

**CJCSI 3126.01**

**23 January 2006**

**CH 1 14 April 2006**

**Directive current as of 27 November 2010**

# **LANGUAGE AND REGIONAL EXPERTISE PLANNING**



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





# CHAIRMAN OF THE JOINT CHIEFS OF STAFF INSTRUCTION

Directive current as of 27 November 2010

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J-7

DISTRIBUTION: A, B, C, J, S

CJCSI 3126.01

23 January 2006

CH 1 14 April 2006

## LANGUAGE AND REGIONAL EXPERTISE PLANNING

References: See Enclosure F

1. Purpose. This instruction provides policy and procedural guidance that supports the SecDef Language Transformation Roadmap (reference a) and is intended for use in conjunction with established policy, doctrine, and procedural processes and guidance (references b-y).
2. Cancellation. None.
3. Applicability. This instruction applies to the Joint Staff, Services, COCOMs, and Defense agencies responsive to the Chairman for joint operation planning and execution.
4. Policy. Reference b gives COCOMs the authority to organize and employ forces within the command necessary to accomplish the missions assigned to the command. This instruction provides comprehensive guidance and procedures to COCOMs for identifying foreign language and regional expertise requirements during COCOMs' operational and security cooperation planning efforts, and planning for day-to-day manning needs in support of operations. The goals of this instruction are to:
  - a. Familiarize the Joint Planning and Execution (JPEC) community with foreign language and regional expertise capabilities.
  - b. Identify and integrate foreign language and regional expertise capabilities in all force planning activities in support of joint military operations.
  - c. Obtain warfighter requirements for foreign language and regional expertise capabilities to support language transformation.

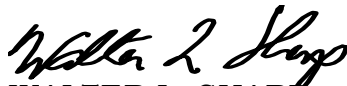
Additional background information and specific responsibilities are provided in Enclosures A and B. Enclosures C-GL provide process and procedural guidance for foreign language and regional expertise planning.

5. Responsibilities. See Enclosure B.

6. Releasability. This instruction is approved for public release; distribution is unlimited. DOD activities, federal agencies, and the public may obtain copies of this instruction through the Internet from the CJCS Directives Home Page -- [http://www.dtic.mil/cjcs\\_directives](http://www.dtic.mil/cjcs_directives). Copies are also available through the Government Printing Office on the Joint Electronic Library CD-ROM.

7. Effective Date. This instruction is effective upon receipt.

For the Chairman of the Joint Chiefs of Staff:



WALTER L. SHARP  
Lieutenant General, USA  
Director, Joint Staff

Enclosures:

- A – Background
- B – Responsibilities
- C – Language and Regional Expertise Planning Process
- D – Language and Regional Expertise Capabilities
- E – Procedures and Tables
- F – References
- GL – Glossary

DISTRIBUTION

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LIST OF EFFECTIVE PAGES

The following is a list of effective pages for this instruction. Use this list to verify the instruction's currency and completeness. An "O" indicates a page in the original directive.

PAGE	CHANGE
1 through 2	O
i through iv	O
A-1 through A-2	O
B-1 through B-2	1
B-3 through B-4	O
C-1 through C-6	O
D-1 through D-12	O
E-1 through E-32	O
F-1 through F-2	O
GL-1 through GL-2	1

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# CHAIRMAN OF THE JOINT CHIEFS OF STAFF NOTICE

J-7

DISTRIBUTION: A, B, C, J, S

CJCSI 3126.01 CH 1

4 April 2006

## CHANGE 1 TO CJCS INSTRUCTION 3126.01

1. Holders of CJCSI 3126.01, 23 January 2006, "Language and Regional Expertise Planning," are requested to make the following page substitutions:

Remove Pages

B-1 through B-2  
GL-1 through GL-2

Add Pages

B-1 through B-2  
G-1 through G-2

2. Summary of the changes. Changed the acronym GCOCOMS-J to GCCS-J.
3. When the prescribed action has been taken, this transmittal should be filed behind the record of changes page in the basic document.
4. This notice is approved for public release; distribution is unlimited. DOD components (to include the combatant commands), other Federal agencies, and the public may obtain copies of this notice through the Internet from the CJCS Directives Home Page -- [http://www.dtic.mil/cjcs\\_directives](http://www.dtic.mil/cjcs_directives). Copies are also available through the Government Printing Office on the Joint Electronic Library CD-ROM.

A handwritten signature in black ink, appearing to read "Edward W. Sneed".

EDWARD W. SNEAD  
Colonel, USA  
Secretary, Joint Staff

Enclosures:

B – Responsibilities  
G – Glossary

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OSD (DASD/AT&L) .....	2
OSD (DUSD/I) .....	2

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ENCLOSURE A

BACKGROUND

1. General

a. The Department of Defense must transform the force to grow foreign language and regional expertise capabilities to adequately and efficiently support the warfighters. The Defense Language Transformation Roadmap (reference a) outlines an important series of steps for the Department of Defense to ensure that foreign language and regional expertise capabilities are developed and maintained for employment as strategic assets in the War on Terrorism and in all future military operations. The roadmap directs the Joint Staff to promulgate guidance, policy, process, and procedures to integrate foreign language and regional expertise capabilities into all planning activities in support of joint operations.

b. Language skills and regional expertise are critical “warfighting skills” that are integral to joint operations. Lessons learned from Operation IRAQI FREEDOM (OIF) and Operation ENDURING FREEDOM (OEF) prove that this force-multiplying capability can save lives and ensure mission accomplishment throughout confrontation, conflict, and stabilization operations. A change in the JPEC’s culture and behavior must occur to ensure these core competencies are integrated into future operations. Planners must plan for and prioritize their foreign language and regional expertise requirements to ensure that combat forces deploy with the essential ability to understand and effectively communicate with native populations, local and government officials, and Coalition partners when in theater.

c. This instruction provides guidance and procedures for operation planners to identify foreign language and regional expertise capability requirements into security cooperation and joint adaptive (contingency and crisis action) planning (AP) and execution processes, and day-to-day manning and individual augmentee (IA) planning in support of joint military operations.

d. Combatant commanders and supporting commanders must ensure foreign language and regional expertise capability requirements are integrated into all crisis, contingency and security cooperation plans, and day-to-day manning needs in support of military operations. Operating forces of supported commands will detail foreign language and regional expertise capabilities required for adequate and appropriate support to ongoing and planned military operations as well as day-to-day needs for these capabilities in forward basing deployments. COCOMs and force providers must consider all possible sourcing solutions from available DOD resources to include Active, Reserve, National Guard, contractor services, multi-language tools,

allied/coalition partners, government civilians, and military retirees in order to meet the warfighter needs.

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ENCLOSURE B  
RESPONSIBILITIES

1. Joint Staff. The Director for Operational Plans and Joint Force Development (DJ-7) is responsible for managing the process for developing conventional operation plans outside of a crisis action environment. The Director for Operations (DJ-3) is responsible for managing the process of developing operation plans in a crisis-action environment. Specific responsibilities follow for Joint Staff directorates.

a. The Director for Manpower and Personnel (DJ-1) serves as the Senior Language Authority (SLA) for the Joint Staff. The DJ-1 oversees the progress of Joint Staff Language Transformation Roadmap tasking, and provides amplifying guidance for day-to-day manning and IA planning.

b. The Director for Joint Staff Intelligence (DJ-2) provides planning guidance to support foreign language and regional expertise requirements related to intelligence campaign planning in support of COCOM operation plans, security cooperation plans, and joint operations.

c. DJ-3, DJ-7, and the Director for Strategy, Plans and Policy (DJ-5) provide amplifying strategic, policy, and planning guidance to support foreign language and regional expertise planning. DJ-3 reviews COCOM foreign language and regional expertise requirements for current operations within the Global Force Management (GFM) process. DJ-3 will provide guidance to incorporate the data elements described in Enclosure E into the Global Command and Control System-Joint (GCCS-J) Joint Operation Planning and Execution System (JOPES) to support operations planning and execution.

d. The Director for Logistics (DJ-4) oversees and provides planning guidance for all logistics aspects of foreign language and regional expertise requirements and will work closely with the COCOMs and force providers to ensure appropriate logistics support is provided to the warfighter.

e. DJ-5 oversees the Security Cooperation planning process and will provide amplifying guidance as required to support foreign language and regional expertise planning needs.

f. DJ-7 shall maintain visibility of and address COCOM foreign language and regional expertise requirements that impact AP, joint education, training, exercises, doctrine, and transformation, and initiate change as required supporting the DOD's language transformation initiative. DJ-7, as the Collaborative Force Analysis, Sustainment and Transportation (CFAST) AP

environment user representative shall coordinate with COCOMs, Joint Staff, USJFCOM, and DISA to integrate warfighter language requirements as capabilities in CFAST as required to support language and regional expertise planning within contingency planning.

g. The Director for Force Structure, Resources, and Assessment (DJ-8) shall coordinate with the DJ-2, DJ-3, DJ-5 and DJ-7 to address all COCOM foreign language and regional expertise planning requirements within the GFM process. It is essential to ensure proper coordination and oversight of uniform language transformation of the joint force toward established DOD policy goals and guidelines. Therefore, the DJ-8 shall maintain visibility of all COCOM and Service foreign language and regional expertise requirements that enter the Joint Capabilities Integration and Development System (JCIDS) process via the Force Management Functional Control Board (FM FCB). DJ-8 shall ensure that the appropriate capabilities are integrated into the Joint Command and Control (JC2) system to fully support language and regional expertise planning. DJ-8 will coordinate with OSD to ensure language and regional expertise requirements are considered during development of Defense Planning Scenarios (DPS) and Multi-Service Force Deployment (MSFD) Documents.

## 2. OSD, COCOMs, Services, and Defense Agencies

a. The Senior Language Authority for the Office of the Under Secretary of Defense (OSD SLA) for Personnel and Readiness, OUSD(P&R), and the Defense Language Steering Committee (DLSC) establish language transformation policy goals and guidelines based on having global visibility of all COCOM foreign language and regional expertise requirements through close coordination with the Service and COCOM SLAs. OUSD(P&R) will incorporate data fields described in Enclosure E in the joint contractor database (recently required by reference r, paragraph 4.5) to capture foreign language capability of contractors deploying with the joint force (and any theater support contractors designated by the COCOM for accountability under reference r, paragraph 6.2.6.6).

b. COCOMs, supporting commands and agencies, and operating forces assigned to COCOMs will use the guidance and procedures herein to conduct foreign language and regional expertise planning as part of operation and security cooperation planning, day-to-day manning and individual augmentee planning. Intelligence organizations assigned in support of a COCOM will plan for adequate language and regional expertise support in the context of Intelligence Campaign Planning. The COCOM SLA will consolidate, track, and manage all foreign language and regional expertise requirements for their geographic regions (less Special Operations Forces language requirements). The U.S. Special Operations Command (USSOCOM) SLA will consolidate, track, and manage all Special Operations Forces (SOF) foreign language and regional expertise requirements on behalf of all geographic COCOMs. The COCOM SLA



will use the instructions and reporting format described in Table 5 of Enclosure E to organize and report these requirements to OUSD(P&R). COCOMs will ensure that their general deployment procedures include a requirement to capture contingency contractor language capability in the joint contingency contractor database (required by paragraph 4.5 of reference r).

c. CDRUSJFCOM, as the primary joint force provider, provides a joint sourcing solution recommendation for conventional force COCOM requirements to the Global Force Management Board (GFMB). USJFCOM will coordinate closely with Service force providers and other COCOMs to develop an integrated sourcing solution recommendation. CDRUSSOCOM has the additional, Service-like authority and responsibility to train and organize SOF to support the geographic COCOM, and to support USSOCOM's command of selected special operations missions as directed. USJFCOM will identify sourcing shortfalls, and recommend potential "in lieu of" solutions to include military, DOD civilian, contractor options for the supported COCOM consideration. USJFCOM will coordinate with the COCOMs, the Joint Staff, and DISA to ensure that warfighter automated data processing requirements are met with appropriate capability to support command and control processes and procedures for language and regional expertise planning.

d. The Services and USSOCOM will develop and provide standard capability metrics to aid operation planners in determining language and regional expertise requirements based on mission and workload. The Services and USSOCOM shall maintain visibility on all COCOM foreign language and regional expertise capability requirements (Enclosure E, Table 5 refers), and provide sourcing recommendations when required. This includes maintaining visibility of the foreign language capability of its system support and external support contractor personnel that may accompany US Armed Forces in military operations, and ensuring that such data is entered into the joint contractor database (required by reference r, paragraph 4.5). The Services, USSOCOM, and USJFCOM shall provide visibility to COCOMs of all language requirements met through awarded contracts to include those arranged with the Defense Contract Management Agency in accordance with Federal Acquisition Regulations (FAR) 42.2. The Services will accommodate the data elements described in Enclosure E in all Service personnel systems. This includes accommodating for language trigraph (3 letters) codes that will soon replace the digraph codes tabularized in Enclosure E. The Services and USSOCOM shall initiate language transformation as required to meet the COCOM priority needs and in accordance with established DOD policy goals and guidelines.

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

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ENCLOSURE C

LANGUAGE AND REGIONAL EXPERTISE PLANNING PROCESS

1. The following steps describe the language and regional expertise planning process:

**Step 1 – Define the environment associated with operations and contingencies.**

Documents such as the National Security Strategy, the National Military Strategy, Joint Strategic Capabilities Plan, Contingency Planning Guidance, planning orders, strategic intelligence documents and studies are key sources for defining the environment associated with ongoing operations and future potential issues and contingencies. The environment includes but is not limited to geography, demography, ethnic, tribal, and family groupings.

Output: COCOM list of ongoing operations and future potential issues and contingencies in priority order catalogued by geographical regions, countries (nation states), political factions, ethnic minorities, and families and/or tribes.

**Step 2 – Identify languages and dialects associated with Step 1.**

COCOMs must identify languages and dialects of the country/geographic area associated with the ongoing operations or contingencies, as well as to interact with allied and coalition partners.

Output: COCOM prioritized list of written and/or spoken languages identified by dialects and localities of primary use. *(A good source for obtaining information on regional/country languages is <http://www.ethnologue.com/>).*

**Step 3 – Determine language and regional expertise capabilities needed to support operations and contingencies.**

During the force capabilities identification phase of operation planning, COCOMs must identify specific foreign language and regional expertise capabilities required to meet the envisioned effects and objectives for each phase and option in the plan. Specific procedures are contained in Enclosure E to promote critical thinking to determine these capability requirements. This includes identification of multi-language technology requirements to augment force capabilities. Identify the desired source

of these capabilities such as military, government civilian personnel, contracting services, or other sources.



Output: COCOM-prioritized list of foreign language and regional expertise requirements to support ongoing operations, and integrated into operation and contingency plans.

**Step 4 – Sourcing requirements**

The COCOMs will review requirements and consider use of organic (assigned or allocated) assets in theater to meet some requirements. The primary joint force provider will provide sourcing solution recommendations for COCOM plans and request for forces and individual augmentation necessary to support current and future operations. The resulting sourcing solution recommendations are approved within the GFM process framework. The primary joint force provider will request the applicable Service or combat support agency for contracted services, if required.



Output: A sourced set of COCOM requirements. Identified shortfalls will be assessed during risk analysis for plans.

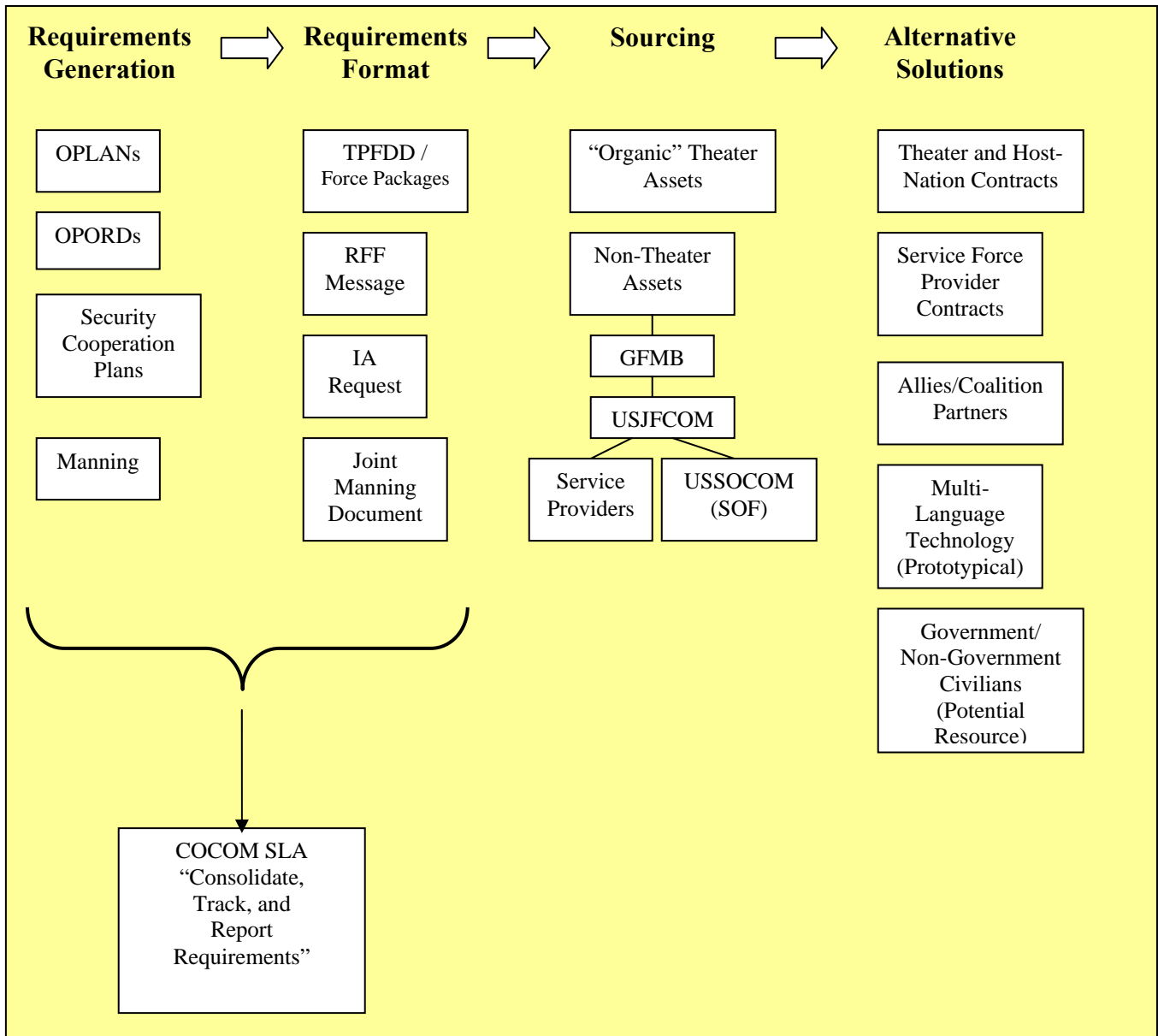
**Step 5 – Transformation of language and regional expertise capabilities**

Approved foreign language and regional expertise requirements are the foundation for force transformation. They will be reviewed and analyzed to facilitate informed policy decisions and shape Service force structure within the JCIDS framework.



Output: Assessment and direction for uniform transformation and growth of these capabilities within each Service.

2. The following diagram and discussion illustrates the process of generating COCOM requirements and “sourcing” them:



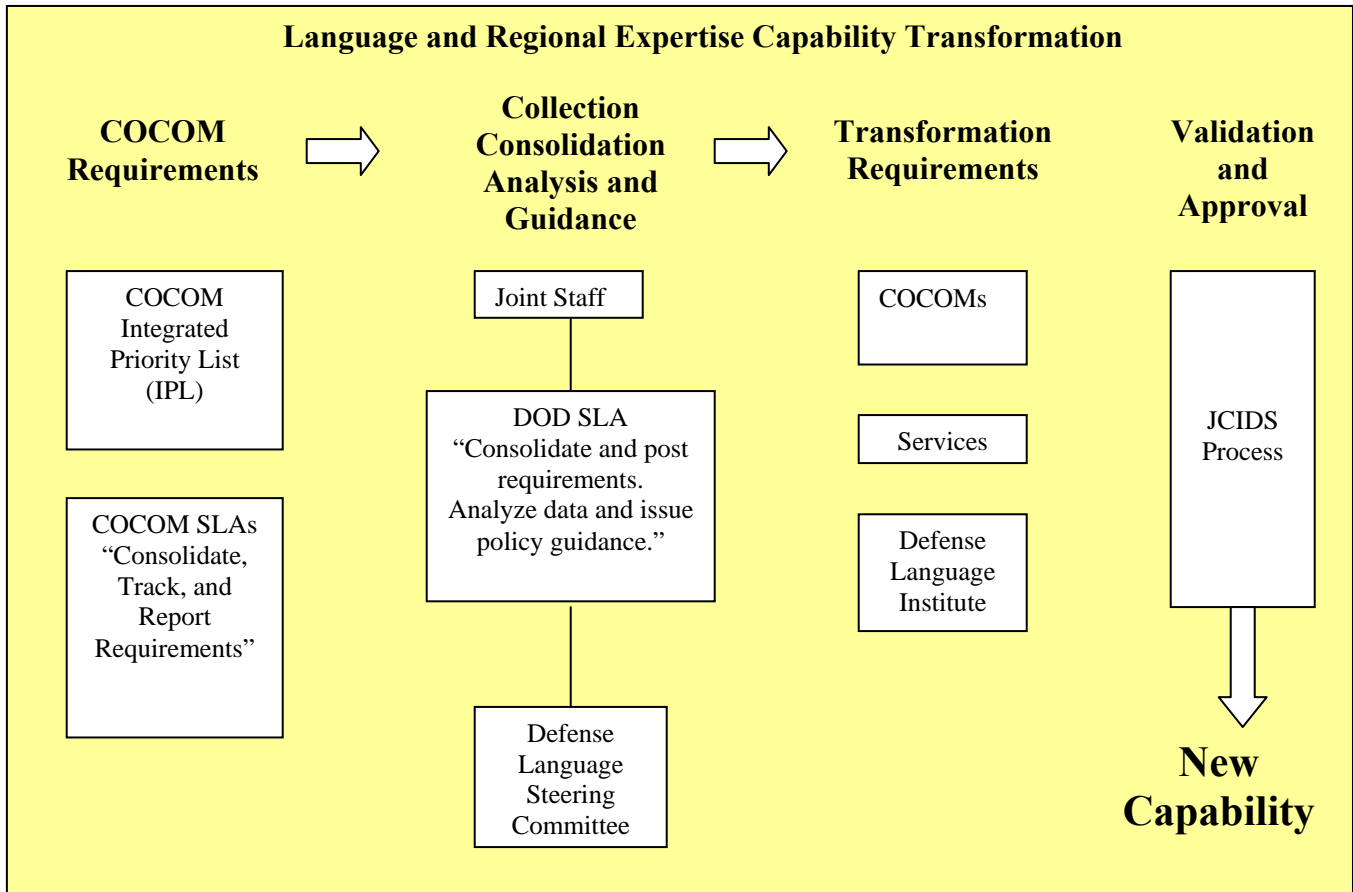
a. Generation of Language and Regional Expertise Requirements.

COCOMs will follow the process outlined in the beginning of this enclosure to generate language and regional expertise capability requirements. When determining long-range language and regional expertise requirements, COCOMs should consider current war plans, defense planning scenarios (DPS) and multi-Service force deployment (MSFD) documents. Language and regional expertise requirements will be integrated into operation or “contingency” plans (OPLANs), crisis action plans or operational orders (OPORDs), security cooperation plans, and manning. In OPLANs and OPORDs, these requirements are captured in Annex A, and electronically within capabilities force packages, or within time-phased force and deployment data (TPFDD) [“Force Flow”]. Contingency and crisis action plans are developed to varying levels of detail according to guidance. Some are fully developed, and others are more conceptual. This means that there may be fully developed force requirements, partially developed force requirements, or no force requirements. When OPLANs transition into crisis action planning for refinement, they are executed as an OPORD to commence an operation. Any new force requirements to support the operation will then be requested in a request for forces (RFF) message for unit-level forces, or individual augmentee (IA) requests for augmentees (reference w). Specific manning needs for COCOM HQ or joint task force HQ staffs are outlined in joint manning documents. IA requests provide a mechanism to request temporary augmentation of staffs to support operations and exercises. It is contingent upon the COCOM SLA to track all the requirements specified above (Table 5 in Enclosure E refers).

b. “Sourcing” Requirements and Alternative Solutions. Designated OPLANs, OPORDs, RFFs, and IA requests are required to be “sourced” with real-world assets. COCOM planners should first consider using “assigned” forces under the 2005 National Defense Strategy, page 20 (forces are no longer owned by COCOMs but rather allocated under a global sourcing strategy), and organic assets within their geographic region. COCOMs may consider allies and coalition partners as well as theater and host-nation contracts to meet certain language requirements. The remaining requirements are forwarded via the GFM process for USJFCOM, in collaboration with the Service and COCOM force providers to source from available forces. Not all requirements can be sourced due to limited resources. In this case, the force providers may consider other options such as contracting, language technology, and other alternatives. DOD employees with language skills and regional expertise are a potentially untapped resource. The GFMB ultimately approves all sourcing recommendations for allocation to the COCOM. The DJ-1 will work with the Service force providers to respond to IA requests and joint manning document changes. COCOMs will then consider what was allocated, the substitute or “in lieu of” forces provided, and especially those requirements that were not filled to assess the risk to the OPLAN, OPORD, or operation in execution. Risk may be accepted, or not, and issues elevated to the Department of Defense for

consideration. COCOMs will likely adapt the OPLAN or OPORD to change the course of action accordingly to be consistent with allocated forces. Adaptation of operational plans to keep them relevant with a spectrum of viable options is the hallmark of the AP transformation initiative.

3. The next diagram and discussion illustrates the process of managing and tracking language requirements, reporting them to OUSD(P&R), and effecting joint force language transformation:



a. Language Transformation Process. The COCOM SLA is tasked by this instruction to consolidate and track the status of all COCOM language and regional expertise requirements for their geographic region. COCOMs may choose to address top priority language requirements in the Commander’s Integrated Priority List (IPL) to bring attention to them. Each COCOM SLA is required to report their language requirements to the DOD SLA, OUSD(P&R), quarterly at a minimum, or more frequently based on the critical nature of the requirements. Shortfalls in meeting requirements in language and regional expertise shall also be reported quarterly in the Joint Quarterly Readiness Report and the COCOM Integrated Priority List. OUSD(P&R) – DLO will consolidate all COCOM language requirements into one database that will

represent a quarterly “snapshot” of reported language needs. The DLO will develop a secure Web-based capability to collect and organize the data provided by the COCOM and establish a process to provide the Joint Staff, COCOMs, Services, and Defense agency representatives access to this information. The DLO will use this data as the basis for forming language and regional expertise policy guidance. As requirements are developed, the Services, COCOMs, and the Defense Language Institute (DLI) will transform accordingly to meet the needs of the Joint Warfighter. The JCIDS process considers Service and COCOM needs for transformation. As requirements are developed, the Services and COCOMs will provide the conceptual basis for capabilities-based assessments (CBAs) to identify capabilities, gaps and redundancies as well as potential non-materiel and materiel approaches to address the issues. A CBA may also be based on a Service or agency concept of operations (CONOPS) and JCS-prioritized joint tasks. A key component of the analysis is applicable integrated architectures. They ensure potential approaches to providing the capability are properly linked to existing capabilities and that the relationships are understood. For additional explanation of the CBA process, refer to CJCSI 3170.01E, “Joint Capabilities Integration and Development System.”



## ENCLOSURE D

### LANGUAGE AND REGIONAL EXPERTISE CAPABILITIES

1. General. Strategic planners must determine languages and dialects likely to be encountered during the early planning stages of an operation. The operation's envisioned end state, objectives, and desired effects shape the capabilities required to support an operation. Specific foreign language and regional expertise capabilities are defined by the tasks personnel will perform (performance objectives). These are defined below in paragraphs 3 and 4 and are assigned single-letter performance objective codes for reference. Regional expertise performance objectives are defined and described in paragraph 5 below. Multi-language technology capabilities are defined and described in paragraph 7 below. These are assigned two-letter codes for reference.

NOTE: Planners are encouraged to explore the unclassified DLO homepage at <https://ca.dtic.mil/dlo> as a source for general language and regional expertise information.

2. Definitions. As defined in reference n.

a. *Language Professional. A person who possesses a foreign language capability, as defined in Interagency Language Roundtable Skill-Level Descriptions (<http://www.govilr.org>), in one or more foreign languages and requires a foreign language to perform his or her primary function.*

b. *Language Skilled. A person who possesses a foreign language capability in one or more foreign languages.*

c. *Regional Expertise. Graduate-level education or 40 semester hours of study focusing on, but not limited to, the political, cultural, sociological, economic, and geographic factors of a foreign country or specific global region through an accredited educational institution or equivalent regional expertise gained through documented previous experience as determined by the USD(P&R) or the Secretary of the Military Department concerned.*

3. Language Performance Objectives

a. *Interpreter (I). Interpretation is the transfer of meaning from one spoken language into another spoken language.*

Examples: HQ and warfighting units may require interpretation capabilities to support commanders in communicating with coalition and hostile forces prior to confrontation, during the engagement, and in post-conflict stabilizing

operations. Civil affairs and PSYOP units may require interpreter support in wartime and peacetime missions. Law enforcement, medical, logistic, transportation, training, legal, liaison officers, and engineer units may require interpreters in support of wartime, contingency, and peacetime missions. Most Services do not currently have an interpreter specialty.

b. Translator (R). *Translation is the rendering by writing of meaning from one written language into another language.*

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

c. Voice Intercept Analyst (V). *A voice intercept analyst analyzes and reports information obtained through intercept of foreign language communications.*

Example: Communications intelligence (COMINT) and monitoring for counter-intelligence purposes, together with intelligence research and analysis missions demand highly skilled listening and reading language capability.

d. Debriefer (D). *A debriefer obtains information by questioning a controlled, cooperative, and willing source.*

Examples: Human intelligence (HUMINT) together with intelligence research and analysis missions demand highly skilled language capability. Language requirements for HUMINT (debriefer, interrogator) and related literature intelligence collection and processing require skills in reading, listening, and speaking. Language requirements for counterintelligence (CI) roles require skill comparable to those being performed by HUMINT specialists. A skilled interpreter can often assist a debriefer. The debriefer skill set is often treated as an additional skill indicator (ASI), added to either the interrogator or counterintelligence specialties.

e. Interrogator (N). *An interrogator obtains information by direct questioning of a person or persons under conditions that are either partly or fully controlled by the questioner or are believed by those questioned to be subject to his control.*

Examples: Language requirements for HUMINT interrogator and related literature intelligence collection and processing require skills in reading, listening, speaking and may include writing of the target language. Language requirements for counterintelligence (CI) roles require skill comparable to those needed by HUMINT specialists. Interpreters may be used if the interrogator/investigator does not speak the target language. Skilled interrogators can also be trained in debriefing skills and awarded an ASI.

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

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

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

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

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

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

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

5. Regional Expertise Performance Objectives. Regional expertise is defined in paragraph 2.c., as taken from reference n. Regional experts provide

fundamental military skills, political-military acumen, and detailed foreign language and regional expertise that have proven invaluable in advising the supported commander, and in establishing close and continuous interaction with foreign government defense and diplomatic organizations essential in support of operations. The functions provided by a regional expert can vary widely. Examples range from serving as desk officers in a COCOM HQ to individuals who may have personal or professional acquaintance with a military or political leader in a designated country. Attachés, security assistance officers, political-military planners, foreign liaison officers, exchange officers, or instructors at domestic or foreign service schools are also uniquely qualified to provide political-military advice to senior DOD civilian and military leaders and to the nation's elected and appointed civilian officials. The duties may demand high-level proficiency in listening, reading, and speaking. Their expertise and experience normally include local and regional expertise of cultural, political, environmental, governmental, economic, religious, and societal issues.

a. Foreign Area Officer (F). *An FAO should have a detailed knowledge of a region focused on the political, cultural, sociological, economic, and geographic factors of a specific foreign country based on in-depth and personal knowledge, training, and experience. FAOs may be proficient in one or more foreign languages.*

b. Attaché (A). *A Defense Attaché is the military advisor to the ambassador and country team having an in depth country and regional expertise. They possess intimate knowledge of military, political, social, economic, cultural, and religious climate and key current events and issues relevant to US interests. They should have a detailed understanding of National Security Strategy, National Military Strategy, theater engagement plans, country campaign plans, and DOS mission performance plans.*

c. Security Assistance Officer (Y). *A security assistance officer is an expert on US foreign military sales and international military education and training. Their experience is likely to have country-level focus, vice a regional or broader, focus. Their country-specific knowledge is derived from school and experience. Their language and knowledge of a host-nation military are focused in DOD procurement processes and requirements for equipment and military training. Their language skills may be extensive from working with host nations in the field or limited if working in a strictly office environment and dealing with contract issues.*

d. Political-Military Officer (M). *A political and military officer operates from a regional, vice country, perspective with knowledge that may be based on an undergraduate or graduate degree or previous assignment experience. They are usually knowledgeable in US Security Strategy, National Military Strategy,*

theater engagement plans, and country campaign plans. They are likely to have a reading capability in one or more languages of a region but may not have equally strong speaking skills.

e. Regional Expertise (X). *An untapped pool of officers, enlisted, and civilian personnel exists that can provide some regional expertise based on their experiences with military operations.* Regional expertise varies based upon the skills the individual brings to the military operation; incremental level increases reflect broader and/or more in-depth knowledge and abilities. For example, graduates of foreign professional military education schools and FAOs have significant, long-term exposure to host-nation and regional military personnel. Many have significant and intimate awareness of the cultural and social values of the armed forces of the country. The Personnel Exchange Program (PEP) is another program that places members in host-nation military units for regular assignments after completing extensive language training. Members fill jobs ranging from flying aircraft to serving in artillery units and aboard ships. They fill the same jobs and perform the same duties as that of host-nation members. Their benefit is an intimate knowledge of the host-nation military and language skills and specialty training with the host-military forces.

6. Special Operations. The following paragraphs describe certain SOF missions, which may require foreign language capabilities.

a. Unconventional Warfare (U). A broad spectrum of military and paramilitary operations, normally of long duration, predominantly conducted through, with, or by indigenous or surrogate forces that are organized, trained, equipped, supported, and directed in varying degrees by an external source. It includes, but is not limited to, guerrilla warfare, subversion, sabotage, intelligence activities, and unconventional assisted recovery.

b. Foreign Internal Defense (H). Participation by civilian and military agencies of a government in any of the action programs taken by another government or other designated organization to free and protect its society from subversion, lawlessness, and insurgency.

c. Civil Affairs Operations (C). Operations conducted by civil affairs, the designated Active and Reserve Component forces organized, trained, and equipped to conduct civil affairs activities and to provide specialized support to commanders responsible for civil-military operations.

d. Internal Defense and Development (K). The full range of measures taken by a nation to promote its growth and to protect itself from subversion, lawlessness, and insurgency. It focuses on building viable institutions (political, economic, social, and military) that respond to the needs of society.

e. Counterterrorism (T). Operations that include the offensive measures taken to prevent, deter, preempt, and respond to terrorism.

f. Counterproliferation of Weapons of Mass Destruction (W). Operations that refer to actions taken to locate, seize, destroy, render safe, capture, or recover weapons of mass destruction (WMD). Major objectives of counterproliferation are to prevent the acquisition of WMD and their delivery systems; roll back proliferation where it has occurred; deter the use of WMD and their delivery systems; and adapt US military forces and planning to operate against the threats posed by WMD and their delivery systems.

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

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

Example: Translation assistance software, which integrates translation memory into word processing translation workstations.

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

Caution: Class B technology devices are evolving. Most are prototypes with limited capability and availability. As of this instruction, none are approved for use or force-wide procurement and distribution.

Example: Trans-language communicators. These are of value if the lexicons in the source and target language are scripted for specific scenarios (e.g., law enforcement, medical triage, and refugee and POW screening).

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

Example: Internet connectivity among elements of the US government, academia, and the private sector. Paragraph 8.e. provides specific Web addresses for reach-back assistance resources.

## 8. Sources of Capabilities

a. Military Assets. Military personnel are the desired primary and essential source of employable foreign language and regional expertise capabilities in combat operations. The advantages of employing military personnel are that they bring with them an understanding of the military way of life, knowledge of its structure and missions, values, and clear understanding of the chain of command concept. However, possessing a foreign language capability means that some personnel, although skilled in a foreign language, may be assigned to primary duties that do not employ their language skills. Planners must recognize that tapping into foreign language skills and regional expertise resources may impact other missions requiring other trained specialty skills. For example, if a pilot is fluent in a language that is critically needed for the conduct of a military operation also requiring placing “steel-on-target,” then a weight of measurement must be given to determine the criticality of the mission and determination of priorities when employing military personnel with either a foreign language skill and/or regional expertise. Another factor affecting employment of military personnel with language and regional expertise is that it takes 2 to 3 years to develop a person with the necessary level of proficiency in a language, and up to 5 years for someone to obtain a certain knowledge level of the region or area of operations. There is no such thing as “just-in-time” training that produces proficient language skills and extensive regional expertise. Therefore, foreign language and regional expertise requirements must be identified 2 to 5 years in advance so the Services can project the required training and funds. Recent support and sustainment operations in OIF and OEF have led to extensive reliance on contractors who have become the source of primary expertise rather than military personnel. Services and commanders in particular must weigh and stress the importance of language skills and regional expertise as core competencies that are an integral part of the warfighter’s skill set.

b. Government Civilian. Government civilians provide continuity within the military workforce. A strategic focus must be considered when placing civilians having a foreign language and/or regional expertise into positions at higher echelons or at military HQ. Civilians could easily fill foreign language and regional expertise positions at these levels. In turn, military personnel could be released to support operations requiring foreign language and regional expertise capabilities at the tactical level. However, civilians are subject to different rules and regulations and may be unsuited for employment in support of certain military operations. Civilians are also afforded certain freedoms generally not offered to military personnel and can easily decide to terminate their employment without a breach of contract. Additionally, special considerations and planning must be taken to allow civilians to work in excess of the traditional 40-hour week.

c. Contractor. Contractors offer commanders another pool of foreign language and regional expertise to support military operations. Unlike military and government civilian personnel, contractors can provide foreign language and regional expertise support as defined by contractual arrangements and can be rapidly withdrawn when the requirement no longer exists. Although contractors can be seen as a quick response to fill the need, they do present some drawbacks. Contractor support is expensive, and they may not have the necessary clearance to fill certain requirements. Although some may be native to the area of operations, they may not speak English, which will be required to communicate with military personnel. In a non-permissive environment, local hires obtained through host-nation contracts may not provide the level of trust required to achieve the desired results during execution of military operations. Extensive background investigations of contractor personnel may be required for employment in sensitive military operations. Contractors are generally at-will employees and as such they “volunteer” to support the military in combat zones. Like government civilians, contractors can easily terminate their employment rather than go on risky missions.

d. Civilian Linguist Reserve Corps (CLRC). The CLRC will consist of an on-call cadre of highly proficient civilian language personnel available to provide translation, interpretation, and instruction. The program will be piloted in 2007 with an initial target of one thousand linguists.

e. Reach-Back Assistance. The National Virtual Translation Center (NVTC) at <http://www.nvtc.gov/> can provide a shared database that contains up-to-date information on available certified translators. It offers access to an ever-increasing pool of translation resources as well as the flexibility and responsiveness in finding the right translators with the right skills at the right time. Commercial telephonic interpreting services can provide quick reaction interpretation to and from English in more than 150 languages. These services are available to provide oral interpretation and written document translation 24 hours a day, 7 days a week.

f. Allies and Coalition Partners. While operating within a coalition may in itself present many language and cultural barriers, it may also present some solutions. Coalition partners and other allied military forces that have a focused or long standing interest in the region are likely to have a pool of foreign language and regional expertise. They also may have an extensive cultural awareness knowledge (e.g., religion, language, attitudes, customs, mores, values, practices, biases, perceptions, and assumptions) that can be exploited. While the risks and benefits should be weighed, the use of coalition and allied forces should be considered as a potential resource. Examples include third-party expertise in some areas of the world (e.g., Australia to the



Pacific), large immigrant populations in allied countries (e.g., Urdu speakers to the United Kingdom).

9. Building and Assessing Foreign Language and Regional Expertise. Foreign language and regional expertise are fundamentally different from traditional military requirements for the following reasons.

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

b. Language skill levels are assessed through an authorized language examination via the Defense Language Proficiency Test (DLPT) and/or oral proficiency interviews (OPI). These skills are classified as proficiency levels 0, 1, 2, 3, 4, or 5. These skill levels provide descriptive statements for a variety of performance criteria, and illustrate situations in which a person may function effectively. Each higher level implies control of the previous levels' functions and accuracy. The Department of Defense uses the Interagency Language Roundtable (ILR) descriptions at <http://www.govtilr.org/Index.htm> to determine the appropriate proficiency level required for a given job. Language skill levels are summarized in Table 2 of Enclosure E.

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

d. Regional expertise includes an understanding of geographic, social, and economic issues of a region and many include unique expertise in one or more countries in a region. This expertise may include diverse elements such as knowledge of natural resources, military strategy, impact to US interests, religion, language, customs, perceptions, assumptions, and biases. Understanding such information and its relation to military operations is crucial to mission success. Foreign language study is an important method to learn about another culture; however, it does not cover all aspects of regional expertise. Foreign language study programs shall not only state "use" as the goal of the training (e.g., fluency or grammar) but should also include cultural

knowledge. The broader need is to train foreign language speakers in ways that can achieve the stated goal of cross-cultural communication.

10. The Importance of Accurately Depicting Foreign Language Requirements.

Personnel possess knowledge of foreign languages and regional cultures at different proficiency levels. It is imperative that commanders and planners identify and validate requirements well in advance because it takes time to train personnel to achieve higher levels of proficiency.

a. Unlike traditional military units such as infantry, armor, or military intelligence, the Department of Defense does not generally have specialized foreign language or regional expertise units available for deployment. The Army does have specialized units in the Reserve Component that are organized with language and intelligence specialties using derivative unit identification codes (UICs). These units do provide a limited specialized capability and could be emulated across the Services. The Intelligence Community trains and employs personnel with foreign language skills to perform specified tasks, such as the intelligence cryptologic career field, which makes up a large portion of foreign language requirements (as does the special operations career field). There are also fields or specialties within the Services where the duties require a member to know a foreign language. The personnel system designates the billet for these fields as “language designated positions.” However, these fields are small in number and are scattered throughout the Services in many different career fields. The Services may also have personnel available with heritage backgrounds in the culture or languages needed that could be tapped to fill foreign language and/or regional expertise required at the near-native level. Since foreign language and/or regional expertise skills are present across the force, the Services must search the officer corps, enlisted, Active Duty, Reserve, and dozens of career fields to fill a requirement.

b. The process to request foreign language support starts when the Services, SOF components, and COCOMs specify joint requirements. The combat support agencies (e.g., NSA, DIA, and DTRA) specify their national-level requirements. The Services and SOF components route their requirements to their HQ through a series of validation processes. Joint requirements flow to USJFCOM for processing. USJFCOM, as the primary joint force provider, will work with the Services, USSOCOM, and other force providers to provide sourcing recommendations for the GFMB to consider. Validated requirements will end with the Services and USSOCOM personnel managers (who are advised by their SLAs and language program managers). The joint process allows a broader pool for identifying if the capability exists within all the Services or USSOCOM, vice limiting the search to only one Service. USSOCOM validates, allocates, and manages SOF requirements through its internal processes in coordination with the Services and COCOMs.

c. Services and USSOCOM personnel managers, assisted by SLAs and language program managers, have the responsibility to determine if the right language capabilities exist in response to validated requirements. Understanding the task and finding the right person with the right language and/or regional expertise at the required level of proficiency can be a daunting task. Personnel managers search through a myriad of personnel databases to find members who can best fit the requirement. The Defense Manpower Data Center (DMDC) is the body chartered with collecting and maintaining an archive of automated manpower, personnel, training, and financial databases for the Department of Defense. They offer an automated linguist finder (ALF) tool for rapid identification and location of all current Active Duty and Selective Reserve (SELRES) members reporting foreign language skills. The ALF is a DOD secure network-based application. Access to this tool is available upon request to DMDC. DMDC provides the same information to the Defense Readiness Reporting System (DRRS). In DRRS, this data is combined with other personnel information (e.g., occupational skill identifiers and deployment information) and unit information (e.g., equipment and unit training status) allowing for slightly more complex searches. Users can access this tool by registering for DRRS on the classified network at <https://drrs.deccpac.disa.smil.mil/>.

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ENCLOSURE E

PROCEDURES AND TABLES

1. Procedures. COCOMs will specify their requirements for foreign languages and regional expertise capability support within security cooperation plans, “Annex A” of OPLANs and OPORDs, in RFF messages, and IA requests.

a. Critical Thinking. The ability to accurately communicate with inhabitants in the area of operations as well as having a clear knowledge of the region are invaluable skills and critical to the success of each unit in an area of operation. Planners must critically analyze a number of factors to determine the appropriate foreign language or regional expert capability required by units in the field. These include, but are not limited to, the following: the time element of the operation; unit tasking to include internal organization functions; the operating environment; and all likely interaction with people and organizations throughout the area of operations and over the course of the campaign. The time and space element is an important consideration, as units will likely move to different areas for varying lengths of time. As they do, their environment and the people they interact with are likely to change. The foreign language experts accompanying units or assigned to HQ may be required to interact with local or state officials. COCOMs should consider language skill levels and a rank or grade that is appropriate for the interactions. The expert will need a clearance if the job entails working with classified materials or in a classified environment. Military trained experts are often a typical choice when working with units in the field, especially in a non-permissive or combat environment. However, planners may consider civilian or contracted experts to accompany units as force protection measures allow and so long as the unit is able to properly protect these individuals. The following checklist of considerations and questions are provided as a guide to help planners think through the foreign language and regional expert capability requirements during operational planning.

Language and Regional Expertise “Critical Thinking” Checklist

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

b. Requirement Format. Use the codes (in the following text box) to request specific foreign language or regional expertise capabilities.

**CODES:**

ULN: Unit Line Number – Alphanumeric JOPES code that identifies a capability required in a plan. Use "NA" if not applicable.

UTC: Unit Type Code – Use "VLANG" for non-standard UTCs.

LANGUAGE: Full name of the language needed to support military operations.

LANG CODE: Language Code – Two-letter code accompanying the full name of the language required. (See Table 3).

PERF OBJ: Performance Objective – Capability nomenclature (e.g., interpreter, foreign area officer, etc.). (See Table 1).

OBJ CODE: Performance Objective Code – Capability Alpha code. (See Table 1).

SKILL: Numeric code that identifies the language and regional expertise skill level required for the capability. (See Table 2)

Additional descriptions of language skill levels can be found in the Interagency Language Roundtable (ILR) web site at

<http://www.govtilr.org/Index.htm>. Enter skill levels in the following sequence:

Listening/Reading/Speaking/Writing/Regional Expertise. [If a skill level is not required, then enter "0," e.g., "20200". Specify "NA" for this field when specifying a multi-language technology capability].

SEC CLEAR: Security Clearance – Single letter alpha code that identifies the clearance required. (See Table 1)

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

SVC: Service – The Service name designated to provide the capability required (See Table 1) [Service codes are in JOPES. Use "NA" if not applicable].

SOURCE: Single-letter code for capability type. (See Table 1) – Use "NA" if no preference.

QTY: Quantity - Total number of personnel or technology capability required. In JOPES ADP, use the "PAX" data field to specify personnel quantities. Specify technology quantities when defining equipment within the UTC record in JOPES ADP.

GEN: Gender – "M" for Male, "F" for Female, or use "NA" if not applicable (See Table 1).

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

GEO NAME: Geographic name of the location associated with the GEO code within JOPES ADP.

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

(1) Format for OPLAN: Language capability will be identified in accordance with current AP policies. OPLAN format is specified in CJCSM 3122 (reference y). Specify foreign language and regional expertise capabilities in OPLAN Annex A. Table 4 is provided as a tabular format example that can be used in Annex A. Provide amplifying remarks as necessary to support and justify the capability required. If tools such as CFAST or JOPES are used to electronically capture language capabilities requirements (e.g., force capability packages or force flows), then ensure the appropriate references to these files are contained within Annex A.

(2) Format for OPORD: Language capability will be identified in accordance with current AP policies. OPORD format is specified in CJCSM 3122 (reference y). Specify foreign language and regional expertise capabilities in OPORD Annex A using the following format and back-slashes to separate codes:

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

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

(3) Format for RFF Messages: To request additional foreign language or regional expertise capabilities, provide amplifying information for the unit or composition of the unit capability using the following format and back-slashes to separate the codes:

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

This does not change the overall format for an RFF message. Provide amplifying remarks as necessary to support and justify the capability required.

(4) Format for IA Requests: To request individual augmentee(s) having foreign language and regional expertise capabilities, provide amplifying information for the capability using the following format and back-slashes to separate the codes:

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

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



(5) Capturing Requirements in Force Capability Packages and TPFDDs: Specific guidance is provided in reference y, JOPES Volume III. Foreign language and regional expertise capabilities will be indicated as non-standard Unit Type Code (UTC) "VLANG" records in JOPES ADP. In the "Force Description" field (31 character limit), use the following abbreviated format separated by backslashes and beginning with the identifier "VLANG" to facilitate rapid queries:

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

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

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

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

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

ULN	LANGUAGE	LANG CODE	PERF OBJ	OBJ CODE	SKILL	SEC CLEAR	GRADE	SVC	S O U R C E	Q T Y	G E N	GEO	GEO Name	RDD
XXXX123	Haitian Creole	HC	Interpreter	I	20200	U	NA	NA	NA	2	M	ACFQ	Haiti, Caribbean	10
XXXX124	Haitian Creole	HC	Class B Multi-Language Technology	TB	NA	U	NA	NA	Y	20	N	ACFQ	Haiti, Caribbean	10

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

XXXX123/HAITIANCREOLE/HC/INTERPRETER/I/20200/U/NA /NA /NA /2/M/ACFQ/HAITI CARRIBEAN/10  
XXXX124/HAITIANCREOLE/HC/CLASSBMULTILANGTECHNOLOGY/TB/NA /U/NA / NA/Y/20/M/ACFQ/HAITI CARIBBEAN/10

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

XXXX123/HAITIANCREOLE/HC/INTERPRETER/I/20200/U/NA /NA /NA /2/M/ACFQ/HAITI CARRIBEAN/10  
XXXX124/HAITIANCREOLE/HC/CLASSBMULTILANGTECHNOLOGY/TB/NA /U/NA / NA/Y/20/M/ACFQ/HAITI CARIBBEAN/10

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

Force Description: VLANG/HC/I/20200/U/NA/NA/M  
ULN: XXXX123; UTC: “VLANG”  
Service: NA  
Quantity: 2  
GEO: ACFQ  
GEO Name: Haiti, Caribbean  
Required Delivery Date: 10

Force Description: VLANG/HC/TB/NA /U/NA/Y/NA  
ULN: XXXX124; UTC: “VLANG”  
Service: NA  
Quantity: 20  
GEO: ACFQ  
GEO Name: Haiti, Caribbean  
Required Delivery Date: 10

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

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

ULN	LANGUAGE	LANG CODE	PERF OBJ	OBJ CODE	SKILL	SEC CLEAR	GRADE	SVC	S	O	U	R	Q	T	G	E	N	GEO	GEO Name	RDD
XXXX125	Haitian Creole	HC	Foreign Area Officer	F	33335	T	O5	A	M	2	M							ACFQ	Haiti Caribbean	10

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

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

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

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

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

Force Description: VLANG/HC/F/33335/T/05/M/M  
 ULN: XXXX125; UTC: “VLANG”  
 Service: A  
 Quantity: 2  
 GEO: ACFQ  
 GEO Name: Haiti, Caribbean  
 Required Delivery Date: 10

2. Data Collection Support to Policy, GFM, and Joint Quarterly Readiness Review Processes. All approved COCOM requirements are submitted through existing established processes. In addition, each COCOM SLA shall consolidate and track all foreign language and regional expertise requirements for approved security cooperation plans, OPLANs, OPORDs, RFF messages, day-to-day manning, and IA requests. Table 5 provides the required format and reporting instructions for COCOM SLAs. This information will be used in conjunction with Defense agency and Service input to provide a global picture for GFM and formulization of key policy decisions that will ultimately shape uniform transformation across the Services to meet warfighter demand within the JCIDS process.

3. Sourcing. USJFCOM, as the primary joint force provider, provides a joint sourcing solution recommendation for COCOM requirements to the Global Force Management Board. USJFCOM will coordinate closely with Service Force Providers and other COCOMs to develop an integrated sourcing solution recommendation. USJFCOM will identify sourcing shortfalls and recommend potential alternative “in lieu of” solutions to include military, DOD civilian, contracting, and host-nation support/other-nation support, or contract-in-theater options for the supported COCOM consideration.

Table 1 - Language and Regional Expertise Capability Framework

Performance Objectives

I – Interpreter  
R – Translator  
V – Voice Intercept Analyst  
D – Debriefer  
N – Interrogator  
S – IO/PSYOP  
P – Diplomatic  
L – Liaison  
Z – Advisory  
E – Training  
O – Operations  
A – Defense Attaché  
F – Foreign Area Officer  
Y – Security Assistance/Office of Defense Cooperation  
M – Political-Military  
X – Regional Expert  
U – Unconventional Warfare  
H – Foreign Internal Defense  
C – Civil Affairs Officer  
K – Internal Defense and Development  
T – Counterterrorism  
W – Counterproliferation of WMD

Multi-language Technology

TA – Class A  
TB – Class B  
TC – Class C

Security Clearance Levels

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

Language Code

Use Digraph codes listed in Table 3

Service

A – USA  
M – USMC  
F – USAF  
P – USCG  
N – USN  
NA – Not Applicable

Source

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

Gender

M – Male  
F – Female  
NA – Not Applicable

Skill Level

See Table 2 – Additional ILR skill level descriptions are also found at <http://www.govtilr.org/Index.htm> to determine appropriate skill level required.

Table 2 - Summary of Description For Defining Language Skill Levels

A detailed description of skill levels can be found on the ILR Web site at <http://www.govtilr.org/Index.htm>. Although the ILR Web site provides a definition for “Level 0,” this instruction uses “0” when a given skill is not required.

Listening Skill Level	Description
0	Use this code when the skill is not required.
1	Very simple conversations consisting mostly of questions and answers. Understands main ideas. Little precision in information understood. Requires repetition, rewording, and slower-than-normal speech.
2	Conversations about everyday topics; e.g., personal information, current events, and routine office matters. Understands the facts but not between the lines. Understands native speakers not used to dealing with foreigners, although some repetition and rewording are necessary.
3	All speech in a standard dialect; e.g., conversations, telephone calls, radio broadcasts, oral reports, public addresses, and technical discussion in his/her professional field. Understands inferences, often detects emotional overtones. Rarely has to ask for paraphrasing or explanations.
4	All styles and forms of speech pertinent to professional need; e.g., social conversations, many kinds of technical discourse, and language specifically tailored to different audiences. Understands beyond the lines all forms of language directed to the general listener. May have trouble with extreme dialect, some slang, and speech marked by inference.
5	All forms and styles of speech intelligible to the well-educated listener; e.g., a number of dialects, highly colloquial speech, and discourse distorted by marked inference. Able to understand how natives think as they create discourse. Equivalent to that of a well-educated native listener.

Table 2 (Continued)

Reading Skill Level	Description
0	Use this code when the skill is not required.
1	Simplest connected prose; e.g., simple narratives of routine behavior, and highly predictable descriptions. Gets some main ideas. Sometimes misunderstands even simplest texts.
2	Simple, factual, authentic, frequently recurring material; e.g., frequently recurring news items, and social notices). Can locate and understand main ideas and details in material written for the general reader. Cannot draw inferences (read between the lines).
3	Authentic prose on a variety of unfamiliar subjects; e.g., news stories, routine correspondence, and material in his/her professional field. Can almost always interpret material, relate ideas, and make inferences. Rarely misunderstands but may miss subtleties and nuances and have trouble with usually complex structure and low-frequency idioms.
4	All styles and forms of prose pertinent to professional needs or for the general reader, whether printed or in reasonably legible handwriting. Can read beyond the lines (e.g., situate the text in a wide context), follow unpredictable turns of thought, and understand almost all socio-linguistic and cultural references. Often nearly that of a well-educated native reader.
5	Extremely difficult and abstract prose; e.g., legal, technical, literary, classical/archaic, and highly colloquial writing, as well as all kinds of handwritten documents. Understands a wide variety of vocabulary and idioms, slang, colloquialisms, and cultural references. Equivalent to that of a well-educated native reader.

Table 2 (Continued)

Speaking Skill Level	Description
0	Use this code when the skill is not required.
1	Can ask and answer questions, participate in short conversations. Everyday survival topics and courtesy requirements. Intelligible to a native speaker accustomed to dealing with foreigners.
2	Able to fully participate in casual conversations, can express facts, give instructions, describe, report on and provide narration about current, past, and future activities. Concrete topics such as own background, family, and interests; work, travel, and current events. Understandable to a native speaker not used to dealing with foreigners; sometimes miscommunicates.
3	Can converse in formal and informal situations, resolve problem situations, deal with unfamiliar topics, provide explanations, describe in detail, offer supported opinions and hypothesize. Practical, social, professional, and abstract topics; particular interests; and special fields of competence. Errors never interfere with understanding and rarely disturb the native speaker. Only sporadic errors in basic structures.
4	Able to tailor language to fit audience, counsel, persuade, negotiate, represent a point of view, and interpret for dignitaries. All topics normally pertinent to professional needs. Nearly equivalent to an educated native speaker. Speech is extensive, precise, and appropriate to every occasion with only occasional errors.
5	Function: Functions equivalent to an educated native speaker. All subjects. Performance equivalent to an educated native speaker.



Table 2 (Continued)

Writing Skill Level	Description
0	Use this code when the skill is not required.
1	Meets limited practical needs. Can create simple statements and questions. Can write simple phone messages, excuses, and notes to service people and friends. Comprehensible to a native reader used to reading the writing of foreigners.
2	Meets limited social and work requirements. Can write simple paragraphs about daily situations and current events. Comprehensible to a native reader not used to reading the writing of foreigners.
3	Able to write effectively in most formal and informal exchanges. Can write reports, summaries, and short library research papers. Content areas include current events, particular areas of interest, and special fields. Errors never interfere with comprehension and rarely disturb the native reader.
4	Able to write a variety of prose styles. Can write about all topics pertinent to professional/educational needs, as well as on social issues of a general nature and all personal experiences. Errors are rare.
5	Writes like a well-educated native. Can write and edit formal and informal correspondence, as well as official documents and reports. Can write in one or more specialized areas (e.g., legal, technical, educational, literary, or colloquial). No non-native errors.

Table 2 (Continued)

MILITARY PLANNING GUIDE TO REGIONAL EXPERTISE LEVELS				
RE Level	Description*	Background Criteria		
		<i>Civilian Education</i>	<i>Military Education**</i>	<i>Experience</i>
0	<ul style="list-style-type: none"> <li>No regional expertise required</li> </ul>	None	None	
0+	<ul style="list-style-type: none"> <li>Can identify basic geographic facts of the region</li> <li>Can identify the major religion and social customs of the region</li> </ul> <p><u>Must</u> have knowledge of basic survival phrases of dominant language or lingua franca of the region</p>	<u>Secondary School</u>	Pre-assignment/ deployment***	
1 (Novice)	<ul style="list-style-type: none"> <li>Can describe the security situation in <u>one or more</u> countries in the region</li> <li>Can describe elements of the culture, geography, government, history, economics, and religion of <u>one or more</u> countries in the region</li> <li>Can describe key aspects of the military<sup>1</sup> of one or more countries in the region</li> <li><u>May</u> have Level 0+ or Level 1 proficiency in a language spoken in a country or region, as defined by the ILR</li> </ul>	<u>Secondary School</u>	Pre-assignment/ deployment***	<u>6 months to 1 year</u> in the region working on issues related to the region
<p>The regional expertise descriptions are interim guidance. Final guidance will be distributed when the development of all skill levels is complete.</p> <p><sup>1</sup> Includes doctrine, organization, training, equipment, logistics, history, and traditions</p> <p>* Planners can expect personnel to possess the preponderance of the traits listed except where noted.</p> <p>** Applies to all DOD personnel deploying to the region</p> <p>*** COCOM-directed standards</p>				

Table 2 (Continued)

MILITARY PLANNING GUIDE TO REGIONAL EXPERTISE LEVELS (Continued)				
RE Level	Description*	Background Criteria		
		<i>Civilian Education</i>	<i>Military Education**</i>	<i>Experience</i>
2  (Associate)	<ul style="list-style-type: none"> <li>• Can describe US national security interests for <u>one or more</u> countries in the region</li> <li>• Can describe most elements of the culture, geography, government, history, economics, and religion of <u>one or more</u> countries in the region</li> <li>• Can describe in detail the military<sup>1</sup> of <u>one or more</u> countries in the region</li> <li>• <u>May</u> have Level 1+ or Level 2 proficiency in a language spoken in a country of the region, as defined by the ILR</li> </ul>	<u>Undergraduate degree</u> from an accredited university	Pre-assignment/ deployment***  <u>PME-Basic graduate</u> (e.g., Service basic NCO course or basic officer's course)	<u>1 to 3 years</u> in the region working on issues related to the region
<p>The regional expertise descriptions are interim guidance. Final guidance will be distributed when the development of all skill levels is complete.</p> <p><sup>1</sup> Includes doctrine, organization, training, equipment, logistics, history, and traditions</p> <p>* Planners can expect personnel to possess the preponderance of the traits listed except where noted.</p> <p>** Applies to all DOD personnel deploying to the region</p> <p>*** COCOM-directed standards</p>				

Table 2 (Continued)

MILITARY PLANNING GUIDE TO REGIONAL EXPERTISE LEVELS (Continued)				
RE Level	Description*	Background Criteria		
		Civilian Education	Military Education**	Experience
3 (Professional)	<ul style="list-style-type: none"> <li>• Can assess US national security interests for <u>most</u> countries in the region</li> <li>• Can assess the national security interests for <u>more than one</u> countries in the region</li> <li>• Can assess the effects of military operations and forward basing on the culture, geography, government, history, economics, and religion of <u>more than one</u> country in the region</li> <li>• Can assess in detail the military posture<sup>1</sup> of <u>more than one</u> country in the region</li> <li>• Can assess US military courses of action considering perspective of <u>more than one</u> countries in the region</li> <li>• Can describe and assess likely courses of action of the military of <u>more than one</u> country in the region</li> <li>• Can describe and assess the current political, economic, and social dynamics in <u>more than one</u> country in the region</li> <li>• Can describe and assess the current political, economic, and ethnic dynamics between of the countries in the region and its neighbors</li> <li>• Can assess the military leadership of <u>more than one</u> country in the region</li> <li>• <u>May</u> have Level 2 or 3 proficiency as defined by the ILR, in a major language or lingua franca spoken in the region</li> </ul>	<u>Masters degree</u> from an accredited university in a relevant discipline with a regional focus or <u>Enlisted Career Language Professional</u> (E7 or above) with L3/R3/S3 language skills and has a regionally focused career training certification	Pre-assignment/ deployment***  <u>PME-Intermediate graduate</u> (e.g., Service advanced NCO course or command and staff college)	<u>3 to 5 years</u> in the region or working on issues related to the region
<p>The regional expertise descriptions are interim guidance. Final guidance will be distributed when the development of all skill levels is complete.</p> <p><sup>1</sup> Includes doctrine, organization, training, equipment, logistics, history, and traditions</p> <p>* Planners can expect personnel to possess the preponderance of the traits listed except where noted.</p> <p>** Applies to all DOD personnel deploying to the region</p> <p>*** COCOM-directed standards</p>				

Table 2 (Continued)

MILITARY PLANNING GUIDE TO REGIONAL EXPERTISE LEVELS (Continued)				
RE Level	Description*	Background Criteria		
		Civilian Education	Military Education* *	Experience
4  (Senior Professional)	<ul style="list-style-type: none"> <li>• Can assess US national security interests for <u>most</u> countries in the region</li> <li>• Can assess the national security interests of <u>most</u> countries in the region</li> <li>• Can assess the effects of military operations and forward basing on culture, geography, government, history, economics, and religion of <u>most</u> countries in the region</li> <li>• Can assess the military<sup>1</sup> of <u>most</u> countries in the region</li> <li>• Can assess US military courses of action considering perspective of <u>most</u> countries in the region</li> <li>• Can describe and assess likely courses of action of the military of <u>most</u> countries in the region</li> <li>• Can describe and assess the current political, economic, and social dynamics in <u>most</u> countries in the region</li> <li>• Can describe and assess the current political, economic, and ethnic dynamics among countries in the region and other countries inside and outside the region</li> <li>• Can assess the military and political leadership of <u>most</u> countries in the region</li> <li>• <u>May</u> have L3/R3/S3 or higher proficiency as defined by the ILR, in a major language or lingua franca spoken in the region</li> </ul>	<u>Masters degree</u> from an accredited university in a relevant discipline with a regional focus ( <u>could include an immersion education</u> experience of at least a year in a foreign university/staff college)	Pre-assignment/ deployment** *  <u>PME-Intermediate level education graduate</u> (e.g., Service or joint sergeants major academy or war college)	Combination of <u>at least 2 years in the region and 10 years</u> working on issues related to the region
<p>The regional expertise descriptions are interim guidance. Final guidance will be distributed when the development of all skill levels is complete.</p> <p><sup>1</sup> Includes doctrine, organization, training, equipment, logistics, history, and traditions</p> <p>* Planners can expect personnel to possess the preponderance of the traits listed except where noted.</p> <p>** Applies to all DOD personnel deploying to the region</p> <p>*** COCOM-directed standards</p>				

Table 2 (Continued)

MILITARY PLANNING GUIDE TO REGIONAL EXPERTISE LEVELS (Continued)				
RE Level	Description*	Background Criteria		
		<i>Civilian Education</i>	<i>Military Education**</i>	<i>Experience</i>
5 (Expert)	<ul style="list-style-type: none"> <li>• Can assess US national security interests for <u>all</u> countries in the region</li> <li>• Can assess the national security interests of <u>all</u> countries in the region</li> <li>• Can assess the effects of military operations and forward basing on the culture, geography, government, history, economics, and religion of <u>all</u> countries in the region</li> <li>• Can assess in detail the military<sup>1</sup> of <u>most</u> countries in the region</li> <li>• Can assess US military courses of action considering perspective of <u>all</u> countries in the region</li> <li>• Can describe and assess likely courses of action of the military of <u>all</u> countries in the region</li> <li>• Can describe and assess the current political, economic, and social dynamics in <u>all</u> countries in the region</li> <li>• Can describe and assess the current political, economic, and ethnic dynamics between <u>all</u> countries in the region and other countries inside and outside the region</li> <li>• Can assess the military and political leadership of <u>all</u> countries in the region</li> <li>• <u>May</u> have L3/R3/S3 or higher proficiency as defined by the ILR, in a major language or lingua franca spoken in the region</li> </ul>	<u>Masters or Ph D</u> from either a foreign university or an accredited US university in a relevant discipline with a regional or global focus	Pre-assignment/ deployment***  <u>Graduate of a US senior-Service college</u>	Combination of <u>at least 5 years in the region and 15 years</u> working on issues related to the region
<p>The regional expertise descriptions are interim guidance. Final guidance will be distributed when the development of all skill levels is complete.</p> <p><sup>1</sup> Includes doctrine, organization, training, equipment, logistics, history, and traditions</p> <p>* Planners can expect personnel to possess the preponderance of the traits listed except where noted.</p> <p>** Applies to all DOD personnel deploying to the region</p> <p>*** COCOM-directed standards</p>				

Table 3 – DOD Language Digraph Coding

<b>Digraph Language Name</b>	<b>Digraph</b>
ACHINESE - AF	AF
ACHOLI - AH	AH
ADIGEY - AG	AG
AFRIKAANS - AA	AA
AFRO-ASIAN - TZ	TZ
AKAN - FB	FB
AKPOSSO - BC	BC
ALBANIAN - AB	AB
AMASHI - CR	CR
AMERICAN SIGN LANGUAGE - SI	SI
AMHARIC - AC	AC
ARABIC - AZ	AZ
ARABIC (EASTERN) - QE	QE
ARABIC (MODERN STANDARD) - AD	AD
ARABIC-ALGERIAN - DH	DH
ARABIC-CLASSICAL - AJ	AJ
ARABIC-EGYPTIAN - AE	AE
ARABIC-GULF - DG	DG
ARABIC-JORDANIAN - AK	AK
ARABIC-LEBANESE - AQ	AQ
ARABIC-LIBYAN - AL	AL
ARABIC-MAGHREBI - AM	AM
ARABIC-MOROCOCOMAN - BS	BS
ARABIC-PENINSULA - AN	AN
ARABIC-SUDANESE - AV	AV
ARABIC-SYRIAN - AP	AP
ARABIC-TUNISIAN - BW	BW
ARABIC-WESTERN - QM	QM
ARABIC-YEMENI - AU	AU
ARAMAIC - AT	AT
ARMENIAN - AR	AR
ARTIFICIAL - XZ	XZ
ASSAMESE - AS	AS
ASSYRIAN - XY	XY
AVAR - AW	AW
AVESTAN - XB	XB
AYMARA - AY	AY
AZERBAIJANI - AX	AX
BAHNAR - BB	BB
BAKWERI - BK	BK
BALINESE - BD	BD
BALTIC - WZ	WZ
BALUCHI - BT	BT

Table 3 (Continued)

<b>Digraph Language Name</b>	<b>Digraph</b>
BAMILIKE - BJ	BJ
BANTU - BZ	BZ
BASHKIR - BP	BP
BASQUE - BQ	BQ
BASSA (CAMAROONS) - EC	EC
BASSA-KRU - BG	BG
BATAK - BF	BF
BAULE - BH	BH
BEJA - BE	BE
BELORUSSIAN - BL	BL
BEMBA - BM	BM
BENGALI - BN	BN
BERBER - BR	BR
BICOL - CG	CG
BIHARI - BV	BV
BINI - CU	CU
BRETON - BX	BX
BUGINESE-MAKASSARESE - CE	CE
BULGARIAN - BU	BU
BURMESE - BY	BY
CAMBODIAN - CA	CA
CATALAN - CB	CB
CEBUANO - VB	VB
CHALDEAN - XC	XC
CHAVACANO - HV	HV
CHECHEN - CK	CK
CHINESE - CZ	CZ
CHINESE-AMOY - YD	YD
CHINESE-ANHWEI - CN	CN
CHINESE-CANTONESE - CC	CC
CHINESE-FUCHOW - CQ	CQ
CHINESE-FUKIENESE - CF	CF
CHINESE-HAKKA - CH	CH
CHINESE-MANDARIN - CM	CM
CHINESE-STANDARD - DR	DR
CHINESE-SWATOW - YE	YE
CHINESE-TOISHAN - CT	CT
CHINESE-WU - CS	CS
CHOKWE - CY	CY
CHUKCHI - CV	CV
CONTINENTAL EURASIAN - JZ	JZ
COPTIC - CL	CL
CORNISH - CP	CP



Table 3 (Continued)

<b>Digraph Language Name</b>	<b>Digraph</b>
CZECH - CX	CX
DANISH - DA	DA
DINKA - DJ	DJ
DIVEHI - DV	DV
DJERMA-SONGHAI - DB	DB
DUALA - DL	DL
DUTCH - DU	DU
DUTCH-CREOLE - DW	DW
DZONGKHA - DK	DK
EFIK - EF	EF
ENGLISH - EN	EN
ESKIMO - EK	EK
ESPERANTO - EL	EL
ESTONIAN - ES	ES
EWE - EW	EW
EWONDO - EX	EX
FANA - GX	GX
FANG - FA	FA
FAROESE - FD	FD
FIJIAN - FG	FG
FINNISH - FJ	FJ
FLEMISH - FL	FL
FON - FQ	FQ
FORMOSAN - FM	FM
FRENCH - FR	FR
FRISIAN - FE	FE
FULANI - FV	FV
GA - GB	GB
GAELIC - GL	GL
GALLA - GA	GA
GEORGIAN - GG	GG
GERMAN - GM	GM
GERMAN-BAVARIAN - GT	GT
GERMANIC - MZ	MZ
GERMAN-SWISS - GS	GS
GONDI - GQ	GQ
GOTHIC - GD	GD
GREEK - GR	GR
GREEK (NEW TESTAMENT) - GE	GE
GREEK-ANCIENT - YG	YG
GUAMANIAN - CJ	CJ
GUARANI - GU	GU
GUJARATI - GW	GW

Table 3 (Continued)

<b>Digraph Language Name</b>	<b>Digraph</b>
HAITIAN-CREOLE - HC	HC
HAUSA - HS	HS
HAWAIIAN - HA	HA
HEBREW - HE	HE
HEBREW-ANCIENT - YH	YH
HERERO - HR	HR
HILIGAYNON - VH	VH
HINDI - HJ	HJ
HINDUSTANI - HN	HN
HUNGARIAN - HU	HU
IBAN - JD	JD
IBANAG - JE	JE
IBO - JB	JB
ICELANDIC - JC	JC
IJAW - JJ	JJ
ILA-TONGA - JF	JF
ILOCANO - JL	JL
INDIC - OZ	OZ
INDIC - QZ	QZ
INDO-EUROPEAN - RZ	RZ
INDONESIAN - JN	JN
IRISH - GF	GF
ITALIAN - JT	JT
ITALIAN-NEAPOLITAN - JM	JM
ITALIAN-SARDINIAN - JK	JK
ITALIAN-SICILIAN - JS	JS
JAPANESE - JA	JA
JARAI - JR	JR
JAVANESE - JV	JV
KABRE - KT	KT
KABYLE - KY	KY
KACHIN - KH	KH
KAMBATTA - JG	JG
KANARESE - KA	KA
KANURI - JH	JH
KAPINGAMARANGI - GP	GP
KARACHAI-BALKHAR - DC	DC
KAREN - KC	KC
KASHMIRI - KB	KB
KASHUBIAN - KR	KR
KAZAKH - KE	KE
KHERWARI - KD	KD
KIKONGO - KG	KG
KIKUYU - KJ	KJ

Table 3 (Continued)

<b>Digraph Language Name</b>	<b>Digraph</b>
KIMBUNDU - KK	KK
KINYARWANDA - KL	KL
KIRGHIZ - KM	KM
KIRUNDI - KF	KF
KISSI - KS	KS
KITUBA - KN	KN
KONKANIS - KQ	KQ
KOREAN - KP	KP
KPELLE - KV	KV
KRIO - KW	KW
KUMBO - EB	EB
KURDISH - KU	KU
KURMANJE - XK	XK
KURUKH - KX	KX
KUSAIE - QR	QR
LADINO - LD	LD
LAHNDA - LN	LN
LAHU - YM	YM
LAMBA - LL	LL
LANDSMAL - LR	LR
LAO - LC	LC
LAPP - LP	LP
LATIN - VL	VL
LATIN - YL	YL
LATIN (ECOCOMLESIASTIC) - LH	LH
LATVIAN - LE	LE
LINGALA - LJ	LJ
LISU - LB	LB
LITHUANIAN - LT	LT
LOLO - LF	LF
LOMA - LV	LV
LOMONGO - LG	LG
LUBA KASAI - LK	LK
LUBA KATANGA - LQ	LQ
LUGANDA - IS	IS
LUGANDA - LS	LS
LUNDA - LM	LM
LUO - LU	LU
MACEDONIAN - MA	MA
MADURESE - MD	MD
MAGINDANAON - NG	NG

Table 3 (Continued)

<b>Digraph Language Name</b>	<b>Digraph</b>
MAKUA - MJ	MJ
MALAGASY - MG	MG
MALAY - ML	ML
MALAY PATTANI - YW	YW
MALAYALAM - MN	MN
MALTESE - MP	MP
MANDINGO-BAMBARA - BA	BA
MANDINGO-DIOULA - MB	MB
MANDINGO-MALINKE - MQ	MQ
MANX - MK	MK
MAORI - ME	ME
MARANAO - LY	LY
MARATHI - MR	MR
MARSHALESE - MM	MM
MASAI - MS	MS
MAYA - MF	MF
MENDE - MT	MT
MIAO-YAO - MC	MC
MINANGKABAU - MU	MU
MISKITO - NM	NM
MONGOLIAN - MV	MV
MORDVIN - MW	MW
MORO - MH	MH
MORTLOCKESE - RL	RL
MOSSI - MY	MY
MPONGWE - DD	DD
MUONG - MX	MX
N AFRICA/MIDEAST/SW ASIA - HZ	HZ
NDEBELE - ND	ND
NEPALESE - NE	NE
NIUE - NB	NB
NORTH AMERICAN - DZ	DZ
NORWEGIAN - NR	NR
NUBIAN - NV	NV
NYANJA - NY	NY
NYORO - NX	NX
OLD ENGLISH - EA	EA
OLD FRENCH - FC	FC
OLD HIGH GERMAN - GH	GH
OLD NORSE - NA	NA
OLD SLAVONIC - PK	PK
ORIYA - QA	QA

Table 3 (Continued)

<b>Digraph Language Name</b>	<b>Digraph</b>
OSSETIC - QS	QS
OTETELA - QT	QT
PACIFIC ISLANDS - LZ	LZ
PAHARI - PH	PH
PALAUAN - PD	PD
PALI - PM	PM
PAMPANGAN - QV	QV
PANGASINAN - PN	PN
PAPIAMENTO - PA	PA
PAPUAN - PP	PP
PERSIAN-AFGHAN - PG	PG
PERSIAN-IRANIAN - PF	PF
PIDGIN ENGLISH - PB	PB
PIZAR MALAY - PS	PS
POLISH - PL	PL
PONAPEAN - PC	PC
PORTUGUESE - PY	PY
PORTUGUESE-BRAZILIAN - PQ	PQ
PORTUGUESE-EUROPEAN - PT	PT
PROVENCAL - PR	PR
PULAP - PX	PX
PUNJABI - PJ	PJ
PUSHTU - PU	PU
PUSHTU-AFGHAN - PV	PV
PUSHTU-PESHAWARI - PW	PW
QUECHUA - QU	QU
RAJASTHANI - RA	RA
RHADE - RH	RH
RHAETO-ROMANCE - RC	RC
ROMANCE - NZ	NZ
ROMANIAN - RQ	RQ
ROMANY - RM	RM
RUNDI - RN	RN
RUSSIAN - RU	RU
RUTHENIAN - RT	RT
RYUKYUAN - RY	RY
SAMOAN - SA	SA
SANGO - SB	SB
SANSKRIT - RG	RG
SANTALI - RB	RB
SARA - SE	SE
SCOTCH-GAELIC - GN	GN
SEDANG - SQ	SQ

Table 3 (Continued)

<b>Digraph Language Name</b>	<b>Digraph</b>
SEMITIC - SZ	SZ
SENA - RF	RF
SERBO-CROATIAN - SC	SC
SERER - SV	SV
SHAN - SF	SF
SHLUH - SG	SG
SHONA - SH	SH
SIDAMO - RD	RD
SINDHI - SD	SD
SINGHALESE - SJ	SJ
SINO-TIBETAN - UZ	UZ
SLAVIC - PZ	PZ
SLOVAK - SK	SK
SLOVENIAN - SL	SL
SOMALI - SM	SM
SONINKE - SN	SN
SORANI - XS	XS
SOTHO - SP	SP
SOUTH AMERICAN - EZ	EZ
SOUTH ASIAN - KZ	KZ
SOUTH MIN - CD	CD
SPANISH - QB	QB
SPANISH-AMERICAN - LA	LA
SPANISH-CARIBBEAN - QC	QC
SPANISH-CASTILIAN - SR	SR
SPANISH-CREOLE - SS	SS
SUB SAHARA AFRICAN - GZ	GZ
SUKUMA - ST	ST
SUMERIAN - YS	YS
SUNDANESE - DE	DE
SUSU - SU	SU
SWAHILI - SW	SW
SWATI - SX	SX
SWEDISH - SY	SY
SYRIAC - DF	DF
TADJIK (TAJIK) - TB	TB
TAGALOG - TA	TA
TAHITIAN - TD	TD
TAKI-TAKI - TG	TG
TAMACHEK - TT	TT
TAMIL - TC	TC
TAPACHULA - TK	TK
TATAR - TM	TM

Table 3 (Continued)

<b>Digraph Language Name</b>	<b>Digraph</b>
TELUGU - TE	TE
TEMNE - TF	TF
THAI - TH	TH
TIBETAN - TJ	TJ
TIGRE - TN	TN
TIGRINYA - TL	TL
TONGA - UC	UC
TRUKESE - TQ	TQ
TSONGA - TP	TP
TSWA - TR	TR
TSWANA - TS	TS
TULU - TV	TV
T-UNG - CW	CW
TUNGUSU - TY	TY
TUPI - UA	UA
TURKISH - TU	TU
TURKOMAN - UB	UB
UIGHUR - UJ	UJ
UKRAINIAN - UK	UK
ULITHI - UL	UL
UMBUNDU OR MBUNDU - UM	UM
URDU - UR	UR
UZBEK - UX	UX
VAI - VA	VA
VIETNAMESE-CENTRAL - VC	VC
VIETNAMESE-HANOI - VN	VN
VIETNAMESE-SAIGON - VS	VS
VISAYAN OR BISAYAN - VY	VY
VOLAPUK - VQ	VQ
WA - WV	WV
WALAMO - WA	WA
WARAY-WARAY - WW	WW
WELSH - WE	WE
WENDISH - WB	WB
WESCOS - WS	WS
WEST EUROPEAN - FZ	FZ
WOLEAI - WL	WL
WOLOF - WQ	WQ
XHOSA - WH	WH
YAKAN - YN	YN
YAKUT - YA	YA
YAO (CHINA) - YC	YC

Table 3 (Continued)

<b>Digraph Language Name</b>	<b>Digraph</b>
YAO (MALAWI & MOZAMBIQUE) - YB	YB
YAPPESE - YP	YP
YIDDISH - YJ	YJ
YORUBA - YQ	YQ
ZENAGA - XA	XA
ZERBA - XE	XE
ZULU - XU	XU



Table 4 – OPLAN Language and Regional Expertise Capability Summary Matrix

ULN	LANGUAGE	LANG CODE	PERF OBJ	OBJ CODE	SKILL	SEC CLEAR	GRADE	SVC	SOURCE	QTY	GEN	GEO	GEO Name	RDD
XXXX123	Haitian Creole	HC	Interpreter	I	20200	U	NA	NA	NA	2	F	ACFQ	Haiti, Caribbean	10
XXXX124	Haitian Creole	HC	Class B Multi-Language Technology	TB	NA	U	NA	NA	Y	20	NA	ACFQ	Haiti, Caribbean	10
XXXX125	Haitian Creole	HC	Foreign Area Officer	F	33335	T	O5	A	M	2	NA	ACFQ	Haiti, Caribbean	10

NOTE: The above table is provided as an example of what should appear in Annex A to OPLANs.

Table 5 – SLA Consolidated Language and Regional Expertise Capability  
Summary Matrix and Reporting Instructions

ULN	LANGUAGE	LANG CODE	PERF OBJ	OBJ CODE	SKILL	SEC CLEARANCE	GRADE	SVC	SOURCE	QTY	GEN	GEO	GEO Name	RDD	STATUS
OPLAN XXXX															
XXXX123	Haitian Creole	HC	Interpreter	I	20200	U	NA	NA	NA	2	N	ACFQ	Haiti, Caribbean	10	UNSOURCED
XXXX124	Haitian Creole	HC	Class B Multi- Language Technology	TB	NA	U	NA	NA	Y	20	N	ACFQ	Haiti, Caribbean	10	UNSOURCED
OPORD XXXX															
XXXX125	Haitian Creole	HC	Foreign Area Officer	F	33335	T	O5	A	M	2	M	ACFQ	Haiti, Caribbean	5	UNSOURCED
RFF XXXX															
XXXX456	Haitian Creole	HC	Interpreter	I	20200	U	NA	NA	NA	22	F	ACFQ	Haiti, Caribbean	60	UNSOURCED

**NOTE 1:** The above table provides the format that SLAs will use for a consolidated spreadsheet. As OPLANs, OPORDs, RFF messages, IA requests, joint manning document change requests, and security cooperation plans are approved, the COCOM SLA shall consolidate, track, and manage all foreign language and regional expertise capability requirements in the format described above for their geographic region. The USSOCOM SLA will consolidate, track, and manage all SOF foreign language and regional expertise requirements on behalf of all geographic COCOMs. When consolidating these requirements, it is recommended SLAs group them by OPLANs, OPORDs, RFF messages, IA requests, joint manning document change requests, and security cooperation plans as shown in the table above. Include notes where required to provide amplifying information. SLAs must ensure to include the appropriate classification markings and declassification instructions to reflect the sensitive nature of the information contained.

**NOTE 2:** Reporting Instructions. All COCOM SLAs will report this information electronically in Microsoft EXCEL® format (with an accompanying cover letter to convey important changes, issues, and prioritization of requirements) at a minimum the first business weeks of each fiscal quarter (January, April, July,

and October) to the DOD SLA, OUSD(P&R), for consolidation. COCOM SLAs will provide this information more frequently to reflect critical changes or issues. OUSD(P&R) will use this information to make informed policy decisions regarding Service transformation. The DLO will consolidate and post this information and associated cover letters to a secure Web site. Instructions for requesting access to this information will be posted to the DLO Homepage (see Enclosure D).

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ENCLOSURE F

REFERENCES

- a. Defense Language Transformation Roadmap, 14 February 2005
- b. 10 USC, Sections 164 and 167
- c. Joint Pub 0-2, 10 July 2001, "Unified Action Armed Forces (UNAAF)"
- d. Joint Pub 1-02, 12 April 2001, "Department of Defense Dictionary of Military and Associated Terms"
- e. Joint Pub 1-0, 19 November 1998, "Doctrine for Personnel Support to Joint Operations"
- f. Joint Pub 3-0, 10 September 2001, "Doctrine for Joint Operations"
- g. Joint Pub 5-0, 13 April 1995, "Doctrine for Planning Joint Operations"
- h. DOD Directive 2055.3, 11 March 1985, "Manning of Security Assistance Organizations and the Selection and Training of Security Assistance Personnel"
- i. DOD Directive 3305.2, 20 July 1984, "DOD General Intelligence Training"
- j. DOD Directive 4100.15, 10 March 1989, "Commercial Activities Program"
- k. DOD Directive 5010.16, 28 July 1972, "Defense Management Education and Training Program"
- l. DOD Directive 5105.65, 31 October 2000, "Defense Security Cooperation Agency"
- m. DOD Directive 5137.1, 12 February 1992, "Assistant Secretary of Defense for Command, Control, Communications, and Intelligence (ASD-C3I)"
- n. DOD Directive 5160.41E, 21 October 2005, "Defense Language Program (DLP)"

- o. DOD Directive 5210.70, 3 November 1980, "DOD Cryptologic Training"
- p. DOD Directive 1315.17, 28 April 2005, "Service Foreign Area Officer (FAO) Programs"
- q. DOD Instruction 4100.33, 9 September 1985, "Commercial Activities Program Procedures"
- r. DOD Instruction 3020.41, 3 October 2005, "Contractor Personnel Authorized to Accompany the U.S. Armed Forces"
- s. DOD Manual 5105.38-M, October 2003, "Security Assistance Management Manual"
- t. AR 611-6, OPNAVINST 1550.7B, MCO 1550.4D, and AFR 50-40, 16 February 1996, "Army Linguist Management"
- u. AR 350-20, 15 March 1987, "Management of the Defense Foreign Language Program"
- v. TRADOC 350-70, 24 September 1995, "Training Development Management, Processes, and Products"
- w. CJCSI 1301-01C, 1 January 2004, "Individual Augmentation Procedures"
- x. CJCSI 3141.01B, 10 September 2004, "Responsibilities for the Management and Review of Operational Plans"
- y. CJCSM 3122 series, "Joint Operation Planning and Execution System (JOPES)" Volumes I-III

## GLOSSARY

ADP	Automated Data Processing
ALF	Automated Linguist Finder
AP	Adaptive Planning
ASI	Additional Skill Indicator
C2 FCB	Command and Control Functional Capabilities Board
COCOM	Combatant Command
CBA	Capabilities-based assessment
CD-ROM	Compact Disk – Read Only Memory
CFAST	Collaborative Force Analysis, Sustainment and Transportation Adapting Planning environment
CI	Counterintelligence
CJCS	Chairman of the Joint Chiefs of Staff
CJCSI	Chairman of the Joint Chiefs of Staff Instruction
CJCSM	Chairman of the Joint Chiefs of Staff Manual
CONOPS	Concept of Operations
DIA	Defense Intelligence Agency
DISA	Defense Information Systems Agency
DLI	Defense Language Institute
DLO	Defense Language Office
DLPT	Defense Language Proficiency Test
DLSC	Defense Language Steering Committee
DMDC	Defense Manpower Data Center
DOD	Department of Defense
DODD	Department of Defense Directive
DPS	Defense Planning Scenarios
DRRS	Defense Readiness Reporting System
DTRA	Defense Threat Reduction Agency
DUSD	Deputy Under Secretary of Defense
FAO	Foreign Area Officer
FM FCB	Force Management Functional Capabilities Board
GCCS-J	Global Command and Control System-Joint
GFM	Global Force Management
GFMB	Global Force Management Board
HUMINT	Human Intelligence
IA	Individual Augmentee
ILR	Interagency Language Roundtable
IO	Informational Operations
IPL	Integrated Priority List
JCIDS	Joint Capabilities Integration and Development System
JCS	Joint Chiefs of Staff

JET	JOPES Editing Tool
JOPES	Joint Operation Planning and Execution System
JPEC	Joint Planning and Execution Community
JS	Joint Staff
MSFD	Multi-Service Force Deployment
NSA	Nation Security Agency
NVTC	National Virtual Translation Center
OASD	Office of the Assistant Secretary of Defense
OEF	OPERATION ENDURING FREEDOM
OIF	OPERATIONS IRAQI FREEDOM
OPI	Oral Proficiency Interviews
OPLAN	Operational Plan
OPORD	Operational Order
OSD	Office of the Secretary of Defense
OUSD	Office of the Under Secretary for Defense
PEO	Peace Enforcement Operations
PEP	Personnel Exchange Program
POW	Prisoner of War
PSYOP	Psychological Operations
RFF	Request For Forces message
SELRES	Selected Reserves
SIGINT	Signals Intelligence
SLA	Senior Language Authority
SOF	Special Operations Forces
TPFDD	Time Phased Force and Deployment Data
TRADOC	Training Doctrine Command
TUCHA	Type Unit Characteristics
UIC	Unit Identification Code
USA	US Army
USAF	US Air Force
USCG	US Coast Guard
USD	Under Secretary for Defense
USJFCOM	US Joint Force Command
USMC	US Marine Corps
USN	US Navy
USSTRATCOM	US Strategic Command
USSOCOM	US Special Operations Command
USTRANSCOM	US Transportation Command
UTC	Unit Type Code
WMD	Weapons of Mass Destruction