, Weapons/ASIPs	S4	TOC	Full Kit	
		MVT to PB	TACs	Bellows	Full Kit	
<b>1130</b>	1145	PLTs establish Patrol Base/Ops  <u>Lane OPORD is briefed</u>	TACS	Bellows	Full Kit	
<b>1145</b>	1730	1 <sup>st</sup> Patrol lane	TACS	Bellows	Full Kit	
<b>1730</b>	1800	1 <sup>st</sup> Iteration HOTWASH	TACS	Bellows	Full Kit	
<b>1800</b>	1830	HNF (LMTV) pickup	TACS	Bellows	Full Kit	
<b>1800</b>	1830	PLTs conduct movement to follow-on Patrol Base	TACS	Bellows	Full Kit	
<b>1830</b>	1930	PLTs receive class on Patrol Base Ops from Cadre  Green Two Reports	TACS	Bellows	Full Kit	
<b>1930</b>	2300	Priorities of Work	TACS	Bellows	Full Kit	
<b>2300</b>	0530	<u>Rest</u>	TACS	Bellows	Full Kit	
<b>0530</b>	0630	Wakeup/Hygiene/Chow/ Standto  Green Two Reports	TACS	Bellows	Full Kit	
<b>0630</b>	0645	Lane OPORD is briefed	TACS	Bellows	Full Kit	
<b>0645</b>	1230	2 <sup>nd</sup> Patrol lane	TACS	Bellows	Full Kit	
<b>1230</b>	1300	2 <sup>nd</sup> Iteration HOTWASH	TACS	Bellows	Full Kit	
<b>1300</b>	1900	<u>3<sup>rd</sup> Patrol lane</u>	TACS	Bellows	Full Kit	

1900	1930	<u>3<sup>rd</sup> Iteration HOTWASH</u>	TACS	Bellows	Full Kit	
1930	2000	<u>Police Call of PLT AOs Green Two Reports</u>	TACS	Bellows	Full Kit	
2000	2030	<u>LMTV pickup</u>	TACS	Bellows	Full Kit	
2030	2100	<u>Consolidation of all personnel to TOC</u>	C/ CSM	TOC	Full Kit	
2100	2130	COMS equipment turned back in	S6	TOC	Full Kit	
2130	2145	PLTs move into BAY A  Stage gear	TACS	TOC	ACU	
2145	2230	Chow	TACS	TOC	ACU	
2145	2300	<u>Weapons Maintenance Conducted</u>	TACS	TOC	ACU	
2145	2300	Mandatory Fun	ALL	TOC	Full Kit	
2300	0000	TAC Time  Blue Cards/Counseling	TACS	TOC	Full Kit	
0000	0700	Rest	ALL	TOC	ACU	
0700	0800	Wakeup/Hygiene/Chow	TACS	TOC	ACU	
0800	0830	<u>Police Call of AO</u>	TACS	TOC	ACU	
0830	0900	<u>BN conducts movement to RTI</u>	C/ CSM	RTI	Full Kit	
0900	1150	Weapons Maintenance/Inspection/Tur In	TACS	RTI	Full Kit	
1150	1200	Formation (Tactical PLTs) / Manifest call	C/ CSM S1	RTI	Full Kit	
1200	1245	<u>BN conducts movement to Warrior BN</u>	C/ CSM	Bellows to UH	Full Kit	
1245	1300	Final Formation	C/ CSM	UH	ACU	
1300	1330	PMS/BC Remarks	PMS, Cadre, BC	UH	ACU	

1330	1330	Dismissal	ALL	UH	ACU	
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(4) (U) Commander's Critical Information Requirements.

(a) (U) The loss of any contracted transportation asset, GSA Vehicle, or breakdown of either.

- (b) (U) Loss of support equipment
- (c) (U) Loss of a sensitive item
- (d) (U) Death or serious injury of personnel

(5) (U) Fire Support Coordination Measures.

- (a) (U) Pyro will not be used within 25m of personnel.
- (b) (U) Cadre will be the only personnel using pyro
- (c) (U) Blank munitions will not be fired with 5m of personnel (Safety kill)

(6) (U) Risk Reduction Control Measures. Final LTX will be conducted in an urban field environment. Trainees wear their individual combat equipment. However, all possible precautions will be taken during the transportation movement to the sites. Trainees will be instructed on exit strategies, severe weather SOPs to include lighting safety procedures, fire plans, evacuation routes and rally points will be clearly disseminated to all safeties and trainees. The Lead Safety officer will ensure that all personnel involved in training will be able to identify all possible hazards and how to implement control measures.

**4. (U) Sustainment.**

a. (U) Logistics: Class I consists of MREs each meal except the evening of 11 Apr, in which a contracted meal is provided. Water is located on each lane, patrol bases in the form of 5 gal jugs, and at the TOC during all operations at Bellows. Water buffalos are located in training area and the TOC. Each cadet will receive an Ammunition Basic Load (ABL), an M-16, and a blank firing adapter (BFA) upon arriving at Bellows AFB. CLS bags and medical supplies are located at TOC during all operations.

a. Distribution: The distribution of M-16s, magazines and ABL will occur at the TOC located Bellows AFB the morning of Friday 10 April 2015. Cadets will line up in their respective platoons and squads to sign for M-16 rifle. Cadets must print their names legibly on the HR. Ammunition is at Bellows in the main TOC the morning of Friday 10 April 2015. PSGs will sign for their respective platoon ammunition. S4 shop will issue platoon MREs to PSGs for cadets attending LTX after Wednesday, 8 April 2015 PT session at S4 shop. The MRE draw is for Friday, 10 April 2015 meals. Friday night, 10 April 2015, PSGs will receive their platoons MREs for Saturday, 11 April 2015 for breakfast and lunch at their PB. Subway is served on Saturday, 11 of April 2015 for dinner. And while receiving hot meals, PSGs will draw their platoons meals at the same time for Sunday

b. Transportation: (X) UH-60s and (X) buses provided movement from Diamond Head to Bellows AFS (DTG). Vans will transport (X) ADVON personnel. Buses will transport all cadets from Bellows back to UH BN upon completion of the LTX (DTG), unless the Cadre authorizes the use of POVs.

c. Maintenance: Weapons maintenance will occur on 12 and 13 April 2015 at the Hawaii Army National Guard's Regional Training Institute. MSIVs and Cadre will inspect weapons prior to the host unit inspection and subsequent turn-in.

b. (U) Personnel. Refer to Annex F (Sustainment) as required.

c. (U) Army Health System Support. Refer to Annex E – Protection, Appendix 10.

## **5. (U) Command and Signal.**

a. (U) Command.

(1) (U) (U) Location of Commander. During the operation C/ LTC Carlo will be located in the TOC.

(2) (U) (U) Succession of Command. BC, XO, CHOPs , A CO, B CO

b. (U) Control.

(1) (U) Command Posts. The TOC and TAC will be located in FOB Warrior.

(2) (U) Reports.

(a) (U) S6 will conduct communication checks during every hotwash period requesting Red 1 reports consisting accountability of Troops, locations, and sensitive items.

c. (U) Signal.

(1) (U) Distribution plan: S6 will be starting the issue of LMRs and ASIPs NLT 100445WAPR15 . S6 will conduct last minute PMCS on the equipment. S6 will evenly distribute LMRs and ASIPs as well as a contact sheet depicting all Call Signs to all Lane instructors, battalion staff, LTX OIC, cadre and 1st iteration LTX leadership. A copy of the DA FORM 2062 will be held with the S6 until the user has returned equipment. Once 100% of all accountability is established S6 will send up the RED 1 report to Cadre and Staff. Upon completion of the LTX all LMR and ASIP users will return the equipment at the TOC receiving their DA FORM 2062.

(2) (U) Initial Supply and Timed Resupply: There is a total of 30 LMRs for distribution, with 60 batteries charged and available for use. Each person that is issued an LMR will receive two batteries with it. During hot wash period on the day of execution, the S6 or alternate S6 runner will ride the PAX vans around the course, collect any dead batteries, and exchange it for a charged battery. We will have 6 charge stations up in the TOC, continually charging LMR batteries throughout the day.

(3) (U) Emergency Resupply: If at any point during the day a cadre or MSIV loses power in both batteries, they will call up to the TOC via cell phone and the S6 or alternate S6 runner will take the PAX vans out to the specified location and replace the batteries for the cadre or MSIV. We will have 6 charge stations up in the TOC, continually charging LMR batteries throughout the day.

(4) (U) Contingency:

(a) (U) In the event a radio goes down: The individual user will notify the TOC and at this time S6 will secure an extra radio leave a GOTWA with the TOC and replace the radio.

(b) (U) In the event a Medical Emergency were to occur: If an Emergency occurs, all communications at this time goes silent; and only individuals engaged with the situation, The BN Operations officer, and Medical personnel will be able to relay information. All communications will remain silent until the BN operation officer gives the "All Clear".

(5) (U) Communications Frequency: All battalion staff, cadre, lane instructors and TOC will utilize single channel 3, A for the LMRs. Frequency for the ASIPs will be 35000 single channel for battalion, 33500 single channel plain text for 1st platoon, 33000 single channel plain text for 2nd platoon, and 34000 single channel plain text for 3<sup>rd</sup> platoon.

(a) (U) **P-**We now have **30 LMRs and 30 ASIPs** each PLT TACs, Cadet staff, cadre will have a radio. The only people that will be talking on the net are PLT TACS, Cadet staff, and cadre.

(b) (U) **A-** 2nd option will be utilizing **Text Messages**. A group text will be created with all radio holders on the day of the LTX for staff to communicate in case of an emergency.

(c) (U) **C- (Voice)** In the event, of radios and the cell phones being down. I will supply each one of the Lane Instructors and Cadet staff with a mini alert roster with everyone's number, so that you can call each other to notify the Lane & TOC of your movement.

(d) (U) **E- (Runner)** In the event that all three means of communications are down, I will have runners(to be determined) to notify and alert during the exercise.

(6) (U) Securing Sensitive Items: All sensitive items will be tied down at all times. There will be no exceptions to this policy. As soon as the equipment has been drawn from S6 it must be immediately tied down with a 550 cord.

## **ANNEXES:**

Annex A – Task Organization

Annex B – Intelligence – Omitted

Annex C – Operations

Appendix 2 (Operation Overlay)

Appendix 5 – Air Assault Operations

Tab A – Pickup Zone Diagram

Tab B – Air Movement Table

Tab C – Landing Zone Diagram

Annex D – Fires - Omitted

Annex E – Protection

Appendix 7 – Safety (Safety Officer)

Appendix 10 – Force Health Protection (Surgeon/S1)

Annex F – Sustainment – Omitted

Annex G – Engineer - Omitted

Annex H – Signal

Annex I – Not Used

Annex J – Inform and Influence Activities - Omitted

Annex K – Civil Affairs Operations - Omitted  
Annex L – Reconnaissance and Surveillance - Omitted  
Annex M – Assessment - Omitted  
Annex N – Space Operations - Omitted  
Annex O – Not Used  
Annex P – Host-Nation Support - Omitted  
Annex Q – Spare  
Annex R – Reports  
Annex S – Special Technical Operations - Omitted  
Annex T – Spare  
Annex U – Inspector General - Omitted  
Annex V – Interagency Coordination  
Annex W – Spare  
Annex X – Spare  
Annex Y – Spare  
Annex Z – Distribution – Omitted

**DISTRIBUTION:**

BC

XO

S3

S1

S2

S4

S5

S6

ACO

BCO

CSM

HQPSG

## Annex A – Uniform

### Ruck Sack

Bag, Waterproof (1)  
Cap, ACU (2)  
Terrain Model Kit  
Bungee Cords (5)  
550 Cord (5 yards minimum)  
Socks (4 Pair minimum, more recommended)  
Sleeping Mat (1)  
Poncho Liner (1)  
Towel, Small (1)  
MRE (5)

Jacket/Trousers, ACU (2)  
Undershirt, Tan (4)  
Underwear (4)  
Personal Hygiene Kit (1)  
Parka & Trousers, Wet Weather (1)

### Carried or Worn

ACU (Complete) (1)  
ID Tags w/Medical Tags  
Helmet, Kevlar/ACH (1)  
Map and Protractor (Issued)  
Notebook w/pen & pencil  
Knee/Elbow Pads (1 each)  
Eye Protection (at least 1 pair w/clear lenses)  
Combat Boots (1 Pair)

### LBE/LBV

Ammo Pouch (2)  
Canteen Cup (1)  
First Aid Case (1)  
1 Quart Canteen w/Cover (2)  
Flashlight w/Red Lens (1)  
Lensatic Compass w/Case (1)

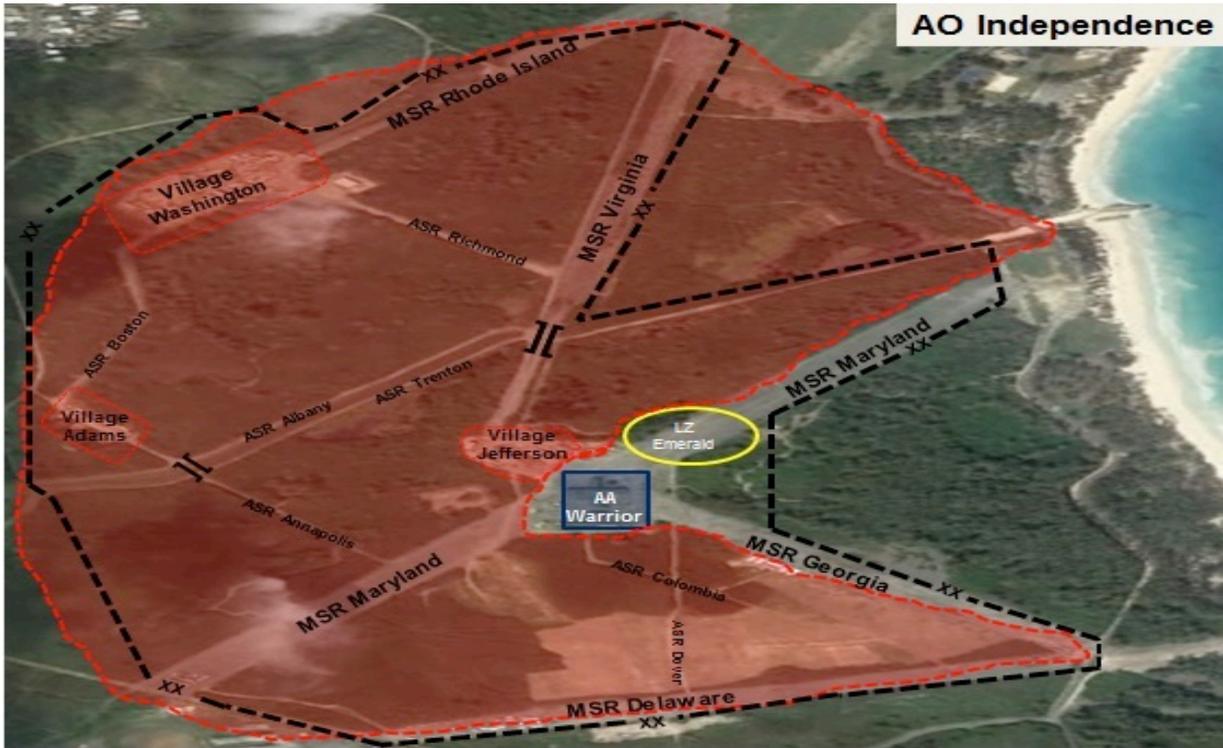
### Assault Pack

Poncho, Wet Weather (1)  
550 Cord (5 yards minimum)  
Terrain Model Kit  
MRE (2)  
Socks (2)

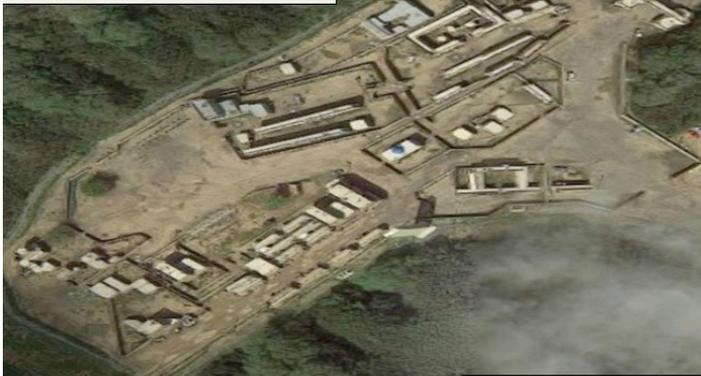
\*\*\*Recommended: Camelback, Insect Repellant, Sunscreen, Lip Balm, Snacks, Ziploc Bags, Batteries.

\*\*\*Personal Hygiene Kit: Toothbrush/toothpaste, Hand Sanitizer, Nail Clippers, Razor/Shaving Cream, Baby Wipes/Soap, Foot Powder, Moleskin, Band-Aids/Neosporin, Deodorant, Feminine Products (pads, liners, etc.)

Annex C – Operations, Appendix 2 (Operation Overlay)



**Village Washington**



**TTB Warrior**



**Village Adams**

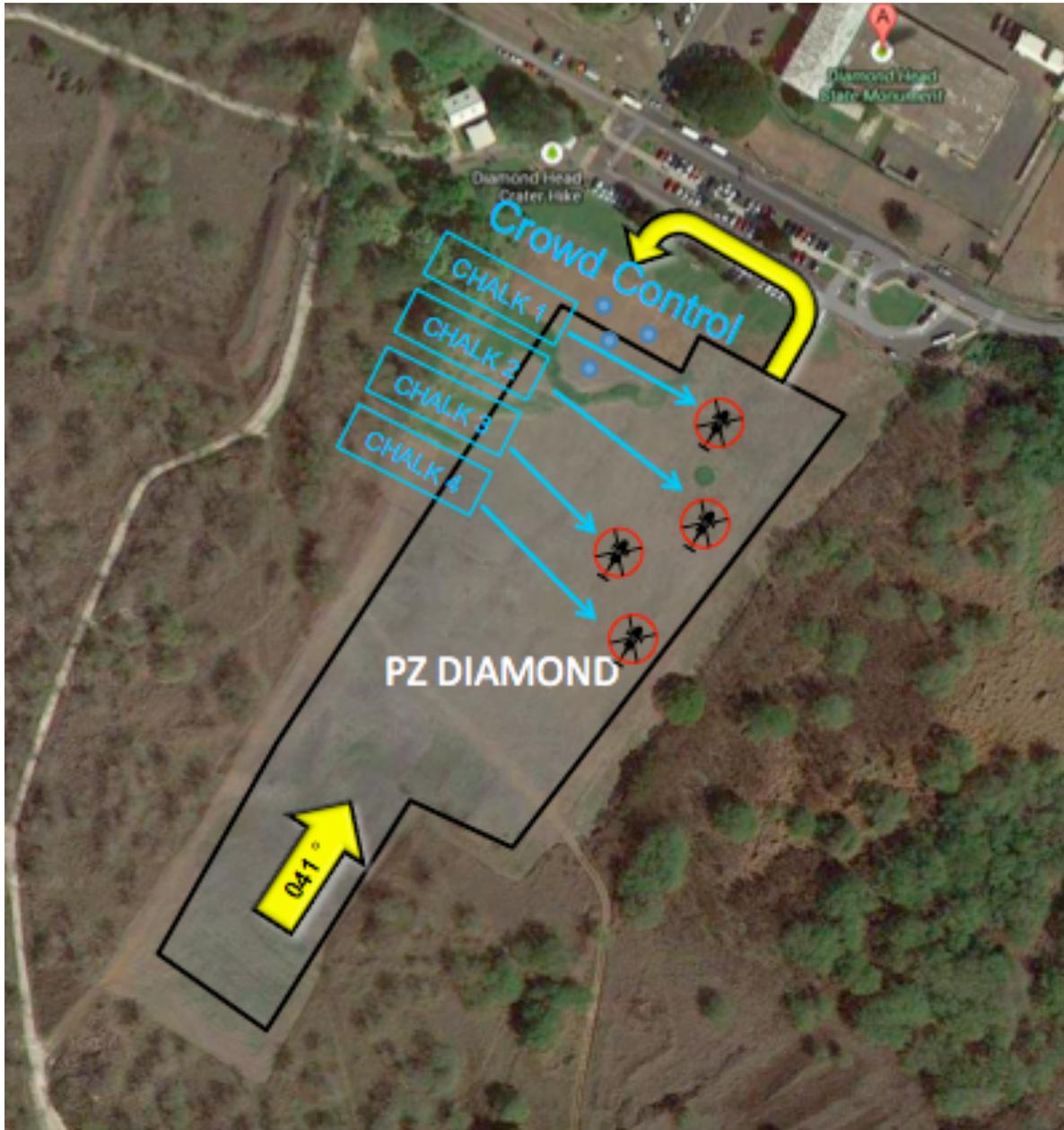


**Village Jefferson**



Annex C - Operations, Appendix 5 – Air Assault Operations

Tab A – Pickup Zone Diagram



**Tab B – Air Movement Table**

See chalks in Annex A – Task Organization

**Tab C – Landing Zone Diagram**



**Annex E – Protection, Appendix 7 – Safety (Safety Officer)**

<b>DELIBERATE RISK ASSESSMENT WORKSHEET</b>					
4. SUBTASK/SUBSTEP OF MISSION/TASK	5. HAZARD	6. INITIAL RISK LEVEL	7. CONTROL	8. HOW TO IMPLEMENT/ WHO WILL IMPLEMENT	9. RESIDUAL RISK LEVEL
N/A	Injuries due to close proximity to Landing Aircraft	<b>M</b>	Identify terrain and location distinguishing LZ and chalk staging area/PC posture	<b>How:</b> Direct cadre/cdt supervision <b>Who:</b> Cadre/MSIV CDTs	<b>L</b>
N/A	Maneuvering near currently operating aircraft	<b>M</b>	CDTs receive Cold Load Training Day prior to Execution All PPE will be worn	<b>How:</b> Cold Load Training Mandatory <b>Who:</b> Cadre/ MSIV CDTs	<b>L</b>
N/A	Loss of personnel/equipment while aircraft is maneuvering	<b>M</b>	All loose straps will be rolled/taped tightly/safety devices will be checked prior to lift off by crew personnel	<b>How:</b> PCCs/PCIs <b>Who:</b> Flight Crew Personnel/PSGs	<b>L</b>
N/A	Trainees slipping on wet grounds/Rain	<b>M</b>	Enforce safety while boarding all modes of transportaion	<b>How:</b> Safety Brief/Direct Supervision <b>Who:</b> Cadre/MSIV Cadets	<b>L</b>
N/A	Vehicular run over/Trip & Fall	<b>M</b>	Vehicles will operate around not through CDT movement. Vehicles will be stopped prior to trainee crossing. TCs will be employed	<b>How:</b> Safety Brief/Enforce Controls <b>Who:</b> DS/SDS/ISG/ CDR / RSO	<b>L</b>
N/A	Unstable training structures, loose foundations	<b>M</b>	Identify/mark hazardous structures prior to execution	<b>How:</b> Recon of area prior to event <b>Who:</b> MSIVs	<b>L</b>
N/A	Potential live rounds mixed with blanks	<b>M</b>	Ammunition will be checked prior to distro	<b>How:</b> Direct supervision / guidance <b>Who:</b> Amm Handler/S4/PSGs	<b>L</b>
N/A	Negligent Discharges	<b>M</b>	TACS/OICs/Cadre will verify weapons are unloaded and clear prior to movement. PPE worn at all times/Utilize Blank Adapters	<b>How:</b> Direct supervision, safety brief <b>Who:</b> Cadre/MSIV CDTs/PSGs	<b>L</b>
N/A	Fatigue/Falling Asleep	<b>M</b>	CDTs will get 8 hours rest prior to movement and remain alert during training	<b>How:</b> Safety brief, enforce controls <b>Who:</b> Cadre/MSIV CDTs/PSGs	<b>L</b>
N/A	Lost Missing Sensitive Items	<b>M</b>	Accountability done prior to movement Green two reports submitted twice daily	<b>How:</b> Accountability checks <b>Who:</b> Cadre/MSIV CDTs/PSGs	<b>L</b>
N/A	Stoppage occurring while operating weapons systems Double Feed	<b>M</b>	CDTs trained on applying immediate and remedial action to assigned weapon systems and clearing procedures	<b>How:</b> Direct supervision to trainees <b>Who:</b> Cadre/MSIV CDTs/PSGs	<b>L</b>
N/A	Lightning Inclement Weather	<b>M</b>	Location of lightning protection areas will be identified for elements to move to in event of such weather	<b>How:</b> Direct supervision/guidance <b>Who:</b> Cadre/MSIV CDTs/PSGs	<b>L</b>
N/A	Wildlife throughout AO	<b>M</b>	Direct CDTs to stay away from and to not make contact with any wildlife in AO	<b>How:</b> Safety Brief <b>Who:</b> Cadre/MSIV CDTs/PSG	<b>L</b>
N/A	Hot Weather Injuries	<b>M</b>	CLS personnel will be on site. Food and water intake will be supervised. Water supply will be readily available	<b>How:</b> ID hazards, clear and mark pathways <b>Who:</b> Cadre/MSIV CDTs/PSGs	<b>L</b>

## DELIBERATE RISK ASSESSMENT WORKSHEET

<b>1. MISSION/TASK DESCRIPTION</b>	<b>2. DATE</b>	
LTX III	01042015	<b>4 Implement controls</b>
PROCTOR, KIRK, R.	C/XO	CDT BN XO
UH AROTC	kirk.proctor@student.chaminade.edu	808-679-9225

N/A	Dehydration and heat injuries	<b>M</b>	Ensure CDTs hydrate and receive adequate rest prior to lab	Direct instructions to cadets	<b>L</b>
				MSIV/Cadre	
N/A	Unimproved ground, uneven terrain	<b>M</b>	Ensure and emphasize situational awareness of terrain along with safety brief	Safety Brief/Recon	<b>L</b>
				MSIV/Cadre	
N/A	Fractures, sprains, muscle pulls and other personal injuries	<b>M</b>	Ensure and emphasize situational awareness of terrain along with safety brief / Profiles, Medical limitations will be checked prior	Safety Brief/Recon	<b>L</b>
				MSIV/Cadre	
N/A	Inclement weather, low visibility	<b>M</b>	Inform cadets on contingency steps to take in event of weather i.e fire evacuation plan and that proper PPE is donned and PMCS of veh.	Direct cadet supervision	<b>L</b>
				MSIV/Cadre	
N/A	Vehicle/Civilian Traffic	<b>M</b>	Cadre and Cadet road guards will be employed to control formation and block any oncoming traffic and civilian interference	Direct cadet supervision	<b>L</b>
				MSIV/Cadre	

X

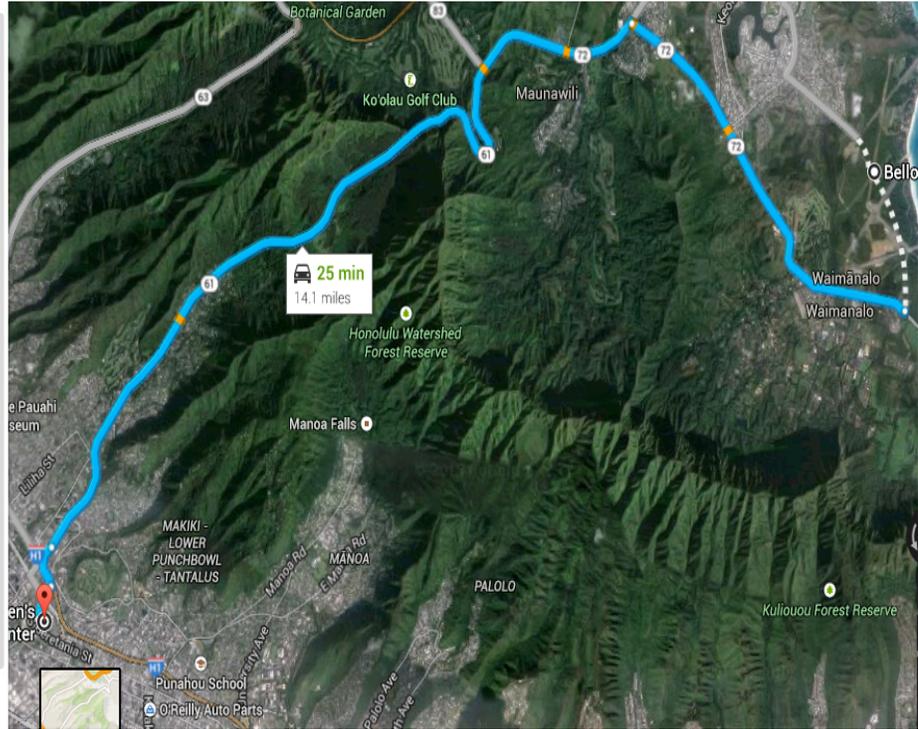
LTX III will be conducted in an urban field environment. Trainees wear their individual combat equipment. However, all possible precautions will be taken during the transportation movement to the sites. Trainees will be instructed on exit strategies, severe weather SOPs to include lighting safety procedures, fire plans, evacuation routes and rally points will be clearly disseminated to all safeties and trainees. The Lead Safety officer will ensure that all personnel involved in training will be able to identify all possible hazards and how to implement control measures.

**Annex E – Protection, Appendix 10 – Force Health Protection)**

via HI-72 and HI-61 S **25 min**  
 25 min without traffic · Show traffic 14.1 miles

**Bellows Air Force Station**  
 220 Tinker Road, Waimanalo, HI 96795

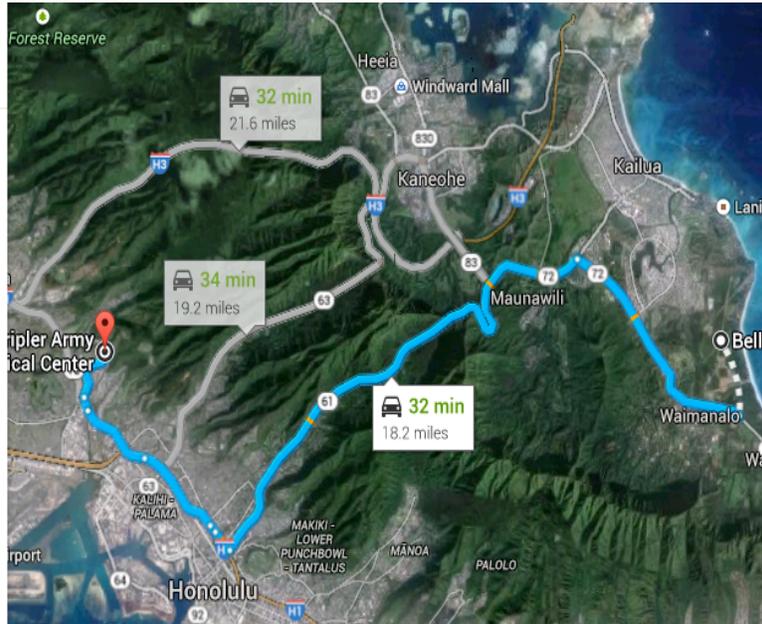
- ↑ Head southwest on Tinker Rd toward HI-72
- ▲ Restricted usage road  
49 ft
- Turn right onto HI-72  
4.1 mi
- ⤵ Turn left onto HI-61 S/HI-72
- Continue to follow HI-61 S  
9.2 mi
- Take the Punchbowl St exit  
0.4 mi
- ↑ Continue onto Punchbowl St  
0.3 mi
- ⤵ Make a U-turn
- Destination will be on the right  
384 ft



via HI-72 and HI-61 S **32 min**  
 32 min without traffic · Show traffic 18.2 miles

**Bellows Air Force Station**  
 220 Tinker Road, Waimanalo, HI 96795

- ↑ Head southwest on Tinker Rd toward HI-72
- ▲ Restricted usage road
- Continue on HI-72. Take HI-61 S to Jarrett White Rd in Honolulu. Take the Puuloa Rd exit from I-H-201 W  
 ✓ 29 min (17.2 mi)
- Continue on Jarrett White Rd to your destination  
 ✓ 4 min (1.1 mi)



## VIII. Appendix B. Road To War Brief





# Agenda



- Purpose
- Mission
- Area of operation
- Key Facts of Conflict
- Conflict Timeline
- DeLorean Ultimate Military (DUM) Disposition
- DeLorean Ultimate Military (DUM) Weapon Assets
- HVI Description
- Culture of Local Populace



## PURPOSE



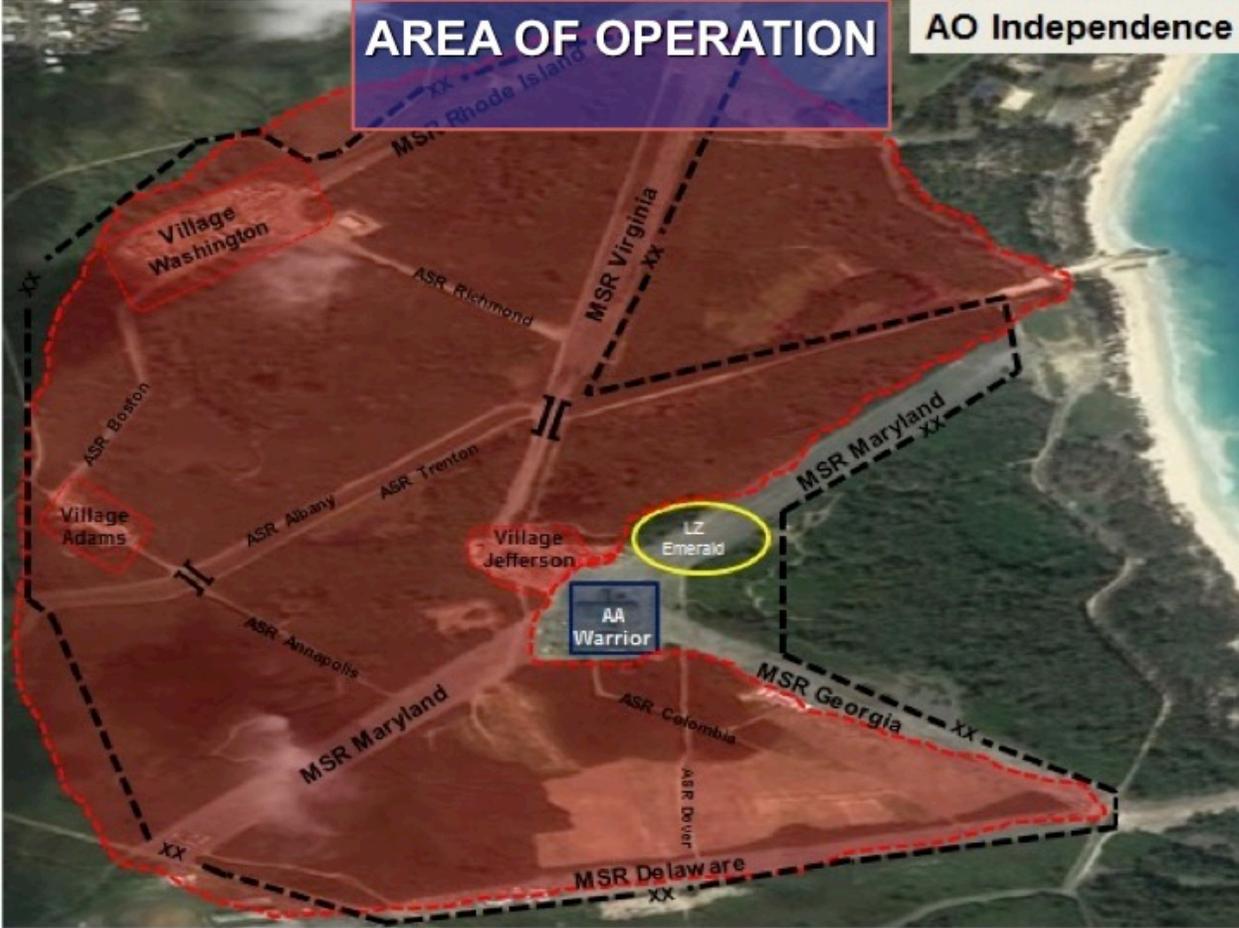
To give cadets in Warrior BN insight of missions that are to be conducted 10-12APR15 to facilitate follow on friendly operations within the AO, along with key information regarding enemy capabilities/tendencies, High Value Individuals and current state of conflict.



## BATTALION MISSION



3BDE, 50th ID deploys to conduct full-spectrum operations focused on stability and sipper operations and to secure key terrain around AO Fiddler.



Village Washington



**AREA OF OPERATION**

TTB Warrior

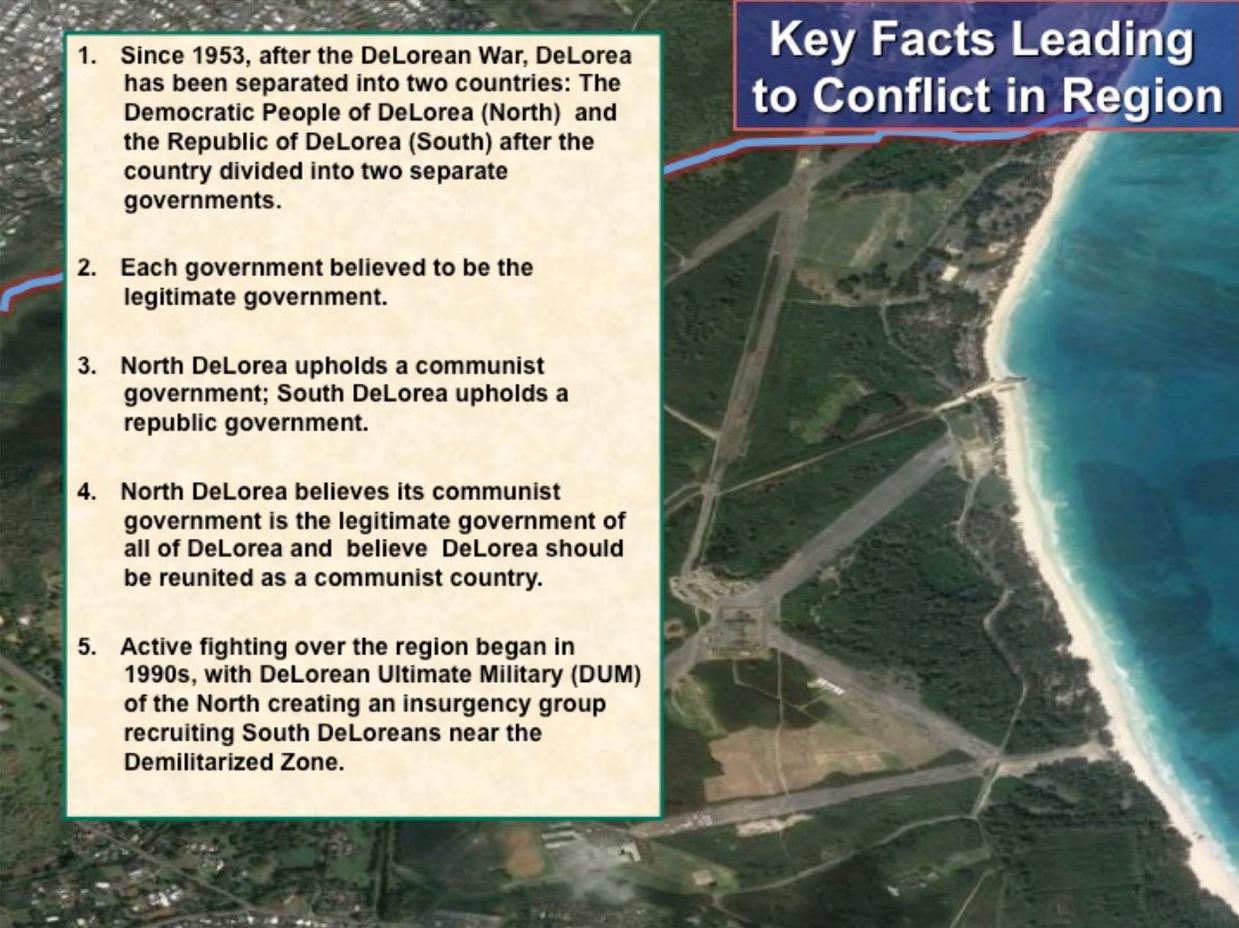


Village Adams



Village Jefferson



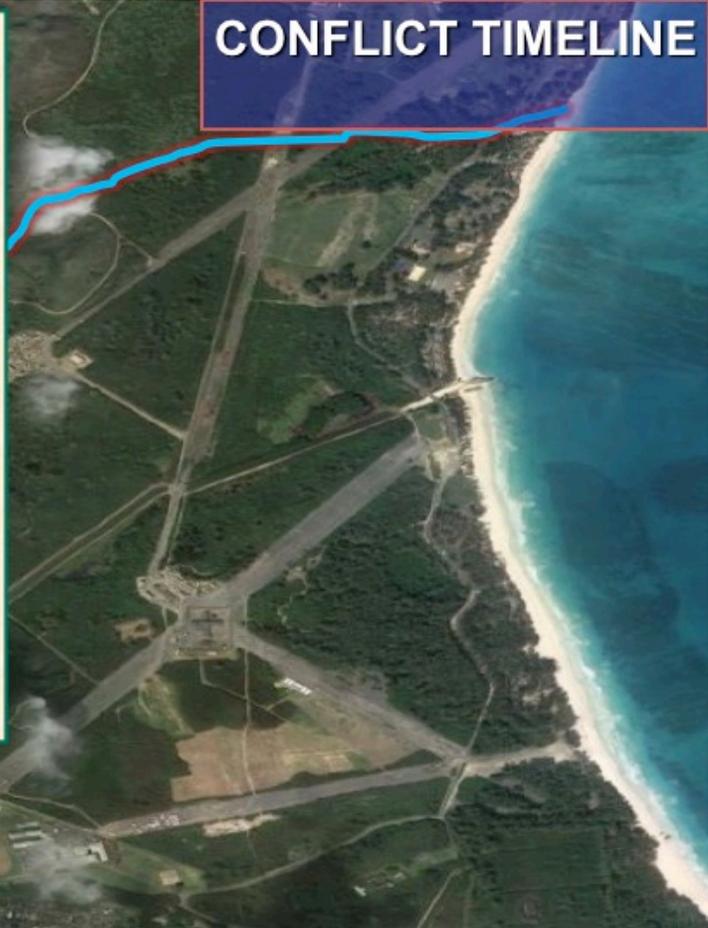


## Key Facts Leading to Conflict in Region

1. Since 1953, after the DeLorean War, DeLorea has been separated into two countries: The Democratic People of DeLorea (North) and the Republic of DeLorea (South) after the country divided into two separate governments.
2. Each government believed to be the legitimate government.
3. North DeLorea upholds a communist government; South DeLorea upholds a republic government.
4. North DeLorea believes its communist government is the legitimate government of all of DeLorea and believe DeLorea should be reunited as a communist country.
5. Active fighting over the region began in 1990s, with DeLorean Ultimate Military (DUM) of the North creating an insurgency group recruiting South DeLoreans near the Demilitarized Zone.

## CONFLICT TIMELINE

1. Mar 2012; Series of border incursions into South DeLorea are reported.
2. Jan 2013; DeLorean Ultimate Military (DUM) disrupt roads between South DeLorea villages
3. Apr 2013; South DeLorea requests assistance of US forces to augment their Army against insurgents
4. June 2013; U.S. President announces we are committed with other nations to preserve the republic government of South DeLorea as US and South DeLorea are allies.
5. September 2013; Phase I of US Operations begin with the President, through the Secretary of Defense, directs of Operation
6. December 2013; US government sends US troops to South DeLorea to augment South DeLorean for counter insurgency operations.
7. February 2014; Nort DeLorea insurgents resume attacks against South DeLorean government facilities.
8. June 2014; North DeLorea attack UN embassies in South DeLorea
9. August 2014; Phase II begins as South DeLorean and US forces conduct counterinsurgency operations against insurgents throughout border cities in AO Independence





## DeLorean Ultimate Military (DUM) Disposition

- DeLorean Ultimate Military (DUM) that operate in AO Fiddler are not a uniformed force. However, they are known to use BDU or DCU pattern clothing. They are known to operate alone or in groups up to 5 military-ages males (MAMs). DUM are trained but lack the discipline and size of US Forces.
- MPCOA- fight when engaged, attempt to break contact if given the opportunity
- MDCOA- Use PBIEDs (Person-borne Improvised Explosive Device), sniper rifles, and machine guns on US Forces. Enemy has a mounted company sized QRF that can respond in less than 25 minutes.



# Weapons





# Weapons cont.





# Weapons cont.





# Weapons cont.





# CAUCASUS REGION CULTURE



The following information on the culture of DeLorea is for situational awareness and understanding. These cultural nuances are merely another tool to help Soldiers make decisions in the COE. These suggestions are intended solely as guidance to help assist the units in executing their directed missions. They are not an attempt to undermine or substitute for SOPs, ROE, or Commander's Guidance.

- Primary language is DeLorea but many in region speak some English
- Primary religion in the region is Buddhism, Catholicism, and Protestantism,

## The People

- Family is very important; life is centered around family
- Hard work and humbleness are esteemed characteristics
- Proud of traditional culture; respect their culture

## Meeting and Greeting

- The bow is the traditional way of greeting
- To show respect when shaking hands, support your right forearm or elbow with your left hand
- DeLorean women usually nod slightly and will not shake hands with Western men. Western women may offer their hand to a DeLorean man.
- Bow when departing. Waving is only appropriate towards people of lesser stature



# CAUCASUS REGION CULTURE



## Names and Titles:

- It is considered very impolite to address a DeLorean with his or her given name.
- Address DeLoreans using appropriate professional titles until specifically invited by your host or colleagues to use their given names.
- Americans should address a Korean with Mr., Mrs., Miss + family name; however, never address a high-ranking person or superior in this manner. Address them by their title: "Elder \_\_\_\_\_".

## Body Language:

- DeLoreans consider it a personal violation to be touched by someone who is not a relative or close friend. Avoid touching, patting or back slapping a DeLorean.
- Direct eye contact between junior and senior should be avoided. This is seen as impolite.
- Always pass and receive objects with your right hand (supported by the left hand at the wrist or forearm) or with two hands.
- To beckon someone, extend your arm, palm down, and move your fingers in a scratching motion. Never point with your index finger. It is considered rude.



# CAUCASUS REGION CULTURE



## **Business Interactions:**

- Building trust and relationships is vital to establishing a successful business relationship. This requires patience.
- The first meeting is to establish trust, so business should not be discussed; build rapport first.
- Negotiations are generally long. Be prepared for meetings to go well beyond business hours.
- "Yes" is not necessarily "yes." DeLoreans avoid saying "no."
- Sharing a meal is vital to building friendships that foster trust.
- Do not pour your own drink, but do offer to pour others.
- Gift giving is very common in DeLorea. Offer and receive a gift with both hands.
- Reciprocate with a gift of similar value when receiving a gift.



# CAUCASUS REGION CULTURE



## Important:

- Never expect DeLoreans to admit to not knowing an answer when questioned. They may give an incorrect answer or an answer they think you would like to hear to make you feel good or to save face.
- Don't talk about DeLoreans or their customs or culture within earshot of a DeLorean, even if you are saying good things. Do not talk about politics.

## Epecially for Women:

- Don't talk about DeLoreans or their customs or culture within earshot of a DeLorean, even if you are saying good things. Do not talk about politics.
- DeLorean men generally prefer to negotiate with men.
- DeLorean women seldom shake hands. A Western woman can offer her hand to a Korean man, but should not to a Korean woman. Bowing is acceptable.

## IX. Appendix C. Operation Mighty Saber OPORD

Copy 01 of 01 copies

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**OPERATION ORDER [01] [OPERATION Mighty Saber] [Unclassified/Exercise]**

### REFERENCES

**Time Zone Used Through the OPORD:** Whiskey Time Zone UTC -10:00

**Task Organization:** Refer to Annex A (Task Organization)

#### 1. (U) Situation

##### a. (U) Area of Interest:

(1) (U) Village Washington [OBJ Condor/Raid] consists of multiple structures varying from a single room to multi-room and multi-level buildings. These buildings house friendly and hostile forces. There may be weapon caches and enemy propaganda in the area. Many of these weapons and propaganda are used to drive enemy operations and influence the minds of the civilians. Therefore a careful and detailed SSE must be implemented to ensure all intelligence is captured and exploited for friendly follow on operations.

(2) (U) Village Adams [OBJ Tiger/KLE] consists of a generally friendly populace, however enemy have been known to attack Coalition Forces that operate in the areas for long amounts of time. The civilian populace there is strong in their culture and is generally willing to help Coalition Forces. Therefore Cadets operating in area will act as sensors and talk to the populace to gain intelligence and build a rapport with the village for follow on operations.

(3) (U) OBJ Bison [Ambush] is a vegetated area in which enemy forces are known to frequently travel for operations. Many of these enemy forces have become complacent and are not expected to be engaged. Cadets will move tactically using cover and concealment when operating in this area. Be on the lookout for potential enemy routes and ambush areas.

b. (U) Area of Operations: AO Fiddler consists of LZ Hawk, FOB Warrior and the surrounding villages. Friendly units are known to operate in the area but will not interfere with operations.

c. (U) Terrain.

(1) (U) Village Washington [OBJ Condor/Raid] consists of multiple structures varying from a single room to multi-room and multi-level buildings. These buildings provide multi-dimensional cover and concealment positions. These positions will be cleared and exploited by friendly forces operating in the area IOT prevent enemy advantage.

(2) (U) Village Adams [OBJ Tiger/KLE] consists of multiple structures varying from a single room to multi-room and multi-level buildings in a confined space. These structures create a funnel in its center, making forces in that area vulnerable to attack from the buildings. Coalition Forces will ensure security is set on all sides of the village while operating in this area IOT minimize points of vulnerability.

(3) (U) OBJ Bison [Ambush] Consists of dense vegetation, open areas, ASRs, and MSRs. High enemy traffic in these areas prevent Coalition Forces from traveling along LDAs. Cover and concealment will be used at all times when operating in this area.

d. (U) Weather. There is a high chance of lightning during this mission. In case of a lightning storm, mission execution will stop immediately and cadets will find the closest shelter. Platoon leaders will notify the commander if lighting is spotted in AO Fiddler.

Date	High	Low	Forecast	Thunderstorms	Wind
10-Apr-15	83	70	Mostly Cloudy, Showers	60%	E 20 MPH
11-Apr-15	78	71	Overcast, Showers, Windy	55%	NE 21 MPH
12-Apr-15	78	70	Mostly Cloudy, Showers	53%	E 20 MPH

e. (U) Enemy Forces. The DeLorean Unification Front (DUF) that operates in AO Fiddler is not a uniformed force. However, they are known to use BDU or DCU pattern clothing. They are known to operate alone or in groups up to 5 military-aged males (MAMs). DUF are trained but lack the discipline and size of Coalition Forces.

(1) (U) MPCOA- Fight when engaged, attempt to break contact if given the opportunity.

(2) (U) MDCOA- Use PBIEDs, sniper rifles, and machine guns on Coalition Forces. Enemy has a mounted company sized QRF that can respond in less than 25 minutes.

f. (U) Friendly Forces. Coalition Forces from member nations operate in AO Fiddler.

g. (U) Higher Headquarters Two Levels Up. 3BDE, 50th ID

(1) (U) Mission. 3BDE, 50th ID deploys to conduct full-spectrum operations focused on stability and support operations and to secure key terrain around AO Fiddler

(2) (U) Head Headquarters One Level Up. 6-26 IN, 50th ID

(a) (U) Mission. 6-26 IN deploys to conduct full-spectrum operations focused on stability and support operations and to secure key terrain around AO Fiddler.

(3) (U) Attachments and Detachments. N/A [TAC ID if there is interpreter]

**2. (U) Mission**. C Co., 6-26 IN deploys to AO Fiddler [H HOUR] IOT conduct offensive operations leading to the capture or kill of HVTs.

a. (U) Commanders Intent. The purpose of this operation is to acquire information relevant to our AO and HVTs in order to locate, and capture or kill those individuals.

b. (U) Key Tasks

(1) (U) Asses villages for threats

(2) (U) Identify and create/maintain a positive relationship with village elders.

(3) (U) Exploit intelligence gathering opportunities and Gather HVT's intelligence (location, travel plans, capabilities)

(4) (U) Forceful execution of Raid and Ambush to quickly eliminate threats and control the situation

(5) (U) Rapid and Accurate reporting to higher to confirm or deny identities of occupants.

(6) (U) Constant accountability of all personnel and weapons

(7) (U) Minimal collateral damage to civilian life

c. (U) End state: Sufficient intelligence of HVT is gathered to allow for planning of follow-on missions to capture or kill the HVT.

**3. (U) Execution**.

a. (U) Concept of Operations (3 Phase Operation)

(1) (U) Phase I: Occupation of AO Fiddler. (**Decisive**) Decisive to this phase is the occupation of PBs in AO Fiddler. (**Shaping**) Subordinate units will prepare for follow on missions from the Company Commander. (**Sustaining**) Water will be topped off, ammo will be distributed, and camouflage will be applied accordingly.

(2) (U) Phase II: Offensive Operations. **(Decisive)** Decisive to this phase is the continuous offensive operations and gathering of Intel leading to the capture or kill of HVTs. **(Sustaining)** LMTVs will be used to move troops from Village Washington and OBJ Bison and move the platoons to the vicinity of their next patrol base. **(Shaping)** PLTs will interact with the populace, acting as sensors IOT drive the operation. **(Shaping)** PLTs will rapidly develop situations and report to higher.

(3) (U) Phase III: Redeployment (Consolidation). **(Decisive)** Decisive to this phase is the consolidation of the Company at FOB Warrior after the kill or capture of HVT. **(Shaping)** NLT 111730WAPR15 full accountability of personnel and equipment will be reported.

b. (U) Scheme of Maneuver:

(1) (U) 1 / 3 / 2 PLT will conduct a KLE with the village elder on OBJ Tiger IOT establish a positive relationship with village Sheikh and gathering intelligence on HVT.

(2) (U) 2 / 1 / 3 PLT will conduct raid on OBJ Condor to designated HVI and eliminate their influence in the AO.

(3) (U) 3 / 2 / 1 PLT will conduct an ambush on OBJ Bison IOT prevent enemy resupply and freedom of movement. All PLTs will cross LD NLT H+2 and NLT execution H+ 6.

c. (U) Scheme of Fires: PLTs may use 60mm mortars from HQ PLT. Submit 3 TRPs before LD. The purpose of fires is to prevent enemy reinforcement and facilitate exfiltration.

d. (U) Tasks to Subordinate Units

(1) (U) Submit TRPs for consideration before LD.

(2) (U) Gain in depth intelligence IRT enemy operations and report to higher.

e. (U) Coordinating Instructions.

(1) (U) This OPORD is effective immediately.

(2) (U) Commander's Critical Information Requirements.

(a) (U) Loss of US forces

(b) (U) Enemy contact

(3) (U) Priority Intelligence Reports

(a) (U) What are the HVT's travel plans or locations? Capabilities?

(b) (U) Will villages in our AO come under enemy command and control?

(c) (U) Are enemy forces exploiting the population?

(d) (U) Are enemy main body forces in our AO?

(e) (U) Is there enemy in the area?

(4) (U) Fire Support Coordination Measures.

(a) (U) Blank munitions will not be fired with 5m of personnel (Safety kill)

(b) (U) Mortars will not be fired within 300m of civilians.

**4. (U) Sustainment.**

a. (U) Logistics: No resupply available during the operation. Fill up on water and cross-load ammunition in the patrol base before MVT.

b. (U) Transportation: LMTVs will be used to move troops from Village Washington and OBJ Bison and move the platoons to the vicinity of their next patrol base.

c. (U) Army Health System Support. MEDEVAC available upon request. Plan at least 1 CCP prior to LD for consideration.

**5. (U) Command and Signal.**

a. (U) Command.

(1) (U) (U) Location of Commander. Company commander is located at the TOC.

(2) (U) (U) Succession of Command. CO, 1PL, 2PL, 3PL.

b. (U) Control.

(1) (U) Command Posts. The TOC and TAC will be located in FOB Warrior.

(2) (U) Reports.

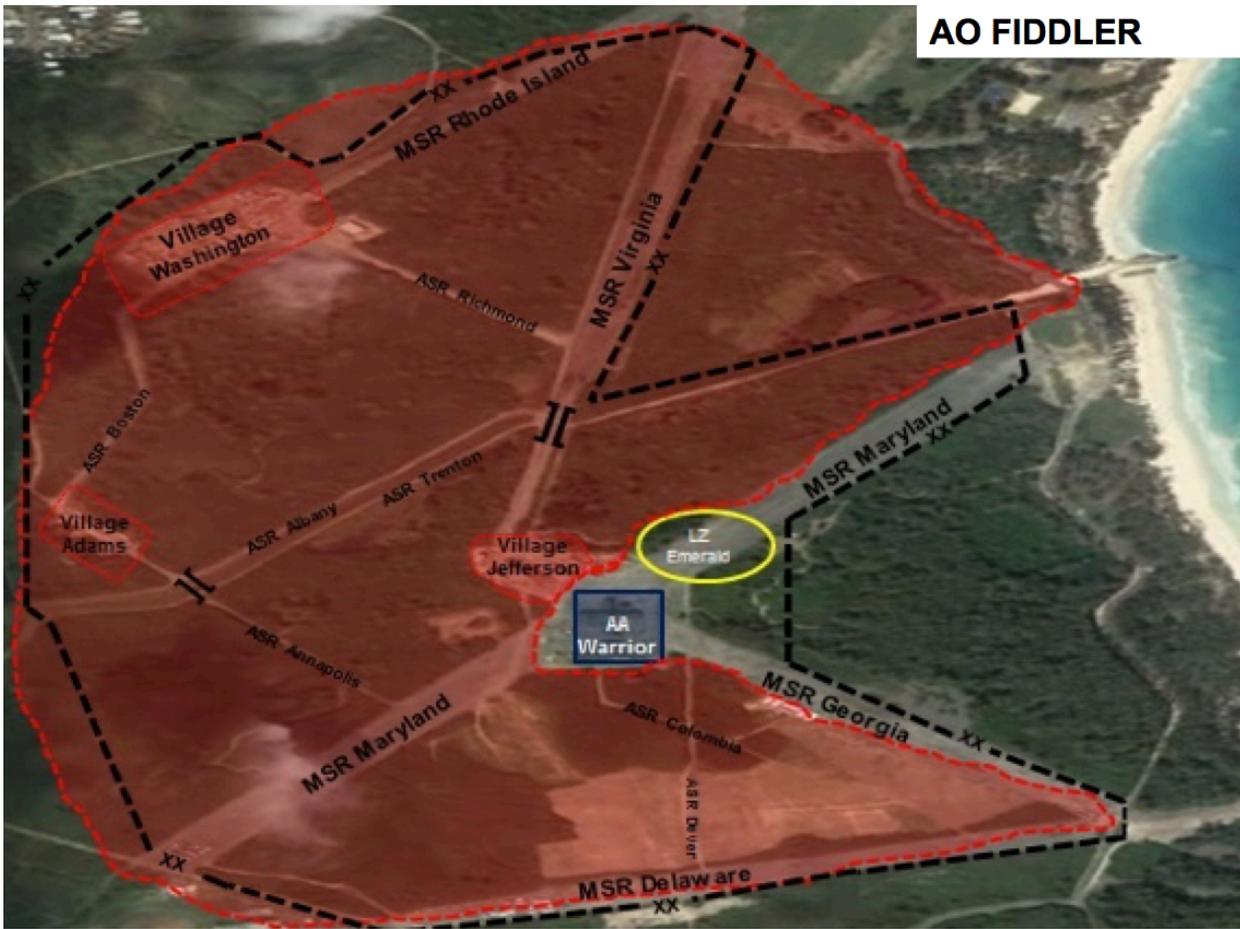
- (a) (U) Cross LD
- (b) (U) Enemy Contact
- (c) (U) Civilian Contact
- (d) (U) Occupation of ORP
- (e) (U) Confirm Enemy Presence
- (f) (U) Meeting with Sheikh being conducted
- (g) (U) Ambush/Raid Set
- (h) (U) Occupation of follow on Patrol Base

(3) (U) Callsigns:

Identifier	Call sign	Frequency
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Company Commander	IKAIKA 6	35000 SC PT
1st PLT PL	IKAIKA 16	33500 SC PT
1st PLT PSG	IKAIKA 17	33500 SC PT
1st PLT 1SL	IKAIKA 11	33500 SC PT
1st PLT 2SL	IKAIKA 12	33500 SC PT
1st PLT 3SL	IKAIKA 13	33500 SC PT
1st PLT 4SL	IKAIKA 14	33500 SC PT
2nd PLT PL	IKAIKA 26	33000 SC PT
2nd PLT PSG	IKAIKA 27	33000 SC PT
2nd PLT 1SL	IKAIKA 21	33000 SC PT
2nd PLT 2SL	IKAIKA 22	33000 SC PT
2nd PLT 3SL	IKAIKA 23	33000 SC PT
2nd PLT 4SL	IKAIKA 24	33000 SC PT
3rd PLT PL	IKAIKA 36	34000 SC PT
3rd PLT PSG	IKAIKA 37	34000 SC PT
3rd PLT 1SL	IKAIKA 31	34000 SC PT
3rd PLT 2SL	IKAIKA 32	34000 SC PT
3rd PLT 3SL	IKAIKA 33	34000 SC PT
3rd PLT 4SL	IKAIKA 34	34000 SC PT

**AO FIDDLER**



**Village Washington**

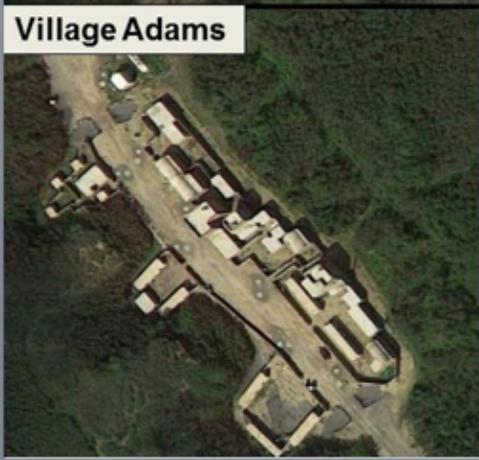
Superscript



**TTB Warrior**



**Village Adams**



**OBJ BISON**



# X. Appendix D. Leadership Assessment Report

<b>LEADERSHIP ASSESSMENT REPORT</b>				CADET COMMAND REG 145-3 REQUIREMENTS CONTROL SYMBOL ATCC-122			
<b>PART I - Attributes (<i>what a leader is</i>):</b> Characteristics that are an inherent part of an individual's total core, physical, and intellectual aspects. Attributes shape how one behaves							
<b>1. Character:</b> A person's moral and ethical qualities which give a leader motivation to do what is appropriate regardless of circumstances or consequences							
<b>ARMY VALUES</b> (Comments mandatory in Part III for all "NO" entries)				<b>Yes</b>		<b>No</b>	
1. <b>LOYALTY:</b> Bears true faith and allegiance to the U.S. Constitution, the Army, the Unit and other Soldiers							
2. <b>DUTY:</b> Fulfills professional, legal, and moral obligations							
3. <b>RESPECT:</b> Treats others as they should be treated; promotes dignity, consideration, & fairness							
4. <b>SELFLESS-SERVICE:</b> Places welfare of others and Army priorities before self							
5. <b>HONOR:</b> Adherence to the Army's publicly declared code of values							
6. <b>INTEGRITY:</b> Does what is right both legally and morally; honest in word and deed							
7. <b>PERSONAL COURAGE:</b> Faces fear, danger, or adversity							
EMPATHY: The ability to see something from another person's point of view, to identify with and enter into another person's feelings and emotions							
WARRIOR ETHOS: I will always place the mission first; I will never accept defeat; I will never quit; I will never leave a fallen comrade							
<small>Mark "E", "S", or "N" for each observed attribute and/or core leader competency. IMPROVE comments in Part III are mandatory when rating of "N" is indicated</small>							
<b>2. Presence</b> The impression that a leader makes on others, which contributes to their success in leading them; the image that a leader projects; how others perceive a leader (outward appearance, demeanor, words, and actions)	<b>MB</b> <b>Military Bearing</b> <input type="checkbox"/> E <input type="checkbox"/> S <input type="checkbox"/> N <input type="checkbox"/> PF		<b>Physically Fit</b> <input type="checkbox"/> E <input type="checkbox"/> S <input type="checkbox"/> N				
	Projecting a commanding presence and professional image of authority		Having sound health, strength, and endurance that supports one's emotional health and conceptual abilities under stress				
	<b>CF</b> <b>Confident</b> <input type="checkbox"/> E <input type="checkbox"/> S <input type="checkbox"/> N <input type="checkbox"/> RS		<b>Resilient</b> <input type="checkbox"/> E <input type="checkbox"/> S <input type="checkbox"/> N				
	Projects self-confidence and certainty; demonstrates composure and poise; calm and collected; possesses self control of emotions		Showing a tendency to recover quickly from setbacks, shock, adversity, stress or injury while maintaining a mission and organizational focus				
<b>3. Intellectual Capacity</b> The ability to draw on the mental tendencies and resources that shape a leader's conceptual abilities and impact of effectiveness, which then are applied to one's duties and responsibilities	<b>MA</b> <b>Mental Agility</b> <input type="checkbox"/> E <input type="checkbox"/> S <input type="checkbox"/> N <input type="checkbox"/> SJ		<b>Sound Judgment</b> <input type="checkbox"/> E <input type="checkbox"/> S <input type="checkbox"/> N <input type="checkbox"/> IN		<b>Innovation</b> <input type="checkbox"/> E <input type="checkbox"/> S <input type="checkbox"/> N		
	Flexibility of mind; a tendency to anticipate or adapt to ever-changing conditions; improvisation		Assesses situations and draws feasible conclusions; makes sound and timely decisions		Ability to introduce something new; is original in thoughts and ideas; creative		
	<b>IP</b> <b>Interpersonal Tact</b> <input type="checkbox"/> E <input type="checkbox"/> S <input type="checkbox"/> N <input type="checkbox"/> DK		<b>Domain Knowledge</b> <input type="checkbox"/> E <input type="checkbox"/> S <input type="checkbox"/> N				
	Effectively interacts with others; possesses the capacity to understand personal interactions with others; awareness of how others see you		Possessing facts, beliefs, and logical assumptions in relevant areas; technical, tactical, cultural and geopolitical knowledge				
<b>PART II - Core Leader Competencies (<i>what a leader does</i>):</b> Works to lead others; develops themselves, their subordinates and organizations to achieve mission accomplishment							
<b>1. Leads</b> The application of character, presence, intellect and abilities while guiding others toward a common goal and mission accomplishment	<b>LD</b> <b>Leads Others</b> <input type="checkbox"/> E <input type="checkbox"/> S <input type="checkbox"/> N <input type="checkbox"/> EI		<b>Extends Influence beyond CoC</b> <input type="checkbox"/> E <input type="checkbox"/> S <input type="checkbox"/> N				
	Motivates, inspires, and influences others to take initiative, to work toward a common purpose, to accomplish critical tasks and to achieve unit objectives		Uses indirect means to influence others outside normal chain of command Involves diplomacy, negotiation, conflict resolution and mediation				
	<b>LE</b> <b>Leads by Example</b> <input type="checkbox"/> E <input type="checkbox"/> S <input type="checkbox"/> N <input type="checkbox"/> CO		<b>Communicates</b> <input type="checkbox"/> E <input type="checkbox"/> S <input type="checkbox"/> N				
	Provides the example to others; serves as a role model; maintains high standards in all aspects of behavior and character		Clearly expresses ideas to ensure understanding, actively listens to others, and practices effective communication techniques				
<b>2. Develops</b> Taking actions to foster team work, encourage initiative, and to accept personal responsibility, while demonstrating care	<b>CP</b> <b>Creates a Positive Environment</b> <input type="checkbox"/> E <input type="checkbox"/> S <input type="checkbox"/> N <input type="checkbox"/> PS		<b>Prepares Self</b> <input type="checkbox"/> E <input type="checkbox"/> S <input type="checkbox"/> N <input type="checkbox"/> DO		<b>Develops Others</b> <input type="checkbox"/> E <input type="checkbox"/> S <input type="checkbox"/> N		
	Creates a positive cultural and ethical environment		Self-study, self-development and becoming multi-skilled; ensures they are prepared to lead		Encourages and supports others to grow as individuals and teams; prepares others for success; makes the organization more versatile		
<b>3. Achieves</b> Sets objectives and focuses on mission accomplishment	<b>GR</b> <b>Gets Results</b> <input type="checkbox"/> E <input type="checkbox"/> S <input type="checkbox"/> N						
	Structuring what needs to be done so results are consistently produced; developing and executing plans while providing direction, guidance and clear priorities towards mission accomplishment; manages the resources required for mission accomplishment						
CDT CMD FORM 156-4A-R Jul 09 - REPLACES ALL PREVIOUS VERSIONS							

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