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MASTER OF MILITARY STUDIES

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Leadership Doctrine of the Armed Forces:  
Similarities and Differences in Service Level Philosophies

SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF MILITARY STUDIES

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## Executive Summary

**Title:** Leadership Doctrine of the Armed Forces: Similarities and Differences in Service Level Philosophies

**Author:** Major Scott Stephan, United States Marine Corps

**Thesis:** The US military should identify the essential elements of leadership and professionalism that should be common amongst the services and develop appropriate doctrine in order to promote mutual understanding and interoperability, while allowing the individual services to retain their unique cultures and leadership philosophies.

### **Discussion:**

Each branch of the United States armed forces has developed a unique philosophy of leadership. These philosophies are rooted in the respective service's history, primary mission set, and institutional culture. As a side effect of developing independent approaches, there is little similarity between the service models. Definitions of leadership range from a "process" to an "ability," while the naval services have chosen not to define the term at all. Similarly, organizational models vary in structure and complexity; the Marine Corps is the exception in that it has not specified a "model" for how the components of its leadership philosophy fit together. While the varying philosophies are not fundamentally incompatible, it is questionable whether or not this approach inhibits Interservice interoperability.

Joint doctrine does little to develop a common understanding of the subject. The most direct treatment of the subject in Joint Publication 1, *Doctrine for the Armed Forces of the United States*, is limited to an appendix that broadly discusses the subject of "professionalism" and presents "Values for Joint Service." Neither topic aligns with existing service-level doctrine. In short, current joint doctrine fails to accomplish its essential purpose of establishing "Fundamental principles that guide the employment of United States military forces in coordinated action toward a common objective."

In charting the way ahead, it is important to recognize there is strength in both unity and diversity. Each service's unique approach has been shaped by its history, organizational culture, and mission set. The Department of Defense (DOD) as a whole derives strength from these diverse viewpoints that approach the challenge of leading the military in the twenty-first century in different ways. Still, some level of unity on the subject would encourage greater understanding and interoperability between the services.

**Conclusion:** The US military does not have a united outlook on the subject of leadership. This, in turn, inhibits the development of a common philosophy of military professionalism. The DOD should identify the essential elements of leadership and professionalism that should be common amongst the services and develop appropriate doctrine. Aligning the core elements would promote mutual understanding and interoperability while allowing the individual service branches to retain their own leadership philosophies and the associated doctrine.

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## PREFACE

The subject of this paper is leadership. More specifically, the leadership doctrine of the armed forces of the United States. Although a well-worn subject for the military professional and profit-minded author alike, there are significant differences in the way American culture defines the term. Most people would be surprised to learn that these differences also extend throughout the military; the approaches developed by the individual service branches are quite distinct. The purpose of this research paper is to compare the service-level leadership philosophies and consider the implications of the current approach for the joint community.

I became interested in this topic by virtue of my interaction with my classmates at the United States Marine Corps (USMC) Command & Staff College (CSC). As we discussed the viewpoints of our respective services on a variety of topics, it became clear that there are fundamental differences in how we interpret the world around us. These differences, in turn, shape our approach to leading our organizations.

My initial research on the subject uncovered a plethora of “leadership” books, mostly written by business leaders or retired military professionals for profit. I could not find an analysis of US military leadership doctrine. In other words, I could not find a work that summarized and compared the various service-level leadership philosophies to establish the similarities and differences.

To achieve a uniform analysis I restricted my research to current official publications. Three of the five services have published doctrine that directly addresses the subject of leadership, the US Navy and Coast Guard being the exceptions. The Department of Defense (DOD) defines the term doctrine as the “Fundamental principles

by which the military forces or elements thereof guide their actions in support of national objectives. It is authoritative but requires judgment in application.”<sup>1</sup> From this definition we can extrapolate that leadership doctrine describes the fundamental principles by which military leaders attempt to lead their service’s members and organizations. Although there are many secondary sources that expand on the information contained in the doctrinal publications, those authors’ interpretation and application of the doctrine is beyond the scope of this work.

In order to achieve consistency, each service’s section follows the same format. First, I identify the official sources of leadership doctrine and describe each of the relevant publications. Next, definitions of pertinent terms are presented. Finally, the service’s doctrine is analyzed to identify and describe the major elements. These components then feed into the inter-service comparison presented at the end of the paper.

It should also be noted that this study is limited to the time period after the nation ended the draft in 1973. There are significant differences in the approaches to leading drafted versus volunteer service members. Since the introduction of the all-volunteer force in 1973, each of the services has updated and republished their doctrinal publications on leadership. I limited my research to this period because I think the information presented and conclusions drawn will be more useful to future military professionals leading a volunteer force.

One final note about the purpose and scope of this paper is in order. It is not my intention to determine which branch of the military has the “best” leadership publication. Nor do I intend to make an argument that one branch has better leaders than others. It is a truism that there are outstanding and inept leaders in every organization. Each

institution has a unique history, culture, and mission set that shapes the way it defines and applies leadership principles. There is value in understanding how we are similar, how we are different, and what we can learn from each other.

I would like to thank Dr. Donald F. Bittner, Professor Emeritus of History at the USMC CSC, for his advice and input throughout this research project. Without his contributions, it is doubtful if it would have been completed. I am also indebted to Major Ben Wagner and the staff of the Lejeune Leadership Institute for helping me get this project started. Finally, a note of appreciation to Colonel Kiel Gentry, Director of the Marine Corps War College, for sharing his thoughts on the recent revision of *Leading Marines* and more broadly on how the Marine Corps thinks about leadership doctrine.

Lastly, and most importantly, I want to thank my wife, Jennifer, and our four children for their patience. Even after enduring three years of virtual separation on recruiting duty, they supported me on this project. They are the reason I continue in the profession.

## PROLOGUE

*Renewing our commitment to the Profession of Arms is essential to ensure we maintain the best led and best trained force in the world - Leadership is the foundation of our profession.*<sup>2</sup>

Martin E. Dempsey  
General U.S. Army  
Chairman of the Joints Chiefs of Staff

In 2013 the Chairman of the Joint Chiefs of Staff (CJCS), General Martin Dempsey, U.S. Army, published a white paper titled, “America’s Military: A Profession of Arms.” He called upon military leaders at all levels to “renew our commitment to the Profession of Arms.”<sup>3</sup> General Dempsey’s message was amplified by the Secretary of Defense, Chuck Hagel, in a 2015 memorandum aptly titled, “Guidance on Fostering Professionalism within the Department of Defense.” Both documents cite a string of well-known and embarrassing scandals involving senior military leaders in recent years. The message is clear. Establishing a “joint” vision on professional ethics for the US military is more difficult.

This is a sensitive subject within the Department of Defense (DOD) and there is no shortage of opinions on how to define the term or what should be done to “renew our commitment.” In his white letter General Dempsey went on to say that leaders are the “foundation and driving force of the Profession of Arms.”<sup>4</sup> While this comment seems to be simply a statement of the obvious, the implication is that the way in which the services think about the subject of leadership and grow leaders are critical steps to developing and maintaining a professional ethic in the military.<sup>5</sup>

Leadership and professionalism are not necessarily the same things. One can be an effective leader, in the sense of accomplishing tasks, in a manner that is professionally

unacceptable. Coercive or authoritarian style of leadership are examples of this paradox. The styles of leadership that service members are exposed to throughout their careers influences what they consider to be professional conduct. To shape the way leaders think and act, each service publishes some form of leadership doctrine that codifies its values and principles. Thus, service-level leadership doctrine is relevant to the broader discussion on military professionalism.

At the start of this project, the author made two assumptions about interservice leadership doctrine. The first was that all of the military branches would have similar views on the subject of leadership; the differences in doctrine would be minor and limited to matters of style. The second was that all of the services would have some type of official doctrine on the subject. Both assumptions turned out to be only partially true.

There is also an aspirational facet of doctrine to consider. Doctrine describes not just how the organization currently functions, but how the organization wants to function. The recent emergence of catch phrases such as “developing learning organizations,” “being adaptive,” and “being resilient” are examples of aspirational characteristics the DOD wants to internalize in order to capitalize on the lessons of a decade at war. This point is relevant to the discussion of professionalism because the materials described in the following chapters describe what kind of leader the services want for the future. If the DOD wants to develop a common sense of professionalism, examining what is written in current leadership doctrine is a logical starting point.

## **U.S. JOINT FORCES DOCTRINE: THE ROAD TO NOWHERE**

### **SOURCES**

There are two main source documents for joint force information on the subject of leadership. Like doctrine itself, the materials contained in the joint sources are authoritative but not prescriptive. The first, and most descriptive reference, is *The Armed Forces Officer*. Published by the Chairman of the Joint Chiefs of Staff, this booklet describes the leadership qualities desired in a military officer. While specifically addressing the officer corps, the principles discussed are universally applicable. The second document, Joint Publication 1, *Doctrine of the Armed Forces of the United States of America*, addresses the subject of leadership under the broader topic of military professionalism. Specifically, Appendix B of JP-1 lists the Values of Joint Service.

Additionally information on the subject is contained in JP 3-0, *Joint Operations*, under the section on “command-centric leadership.” The CJCS White Letter, “America’s Military – A Profession of Arms,” addresses the role of leadership in reinvigorating the military’s sense of professionalism but does not add any additional content.

### **DEFINITIONS**

JP-1 provides three definitions that are relevant to the discussion on leadership. First, the term “character” is described as “the aggregate of features and traits that form the individual nature of a person. In the context of the profession of arms, it entails moral and ethical adherence to our values.”<sup>6</sup> Next, “competence” is defined as the ability to perform a task to the established standards and in conjunction with other service members. Finally, the Values of Joint Service are described as “idealistic societal norms . . . common to all the Services . . . [that]

represent the essence of military professionalism.”<sup>7</sup> These definitions describe aspects of professionalism and leadership, but do little to contribute to a holistic understanding of either topic.

## MAJOR ELEMENTS

Joint doctrine does not prescribe a “system” or “model” for leadership. Instead, the collective joint writings describe the nature of military leadership and the traits that are desirable in military leaders. JP-1 describes a military professional as “a person of both character and competence . . . skilled at getting things done, while at the same time conversant in the military art.”<sup>8</sup> It is interesting to note that the Values for Joint Service do not include either trait. Instead, the Values of Joint Service are duty, honor, courage, integrity, and selfless service.<sup>9</sup> While these values are worthwhile in themselves, this disconnect is indicative of the state of joint leadership doctrine.

The rudimentary principles of leadership covered in JP-1 are further developed in *The Armed Forces Officer*. Using quotations from well-known American military leaders and excerpts from service level publications, *The Armed Forces Officer* posits five general principles of leadership.<sup>10</sup> The first principle, *Leadership is a Bond of Trust*, describes the relationship and responsibilities of leaders to those they lead. The second, *Leaders Set and Enforce the Standards*, describes the need to establish and uphold high expectations for individual and collective discipline. The third and fourth principles, *Leaders Set the Example* and *Leaders Model Physical and Moral Courage*, address the responsibility of leaders to exemplify professional conduct and hold their commands to the same standards. Finally, *Leaders Build and Sustain [the] Morale* of their units. This section ties up the preceding four principles by

emphasizing the intangible human factors that are necessary to build and sustain personal and collective pride.<sup>11</sup>

## SUMMARY

Like all joint doctrine, the materials that describe the “joint” view of leadership are not intended to circumscribe the individual service branches. It is not surprising then that the service level materials described in the following chapters are not aligned with the joint doctrine on leadership. The materials are not incompatible, but they are not united. This is most likely a reflection of the fact that the service cultures and corresponding leadership philosophies were already formed by the time military became “joint” after World War II.

The final chapter in this work provides thoughts on how the DOD can move forward in developing a unified approach to the subject of leadership. If joint doctrine is to fulfill its stated purpose of enhancing operational effectiveness by providing fundamental principles, revisions to the current joint and service-level doctrine are appropriate. Any revisions to the joint doctrine must carefully balance the benefits of a unified outlook with the inherent strength of maintaining the diverse approaches that the services have found to be most effective in their respective histories.

## **U.S. ARMY LEADERSHIP DOCTRINE: A COMPLEX MACHINE**

## SOURCES

Leadership doctrine in the United States Army (Army) is managed by the Center for Army Leadership (CAL). Located at the United States Army Combined Arms Center at Fort Leavenworth, Kansas, CAL has a four-fold mission. First, the center conducts leadership and

leader development research, studies, analyses, assessments and evaluations. Second, CAL provides leadership and leader development doctrine, products and services. Third, it develops and maintains the Army Leader Development Strategy and annexes. Fourth, CAL manages the Army Leader Development Program.<sup>12</sup>

CAL manages two complementary doctrinal publications on leadership for the Army. Both are applicable to the active, reserve, Army National Guard, and Army Civilian workforce. The first, Army Doctrinal Publication 6-22, *Army Leadership* (ADP 6-22), is a primer that “establishes the Army leadership principles that apply to officers, noncommissioned officers and enlisted soldiers, as well as Army Civilians.”<sup>13</sup> This 26 page document defines key terms and presents the Army’s Leadership Requirements model.

The second publication, Army Doctrinal Reference Publication 6-22, also titled *Army Leadership* (ADRP 6-22), “expands on the leadership principles established in ADP 6-22. ADRP 6-22 describes the Army’s view of leadership, outlines the levels of leadership (direct, organizational, and strategic), and describes the attributes and core leader competencies across all levels.”<sup>14</sup> Organized into four parts, ADRP is 104 pages in length. Part One presents an expanded discussion of the key terms and concepts identified in ADP 6-22, followed by detailed explanations of the structure of the Leadership Requirements Model. Part Two describes the ideal Army leader, based on the “critical attributes” of the Army model. Part Three explains the core leadership competencies. Finally, Part Four discusses the application of leadership in higher level organizational and strategic positions.

## DEFINITIONS

ADP 6-22 defines a leader as “anyone who by virtue of assumed role or assigned

responsibility inspires and influences people to accomplish organizational goals. Army leaders motivate people both inside and outside the chain of command to pursue actions, focus thinking and shape decisions for the greater good of the organization.”<sup>15</sup> Similarly, leadership is defined as “the process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization.”<sup>16</sup> ADRP 6-22 goes on to describe leadership as an element of combat power that “unifies the other elements of combat power (information, mission command, movement and maneuver, intelligence, fires, sustainment and protection). Confident, competent, and informed leadership intensifies the effectiveness of the other elements of combat power.”<sup>17</sup>

Two foundational ideas underscore the Army’s definitions of leadership. The first is that leadership is a “process” through which critical skills can be taught and developed in an individual by training, education, and experience. The second core concept is that leadership is about people. It is significant that leadership is described as the “process of influencing people.” ADRP 6-22 describes “influence” as follows:

Influence is the essential element of leadership. Influence refers to how people create and relay their messages, behaviors, and attitudes to affect the intentions, beliefs, behaviors, and attitudes of another person or group of people. Influence depends upon relationships where leaders build positive rapport and a relationship of mutual trust, making followers more willing to support requests. Examples include showing personal interest in a follower’s well-being, offering praise, and understanding a follower’s perspective. Army leaders have choices in methods of influence based on audience, intent, and expected reaction.<sup>18</sup>

Clearly, the use of the term has positive connotations. As a counter point, the Army has also defined negative and “toxic” leadership. Negative leadership is focused on short term goals and only achieves results by legal or authoritative compliance to orders. Further along the scale of negative leadership behaviors, toxic leadership is described as “a combination of self-centered

attitudes, motivations, and behaviors that have adverse effects on subordinates, the organization, and mission performance.”<sup>19</sup>

## MAJOR ELEMENTS

The Army’s leadership doctrine is organized by the Leadership Requirements Model. It consists of two complementary sets of requirements: attributes and competencies. “The leader’s character, presence, and intellect enable the leader to master the core leader competencies. The Army leader is responsible to lead others; to develop the environment, themselves, others, and the profession as a whole; and to achieve organizational goals.”<sup>20</sup>

The first set of requirements, the attributes, describe who a leader should be and what the leaders should know. The Army leader attributes are character, presence, and intellect.<sup>21</sup> “These attributes represent the values and identity of the leader (character) with how the leader is perceived by followers and others (presence), and with the mental and social faculties the leader applies in the act of leading (intellect).”<sup>22</sup>

The second set of requirements, competencies, describes what leaders should do. There are three basic leader competencies: lead, develop, achieve. “Competencies provide a clear and consistent way of conveying expectations for Army leaders. Current and future leaders want to know how to be successful leaders. The core leader competencies apply across all levels of leader positions and throughout careers, providing a good basis for evaluation and focused multisource assessment and feedback.”<sup>23</sup>

Each attribute and competency listed above is actually a category heading with multiple sub-elements that more fully describe the trait. ADRP 6-22 presents a detailed description of each component of each category, spending one chapter on each. The associated sub-elements

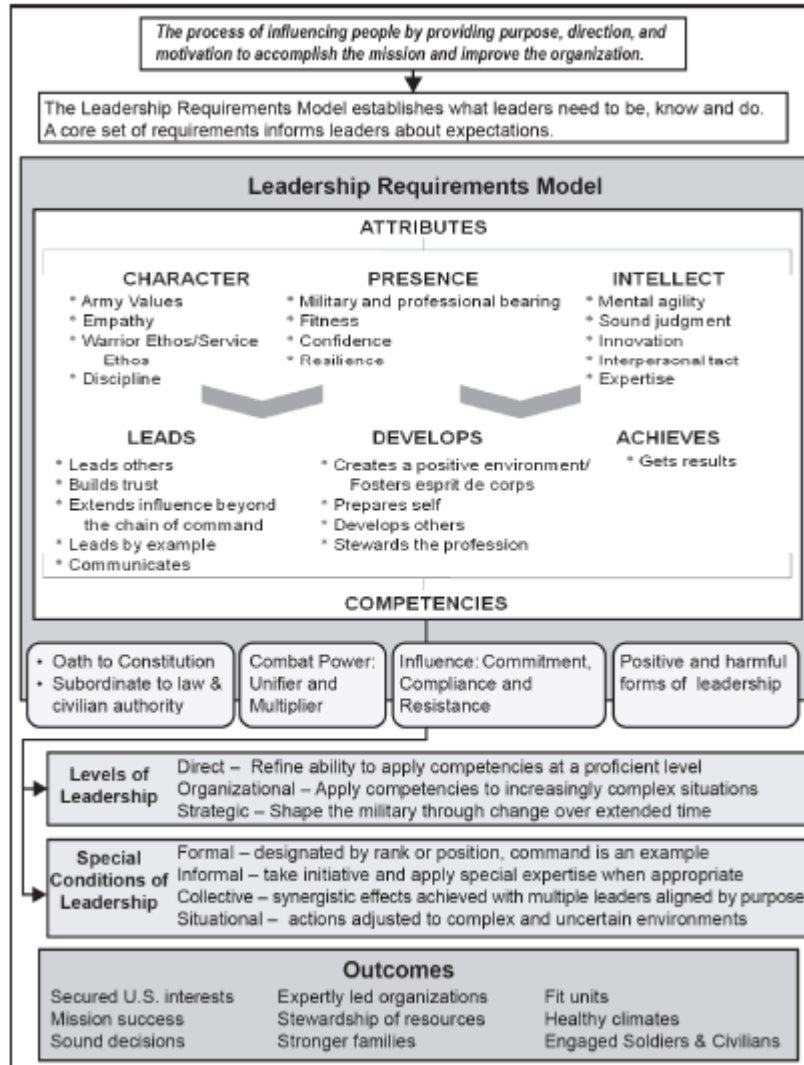


Figure 1: Army Leadership Requirements Model

Note: The three attributes are listed below the header. The three competencies are listed above the header.

are listed in Figure 1.<sup>24</sup>

The Army has also outlined several leadership conditions. The first is “situational” leadership. Leaders are expected to adjust their methods to fit the “people and team, the

adversary, cultural and historical background, and the mission to be accomplished.”<sup>25</sup> The second condition, informal leadership, describe the influence that all service members can have regardless of their official position in the organizational hierarchy. Informal leadership is exercised by virtue of a soldier’s occupational proficiency. Similarly, collective leadership is the effect created when leaders at multiple levels work towards a common goal.<sup>26</sup>

The leadership attributes and competencies presented in the Leadership Requirements Model are applicable to all levels of Army leaders. To support this idea the Army established three levels of leadership: direct, organizational, and strategic (see Figure 2).<sup>27</sup> The level a leader functions at is generally determined by the billet they hold and the associated span of control or influence. As the term implies, leaders at the “direct” level generally work face-to-face with those they lead. “Organizational” leaders typically work through staffs or subordinates to lead people and manage resources by establishing a command climate and appropriate policies. “Strategic” leaders influence the organization by establishing force structure, allocating resources, communicating strategic vision, and preparing their commands and the Army for

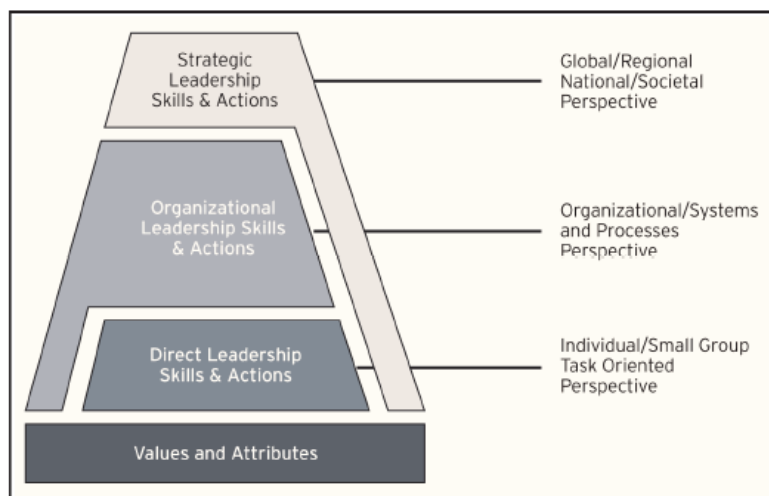


Figure 2: Levels of Army Leadership

future roles.”<sup>28</sup>

Like all of the services, the Army maintains official “values.” In the Army model these values are a sub-set of the “character” attribute in the Leadership Requirements Model. ADP 6-22 describes the purpose of Army Values as follows: “Soldiers and Army Civilians enter the Army with personal values developed in childhood and nurtured over years of personal experience. By taking an oath to serve the nation and the institution, one agrees to live and act by a new set of values—Army Values. The Army Values consist of the principles, standards, and qualities considered essential for successful Army leaders.”<sup>29</sup> The seven Army Values are represented by the acronym LDRSHIP, representing loyalty, duty, respect, selfless service, honor, integrity, and personal courage. The fact that the Army Values are presented as a sub-element of the “character” attribute in the Leadership Requirements Model raises questions about their importance in the Army model.

## SUMMARY

The Army’s doctrinal writings on leadership are well organized and synchronized. The basic Leadership Requirements Model presented in ADP 6-22 is described in great detail by ADP 6-22. Further, the Army is the only service that has put the intellectual rigor into defining the opposite of good leadership: negative or toxic leadership. The emphasis placed on “influencing” people in a positive manner to gain a high level of commitment indicates the Army’s emphasis on human factors. While coercive techniques for leading are discussed, the focus is clearly on gaining the support and “buy-in” at all levels in order to accomplish the mission.

## **U.S. AIR FORCE LEADERSHIP DOCTRINE: IT'S ABOUT THE PEOPLE**

### **SOURCES**

Leadership doctrine in the U.S. Air Force is managed by the LeMay Center for Doctrine Development and Education, located at Maxwell Air Force Base in Montgomery, Alabama. The LeMay Center is responsible for developing and maintaining all basic and operational level Air Force doctrine. Of note, the Air Force is the only service that has converted all doctrinal publications to a web-based format.<sup>30</sup>

In 2014 the Air Force rebranded its doctrinal publications. In the current publication system, leadership doctrine is addressed in two separate publications. The first, Volume 2, *Leadership*, is the service's primary reference for all matters related to the subject of leadership. *Leadership*, which totals 76 pages, is organized into two chapters. Chapter 1, "The Airman," describes what it means to be a member of the Air Force. This section describes the fundamental perspective of all Air Force service members and briefly describes the Air Force's core values. Chapter 2, "Leading Airmen," outlines the service's leadership model and presents an abbreviated history of Air Force leadership doctrine.

The second doctrinal publication is Annex 1-1, *Force Development*; although labeled as an "annex," this document is separate from Volume 2. Totaling 20 pages, Annex 1-1 is organized into five sections that present the service's approach to developing leaders. Specific to the discussion of leadership doctrine, Annex 1-1 lists the Air Force's institutional competencies and organizes the competencies by level of leadership.

## DEFINITIONS

The Air Force defines leadership as “the art and science of motivating, influencing, and directing Airmen to understand and accomplish the Air Force mission in joint warfare.”<sup>31</sup> This definition is built on two complimentary components. The first is the human factor, the Airmen that compose the service. *Leadership* goes on to describe effective leadership as that which “transforms human potential into effective performance in the present and prepares capable leaders for the future.”<sup>32</sup> Integral to this aspect of the definition is the belief that leadership is a skill to be developed and that “leaders are created through a process of development involving education, training, and experience coupled with ongoing mentoring by more experienced leaders.”<sup>33</sup>

The second component of the definition is the mission. Here again, doctrine describes the mission in human terms, “Effective leadership transforms human potential into effective performance in the present and prepares capable leaders for the future.”<sup>34</sup> Of note, the Air Force has taken deliberate steps over the last decade to refocus its leadership concepts on human, rather than technical, factors.<sup>35</sup>

Like the US Army, the Air Force distinguishes between “leadership” and “command.” Using the joint definition of “command,” Air Force doctrine addresses the fact that most service members are not commanders, but can still lead in formal and informal ways. Thus, “Leadership does not equal command, but all commanders should be leaders.”<sup>36</sup>

## MAJOR ELEMENTS

As noted above, a key concept in the Air Force’s leadership design is that leaders can be “grown” through training, education, experience, and mentoring. *Leadership* succinctly captures the concept:

The Air Force develops leaders. Leadership is a skill that we learn, develop, and practice; it is not necessarily inherited nor ingrained in our DNA. This doctrine presents the Air Force's best practices for creating leaders and applying leadership . . . Those leaders are created through a process of development involving education, training, and experience coupled with ongoing mentoring by more experienced leaders. The end result is the development of Airmen capable of excelling as leaders at all levels, anywhere, anytime.<sup>37</sup>

To achieve this vision, the Air Force Leadership model is organized around two complimentary components: leadership competencies and leadership actions. These components build on the service's core values that are the fundamental characteristics of all Airmen. Leadership competencies are the leadership skills that build on the service's core values. Leadership actions are what leaders do to affect (lead) their organizations. The competencies and actions "are intrinsic to all Airmen, building on the foundation laid by the core values. Leaders apply these components at all three leadership levels: tactical expertise, operational competence, and strategic vision."<sup>38</sup>

The Air Force holds three core values: Integrity First, Service Before Self, and Excellence in All We Do.<sup>39</sup> *Leadership* goes onto to explain the four reasons why the Air Force has core values. First, "core values tell us the price of admission to the Air Force itself." In other words, all Air Force members must adopt these fundamental statements of the service's ethical code. Second, core values "point to what is universal and unchanging in the profession of arms." Third, commonly held values "help us get a fix on the ethical climate of an organization" to ensure all units are aligned with institutional principles. Finally, "[t]hey serve as beacons vectoring us back to the path of professional conduct."<sup>40</sup>

Building from the core values, leadership competencies translate ethical principles into operational skills. The Institutional Competency List arranges “clusters of skills, knowledge, and abilities required of all Airmen.”<sup>41</sup> Put another way, “[c]ompetencies are attributes an individual possesses to successfully and consistently perform a given task, under specified conditions, or meeting a defined standard of performance.”<sup>42</sup> The Institutional Competency List, in turn, forms the basis for the Air Force’s force development model, providing a “common language and a set of priorities for consistency across the Air Force.”<sup>43</sup> The competencies are organized into three categories: personal, people/team, and organizational. Logically, the categories progress from individual traits to skills that enable an Airmen to lead teams and increasingly larger organizations. There are eight total competencies with 24 sub-competencies divided between the three categories. Figure 3 displays the organization of the leadership competencies.<sup>44</sup>

 <b>ANNEX 1-1 FORCE DEVELOPMENT</b>		
<b>APPENDIX: INSTITUTIONAL COMPETENCY LIST</b> <small>Last Updated: 8 November 2011</small>		
Category	Competency	Subcompetency
Personal	Embodies Airman Culture	- Ethical Leadership - Followership - Warrior Ethos - Develops Self
	Communicating	- Speaking and Writing - Active Listening
People/Team	Leading People	- Develops and Inspires Others - Takes Care of People - Diversity
	Fostering Collaborative Relationships	- Builds Teams and Coalitions - Negotiating
Organizational	Employing Military Capabilities	- Operational and Strategic Art - Unit, Air Force, Joint, and Coalition Capabilities - Non-adversarial Crisis Response
	Enterprise Perspective	- Enterprise Structure and Relationships - Government Organization and Processes - Global, Regional, and Cultural Awareness - Strategic Communication
	Managing Organizations and Resources	- Resource Stewardship - Change Management - Continuous Improvement
	Strategic Thinking	- Vision - Decision-making - Adaptability

Figure 3: U.S. Air Force Leadership Competencies

To put these leadership competencies into action, the Air Force has established three tenants for leadership actions: influence, improve, and accomplish. Leaders positively influence subordinate Airmen by creating a vision for what needs to be done and fostering individual and collective motivation to achieve that vision. Leaders improve their units by progressing all Airmen along the Continuum of Learning through training, education, experience, and mentorship. Finally, leaders are expected to accomplish the mission by developing individual and collective ability through the previous two steps.<sup>45</sup>

An interesting recent addition to Air Force leadership doctrine is the Airmen's Creed (see Figure 4).<sup>46</sup> In 2007 the Chief of Staff of the Air Force, General T. Michael Moseley, introduced the creed to refocus the identity of Airmen. The creed reinforces the central concepts of people and mission in the service's definition of leadership over technical capability or equipment.

Leadership describes the rationale for instituting the Airman's Creed as follows:

At that time, the Air Force had been involved in continuous combat operations for over 16 years. During that period, Airmen became highly specialized and technically capable across a broad spectrum of operations, which resulted in a drift toward an emphasis on technical proficiency and away from a warfighting orientation. As a result, General Moseley created the Airman's Creed in an effort to reinvigorate the warrior spirit and articulate the fundamental beliefs that capture the essence of the Airman warrior. The Airman's Creed is intended to remind all Airmen that they are not just a "conglomeration of diverse specialties, skill sets, or jobs," but theirs is the profession of arms.<sup>47</sup>

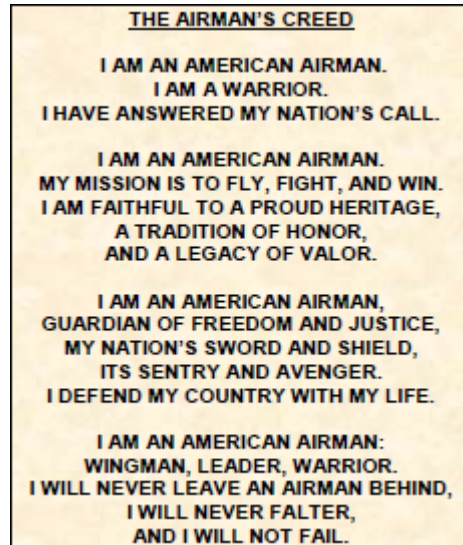


Figure 4: U.S. Air Force Airmen's Creed

While core values and leadership actions are required of all Airmen regardless of rank, the Air Force has organized leadership competencies according to three levels of leadership. As a leader advances in rank and scope of responsibility, the required institutional competencies advance accordingly.<sup>48</sup> At the most junior level, Tactical Expertise, Airmen focus on core duty skills and are “assimilated into the Air Force culture and are adopting the core values.”<sup>49</sup> Mid-level leaders working at the Operational Competence level are expected to “understand the broader Air Force perspective and the integration of diverse people and their capabilities in the execution of operations.” Finally, senior leaders who operate at the level of Strategic Vision incorporate the full spectrum of leadership competencies as they lead the service in a joint and coalition environment.<sup>50</sup> Figure 5 depicts the relationship between the institutional competencies and levels of leadership.<sup>51</sup>

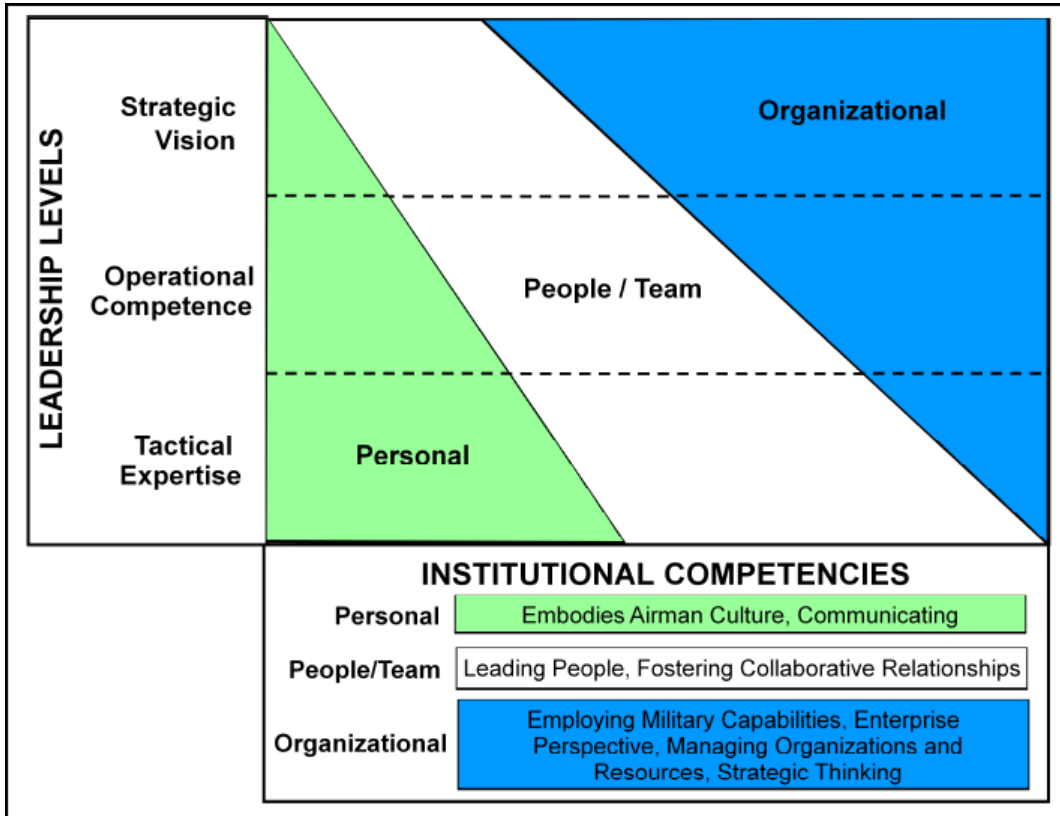


Figure 5: Levels of Air Force Leadership

## SUMMARY

The Air Force’s doctrinal publications on leadership are logical and synchronized. Additionally, the web-based application improves ease of access. It is interesting to note that the leadership publications do not address technical subjects or the centrality of advanced platforms, such as missiles or aircraft, in the service’s organizational identity. Air Force leadership doctrine expressly states that people are fundamental to the mission and that “leadership transforms human potential into effective performance.”<sup>52</sup> It is clear that the service is realigning itself on human factors. Taken together, these observations indicate that the Air Force has to fight the tendency to focus on technical capabilities, platforms, and equipment sets.

## **U.S. MARINE CORPS: THINK FOR YOURSELF**

### SOURCES

Leadership doctrine for the Marine Corps is developed and maintained by the Lejeune Leadership Institute (LLI) located aboard Marine Corps Base Quantico, VA. LLI's mission is to develop "leadership training, education and doctrine in order to facilitate the development of ethical leaders firmly rooted in the Marine Corps heritage of selfless service, core values, and warfighting excellence."<sup>53</sup> Within this broad charge, the Doctrine, Development, and Standards Branch of LLI produces military and civilian leadership publications, policies, and concepts for the Marine Corps.<sup>54</sup>

The primary source for Marine Corps leadership doctrine is Marine Corps Warfighting Publication 6-11 (MCWP), *Leading Marines*. Although 128 pages in length, the document is relatively short due to the "pamphlet" style of the printing. It is also distinguishable by its "non-doctrinal" format. All three chapters are written in a narrative style that is built around historical examples. This format gives the sense of reading a book rather than an informational document. Additionally, the publication does not directly define the terminology used (i.e. leadership, command, leader, etc...). Of note, *Leading Marines* was updated and republished in 2014; only the most recent edition was used for this work.

*Leading Marines* is organized into three chapters. Chapter 1, "Our Ethos," presents a brief description of what it means to be a Marine. More than a descriptive narrative, the text makes the argument that the Marines are different from everyone else through brief explanations of traditions, customs, and courtesies, all told through stories about Marines. Chapter 2, "Foundations of Leadership," begins by describing the relationship between leaders and subordinates. It goes on to explain the relationship between the elements of the Marine Corps

leadership paradigm: core values, leadership traits, and leadership principles. Chapter 3, “Overcoming Challenges,” describes obstacles to leadership, including Clausewitzian friction, moral challenges, and physical limitations.

Several additional Marine Corps doctrinal publications discuss leadership, but do not add any additional content. First, the service’s capstone publication, Marine Corps Doctrinal Publication-1 (MCDP), *Warfighting*, addresses the centrality of leadership in the Marine Corps’ theory of war. MCDP-6, *Command and Control*, briefly describes the Marine Corps theory of leadership in relation to command and control theory. Marine Corps Reference Publication (MCRP) 6-11D, *Sustaining the Transformation*, discusses the leadership principles in relation to maintaining the Marine Corps ethos over the course of a Marine’s tenure. Finally, the *Marine Corps Manual* briefly describes the concepts “leadership” and “command.”

## DEFINITIONS

The official Marine Corps publications do not provide a concise and consistent definition of leadership. In fact, *Leading Marines* does not attempt to define the term at all, but conveys a sense of what the service thinks about the subject by presenting historical examples. MCDP-6, *Command and Control*, briefly defines the term as “the influencing of people to work toward the accomplishment of a common objective.”<sup>55</sup> None of the Marine Corps doctrinal publications utilize a common definition of leadership.

Conversation with the staff of the Lejeune Leadership Institute identified that the most direct description of “leadership” is drawn from the *Marine Corps Manual*. In the one section of the manual that directly addresses the subject of leadership, the *Marine Corps Manual* states the following:

The objective of Marine Corps Leadership is to develop the leadership qualities of Marines to enable them to assume progressively greater responsibilities to the Marine Corps and society. Marine Corps Leadership qualities include: (1) Inspiration -- personal example of high moral standards reflecting virtue, honor, patriotism, and subordination in personal behavior and in performance. (2) Technical proficiency -- Knowledge of the military sciences and skill in their application. (3) Moral responsibility -- Personal adherence to high standards of conduct and the guidance of subordinates toward wholesomeness of mind and body.<sup>56</sup>

By combining the information from the *Marine Corps Manual, Command and Control*, and *Leading Marines*, one can develop a sense of the “spirit” of leadership that the service desires, but not a concise definition. Similarly, the term “command” is recognized as different than “leadership,” but the term is not clearly defined in any of the official publications. The *Marine Corps Manual* describes several aspects of command, but does not define the term.<sup>57</sup> The relationship between leadership and command is described in *Command and Control* as follows: “The essence of war is a clash between human wills . . . Because of this human element, command is inseparable from leadership.”<sup>58</sup>

## MAJOR ELEMENTS

There are three elements in the Marine Corps’ leadership construct: core values, leadership traits, and leadership principles. The Marine Corps espouses three core values: Honor, Courage, and Commitment.<sup>59</sup> Core values are described as the principles that distinguish Marines, that “give us strength, influence our attitudes, and regulate our behavior. They bond all Marines into a band of brothers that can meet any challenge.”<sup>60</sup> Building from these principles the 14 leadership traits describe the desired character of all Marine leaders.<sup>61</sup> Finally, the 11 leadership principles establish guidelines for all leaders to follow in order effectively lead (see Figure 6).<sup>62</sup>

LEADERSHIP TRAITS	LEADERSHIP PRINCIPLES
JJ-DID-TIE-BUCKLE	- Be technically and tactically proficient
Justice	- Know yourself and seek self-improvement
Judgment	- Know your Marines and look out for their welfare
Dependability	- Keep your Marines informed
Initiative	- Set the example
Decisiveness	- Ensure the task is understood, supervised, and accomplished
Tact	- Train your Marines as a team
Integrity	- Make sound and timely decisions
Enthusiasm	- Develop a sense of responsibility among your subordinates
Bearing	- Employ your units in accordance with its capabilities
Unselfishness	- Seek responsibility and take responsibility for your actions
Courage	
Knowledge	
Loyalty	
Endurance	

Figure 6: USMC Leadership Traits and Principles

## SUMMARY

Unlike the US Army and Air Force, the Marine Corps’ leadership materials are not organized into an overarching “design” or model. While the three components are described as being nested, they are not aligned as in the Army’s Leadership Requirements Model or the Air Force’s Institutional Competencies list. The Marine Corps’ leadership concepts generally support each other, but are not directly linked.

In some ways, writing on Marine Corps is a simple task because the doctrine is basic and presented in a narrative format. For the same reason it is difficult because there are not many specific definitions or formulas. The flavor of the Marine Corps’ leadership doctrine is summed up in the following quote from the Forward to *Leading Marines*: “Simply put, this publication describes the leadership philosophy that distinguishes the U.S. Marine Corps. This publication is

not meant to be a “how to” guide on leadership, rather, it provides broad guidance in the form of concepts and values.”<sup>63</sup>

The style and content of the Marine Corps’ leadership doctrine, particularly *Leading Marines*, makes it clear that the service is focusing on accessibility for all Marines. The narrative story format is also intended to instill a sense of history and esprit amongst Marines by emphasizing the service’s self-proclaimed distinct character. This may reflect the relatively young age of the average Marine.<sup>64</sup>

## **U.S. NAVY LEADERSHIP DOCTRINE: COMMAND AT SEA**

### **SOURCES**

The lead organization for leadership matters in the US Navy is the Naval Leadership and Ethics Center (NLEC), a subordinate command of the Naval War College in Newport, RI. The NLEC, established in 2014, was previously designated as the Command Leadership School. The NLEC hosts a variety of leadership courses, to include mandatory courses for command selected officers. In collaboration with the NLEC, the Naval Warfare Development Command (NWDC) located aboard Naval Station Norfolk, VA manages and publishes all Navy doctrine through the Navy Doctrine Library System.

One of the most obvious and fundamental differences between the Navy and the other services is that the Navy does not have an official document that codifies the service’s leadership philosophy. The reasons and potential consequences of this approach are thoroughly discussed in other literature and are beyond the scope of this work.<sup>65</sup> In light of the fact that the service does not have a single authoritative source document, elements of the service’s leadership philosophy must be pieced together from various sources.

For the purpose of this work, the elements of Navy leadership philosophy were primarily drawn from three sources. The first is the service's capstone document, Naval Doctrine Publication-1 (NDP-1), *Naval Warfare*. Chapter 1 of NDP-1 presents the Naval Core Values and Ethos. The second source is a complimentary set of documents, the *Naval Leadership Development Strategy* (NLDS) and *Naval Leadership Development Outcomes* (NLDO). Taken together, they provide a vision for the development of leadership attributes across the service. Finally, the Center for Personal and Professional Development (CPPD), presents the Navy's Leadership Competency Model.

It is worth noting that the Navy's leadership philosophy appears to be heavily influenced by the concept of "command." In *The Charge of Command*, a memorandum issued to all commanding officers, the Chief of Naval Operations (CNO) describes command as "the foundation upon which our Navy rests."<sup>66</sup> Under this construct, commanding officers develop their own leadership philosophies to flesh out the details that are absent in service-level publications. As addressed in the preceding paragraphs, the Navy has not developed doctrinal leadership publications, in the formal sense of the term. Not surprisingly, the documents referenced to piece together the Navy's leadership philosophy do not contain definitions for common terms such as "leadership" or "command." Based on the use of such terms in the writings, the definitions from Joint Publication 1-02, *Department of Defense Dictionary of military and Associated Terms*, are applicable.

## MAJOR ELEMENTS

Naval Core Values is the first component of Navy leadership construct that is explicitly stated. The Navy defines core values as "the accepted principles or standards of a person or a

group.”<sup>67</sup> Chapter 1 of NDP-1 opens by describing the common elements of US naval forces.<sup>68</sup>

Following this logic, the Navy shares the same core values as the Marine Corps: honor, courage,

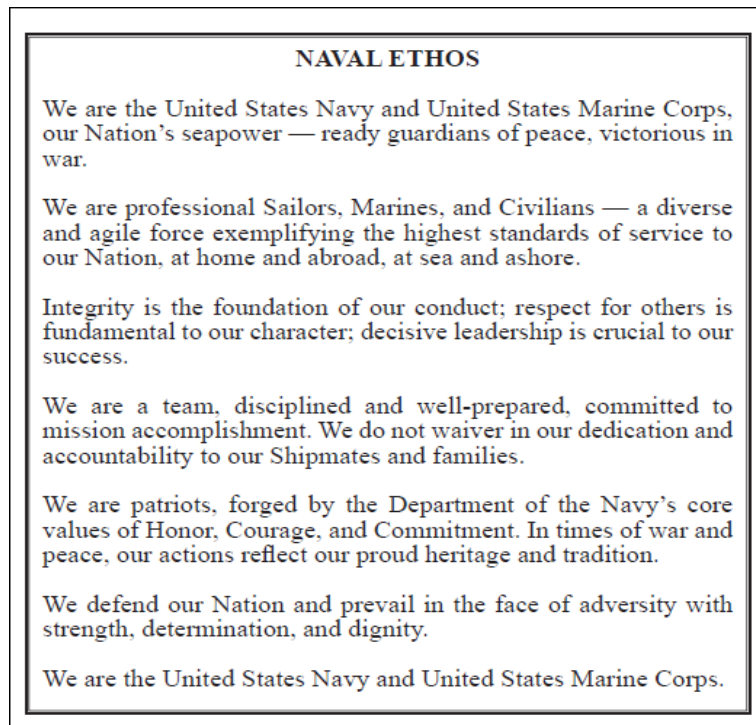


Figure 7: Naval Ethos Statement

and commitment. Similarly, NDP-1 presents a Navy Ethos statement that is applicable to both the Navy and Marine Corps. Although NDP-1 does not elaborate or discuss the components of the Naval Ethos, they are self-explanatory (see Figure 7).<sup>69</sup>

The second component, the Navy Leadership Competency Model, is drawn from the Navy’s Center for Personal and Professional Development. In this model a competency is defined as “a behavior or set of behaviors that describes excellent performance in a particular work context (Job Role, Position, or Function).”<sup>70</sup> The five basic competencies and associated sub-competencies are intended “to provide clarification of standards and expectations” across all communities in the Navy.<sup>71</sup> Figure 8 lists the primary and associated sub-competencies contained in the Navy Leadership Competency Model.<sup>72</sup>

COMPETENCY	ASSOCIATED SUB-COMPETENCIES
<p><u>Accomplishing Mission</u> :</p> <p>Stresses Accountability and Continuous Improvement. It includes the ability to make timely and effective decisions, and produce results through strategic planning and the implementation and evaluation of programs and policies.</p>	<ul style="list-style-type: none"> <li>• Responsibility, Accountability, and Authority</li> <li>• Decisiveness / Risk Management</li> <li>• Continuous Improvement</li> <li>• Problem Solving</li> <li>• Technical Credibility</li> </ul>
<p><u>Leading People</u>:</p> <p>The ability to design and implement strategies that maximize personnel potential and foster high ethical standards in meeting the Navy’s vision, mission and goals.</p>	<ul style="list-style-type: none"> <li>• Developing People</li> <li>• Team Building</li> <li>• Combat / Crisis Leadership</li> <li>• Conflict Management</li> <li>• Leveraging Diversity</li> <li>• Professionalism</li> </ul>
<p><u>Leading Change</u>:</p> <p>Encompasses the ability to develop and implement an organizational vision that integrates key Naval national and program goals, priorities, values, and other factors. Inherent to it is the ability to balance change and continuity – to create a work environment that encourages creative thinking and innovation.</p>	<ul style="list-style-type: none"> <li>• Creativity &amp; Innovation</li> <li>• Vision</li> <li>• Strategic Thinking</li> <li>• External Awareness</li> <li>• Flexibility</li> <li>• Service Motivation</li> </ul>
<p><u>Working with People</u>:</p> <p>Involves the ability to explain, advocate, and express facts and ideas in a convincing manner, and negotiate with individuals and groups internally and externally.</p>	<ul style="list-style-type: none"> <li>• Influencing &amp; Negotiating</li> <li>• Partnering</li> <li>• Political Awareness</li> <li>• Oral Communication</li> <li>• Written Communication</li> </ul>
<p><u>Resource Stewardship</u>:</p> <p>Involves the ability to acquire and administer human, financial, material, and information resources in a manner that instills public trust and accomplishes the Navy’s mission; and to use new technology to enhance decision making.</p>	<ul style="list-style-type: none"> <li>• Financial Management</li> <li>• Leveraging Technology</li> <li>• Human Resource Management</li> <li>• Competency-Based Model Benefits</li> </ul>

Figure 8: Navy Leadership Competencies and Associated Sub-competencies

The third element in the Navy leadership construct is the Naval Leadership Development Strategy and the associated Navy Leadership Development Outcomes. The NLDS, which is published by the Chief of Naval Operations, provides succinct service-level direction to

“synchronize the Navy’s leadership and strengthen our naval profession by providing a common framework for leader development – regardless of community – that is comprehensive in scope and enduring.”<sup>73</sup> Additionally, the NLDS presents the Navy Leadership Development Continuum with its four core elements: experience, education, training, and personal development.<sup>74</sup>

Complementing the NLDS, the NLDO defines “the character attributes, behaviors, and skills expected of Navy leaders.”<sup>75</sup> In short, the outcomes loosely define the expected results of the NLDS. The NLDO associates the progression of four foundational elements over the course of a sailor’s career. Figure 9 depicts the evolving leadership outcomes for enlisted sailors and officers.<sup>76</sup>

		<i>Outcomes Enlisted</i>				<i>Outcomes Officer</i>			
		<i>E-1 to E-3 Committed Sailor</i>	<i>E-4 to E-6 Motivational Leader</i>	<i>E-7 to E-8 Inspirational Leader</i>	<i>E-9 Command-level Leader</i>	<i>O-1 to O-2 Trusted Leader</i>	<i>O-3 to O-4 Motivational Leader</i>	<i>O-5 to O-6 Inspirational Leader</i>	<i>Flag Visionary Leader</i>
<i>Foundational Elements</i>	<i>Core Values</i>	Motivated by Navy Core Values	Imparts Navy Core Values to others	Inspires trust and confidence	Epitomizes Navy Core Values	Understands and lives relationship of Oath to Navy Core Values	Instills Navy Core Values in others	Infuses Navy Core Values in command culture	Guardian of Navy Core Values
	<i>Moral Character</i>	Integrity and respect for others	Personal values consistent with Navy Core Values	Fosters ethical behavior in others	Exemplary ethical behavior	Personal values consistent with Navy Core Values	Fosters ethical behavior in others	Moral arbiter for the command	Exemplar for the Navy
	<i>Judgment</i>	Complies with rules, regulations, and procedures	Exercises sound judgment; enforces rules, regulations, and procedures	Anticipates requirements and acts independently	Applies intuition and displays vision	Practices sound judgment; enforces rules, regulations, and procedures	Anticipates requirements and acts independently	Exercises discernment and acts both boldly and prudently	Embraces forward-thinking, strategic perspective
	<i>Leadership</i>	Trusted team member Loyal to and respects authority	Valued team leader Motivates and instills pride in others	Command-respected leader Builds unity of purpose and sense of ownership	Exemplar of the naval profession of arms Strengthens chain of command	Valued team leader Fosters loyalty up and down chain of command	Adaptive leader and team builder Exercises morally responsible, credible leadership	Command leader Embraces authority, responsibility, and accountability of command	Steward of the naval profession of arms Conveys highest standards of the Service with strength, determination, and dignity

Figure 9: Navy Leadership Development Outcomes

While the Navy does not classify these materials as doctrine, the three elements listed above provide insights into the Navy’s concept of who leaders should be and how they are developed. To align the thoughts of its leaders, the Navy conducts a series of “leadership” courses that are associated with specific assignments. The Naval Leadership and Ethics Center coordinates four courses to that end: the commanding officer’s leadership course, the executive officer’s leadership course, the major command leadership course, and the command master chief and chief of the boat course.<sup>77</sup>

## SUMMARY

As stated in the introduction to this chapter, the Navy has not established a single, unifying document to codify its thoughts and guidance on leadership matters. The service's emphasis on "command" as a critical element of its leadership philosophy is also unique. This decentralized approach makes it difficult to establish a common philosophy that extends through all of the sub-communities in the Navy. It also raises questions about how the Navy establishes a common understanding of "what right looks like." While all of the services have micro-communities based on platforms or missions, the Navy is the most striking example. The following quote from the current CNO, Admiral Jonathan W. Greenert, in his introduction to the NLDS indicates that the seas may be changing for the Navy:

The purpose of this strategy is to synchronize the Navy's leadership and strengthen our naval profession by providing a common framework for leader development – regardless of community – that is comprehensive in scope and enduring. Leader development in the Navy is accomplished through professional experience, training, education, and personal development. We need a single vision of Navy leader development that integrates these functions and binds us together as trusted members of the naval profession.<sup>78</sup>

### **U.S. COAST GUARD LEADERSHIP DOCTRINE: BETWEEN TWO WORLDS**

## SOURCES

The principle reference for leadership doctrine in the Coast Guard is the Office of Leadership, CG-12C. Located in Washington, DC, the Office of Leadership's mission is to communicate "Coast Guard leadership principles, establishes policies, facilitates resources, and sustains leaders of character at all levels."<sup>79</sup>

Sharing many aspects of a naval tradition, the US Coast Guard has organized its leadership materials in much the same way as the Navy. Although the service is not a member of the DOD, Coast Guard units have frequently been assigned to the DOD during times of war. As a result, NDP-1 briefly addresses the tenants of Coast Guard leadership. The Coast Guard's leadership philosophy is also briefly addressed in Coast Guard Publication-1 (CGP-1) which discusses the history and thought behind the service's core values and ethos statement.

The primary reference for Coast Guard leadership material is COMMANDANT INSTRUCTION M5351.3, Leadership Development Framework (COMDTINST M5351.3). The intent of the document is to "establish a single, uniform leadership development framework to be employed in the training and development of all segments of the Coast Guard workforce."<sup>80</sup> Chapters 1 and 2 outline the service's leadership model and present the basic components. Chapter 3 explains each component in detail.

## DEFINITIONS

COMDTINST M5351.3 defines leadership as "the ability to influence others to obtain their obedience, respect, confidence, and loyal cooperation."<sup>81</sup> Like the other services, the Coast Guard views leadership as a skill that can be developed through "a never-ending process of self-study, education, training, experience, observation, and emulation."<sup>82</sup>

## MAJOR ELEMENTS

The Coast Guard's leadership construct is based on three complimentary components: leadership competencies, responsibility levels, and methods for gaining and demonstrating competency.<sup>83</sup> Like the Navy, the Coast Guard views its leadership model as decentralized, with the primary actions taking place at local commands.<sup>84</sup>

Of the three elements of the Coast Guard model, the first two are the most descriptive. Component one, the leadership competencies, defines “the knowledge, skills, and expertise the Coast Guard expects of its leaders.”<sup>85</sup> There are 28 competencies organized into four broad categories: Leading Self, Leading Others, Leading Performance and Change, and Leading the Coast Guard. Figure 10 displays the leadership competencies organized by category.<sup>86</sup>

<b>Leading Self</b>	<b>Leading Others</b>	<b>Leading Performance &amp; Change</b>	<b>Leading The Coast Guard</b>
Accountability & Responsibility	Effective Communications	Conflict Management	Financial Management
Aligning Values	Team Building	Customer Focus	Technology Management
Followership	Influencing Others	Decision Making & Problem Solving	Human Resource Management
Health & Well Being	Mentoring	Management & Process Improvement	External Awareness
Self Awareness & Learning	Respect for Others & Diversity Management	Vision Development & Implementation	Political Savvy
Personal Conduct	Taking Care of People	Creativity & Innovation	Partnering
Technical Proficiency			Entrepreneurship
			Stewardship
			Strategic Thinking

Figure 10: Coast Guard Leadership Competencies by Category

Building from the leadership competencies, the responsibility levels connects the 28 competencies to five levels of seniority within the organization. The responsibility levels, which are generally based on rank, are associated with increased levels of proficiency in each of the leadership competencies.<sup>87</sup> Figure 11 depicts the correlation between increasing rank and responsibilities.<sup>88</sup>

Responsibility Levels					
Performance Level	Attendant Responsibilities	Enlisted	Officers	Civilian Employees	Auxiliary
Executive	The highest-level policy and decision makers in the Coast Guard.	E10, CMCs	Flags	SES	COMO
Senior Manager	Officials with programmatic or command responsibilities including overall supervision of an organization or unit.	E9	O6/O5 W4	GS15/14	DC, VCO, RCO, DSO
Mid-Level Manager	Managers of first-line supervisors, such as department heads, executive officers, executive petty officers and division chiefs.	E8/E7	O4/O3 W3/W2	GS13/12 WS (all)	DVC, DCP, VCP, SO
First-line Supervisor	Supervisors of others with responsibility for the accomplishment of specific tasks or processes.	E6-E4	O2/O1	GS11/9 WL (all)	FC, VFC, FSO
Worker	No significant supervisory duties.	E3-E1		GS1/8 WG (all)	MEMBER

Figure 11: Coast Guard Leadership Responsibility Levels

The Coast Guard has also established core values and an ethos statement to convey its principles of leadership. Ethos is defined as “the character of a community or people,” while core values are “the accepted principles we hold that form the foundation on which we perform work and conduct ourselves.”<sup>89</sup> Although neither is specifically included in the service’s Leadership Development Framework, each underscores the three primary components addressed in the preceding pages.

The core values and ethos statement also highlight the ways in which the Coast Guard views itself as unique from the other military services. The Coast Guard Ethos statement “distinguishes [the service] as both a military and humanitarian organization.”<sup>90</sup> (see Figure 12) Similarly, CGP-1 attributes the service’s core values of Honor, Respect, and Devotion to Duty to its diverse roots.<sup>91</sup> The Coast Guard’s public safety, law enforcement, and warfighting heritage have produced a unique organizational identity that the service emphasizes.

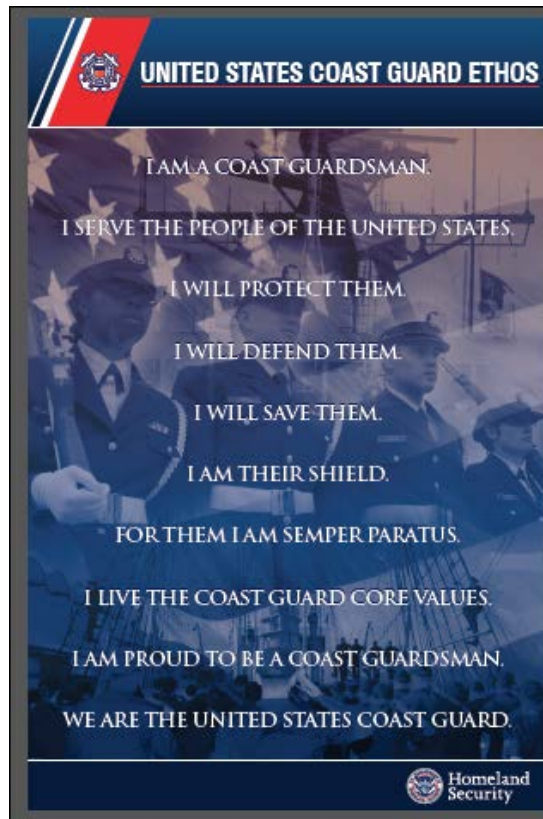


Figure 12: Coast Guard Ethos Statement

## SUMMARY

The Coast Guard philosophy on leadership reflects the service's split heritage. In organization and operating concept, it is aligned with the DOD. In purpose and legal authorities, the Coast Guard is aligned with the Department of Homeland Security (DHS). This unique heritage is reflected in the service's definition of leadership, core values, leadership competencies, and ethos statement. The service's leadership materials are well organized and synchronized. Of particular note, the Office of Leadership has a well-designed web site that compliments the CMDNTINST by making the materials easily accessible.

## **SUMMARY: DISCERNING THE SIMILARITIES AND DIFFERENCES**

As stated in the preface, the goal of this work is not to make a judgment on which service has the “best” leadership concept or model. The purpose is to distill the core concepts from each service in order to make a comparison that identifies similarities and differences. While the reader will undoubtedly have discerned some points already, this section presents four topics for consideration: points of commonality, definitions of leadership, core values statements, and what the style of the publications implies about the target audience.

It is important to consider how doctrine is developed in the US military when comparing the details of each service’s leadership materials. Generally speaking, doctrine development is a bureaucratic process.<sup>92</sup> As a result, it is nearly impossible to determine why a service selected a particular word to use in defining a term or expressing a core value statement. Thus, it can be dangerous to read too far into the verbiage used to express concepts. Still, it is fair to assume that each service was deliberate in selecting the wording in its respective publications. With this point in mind, this chapter offers limited commentary on what can be inferred about a service by the definitions, value statements, and leadership constructs that it has developed.

To begin the comparison, it is helpful to establish what all of the services have in common. There are two fundamental points. First, all of the services think that leadership is a skill set that can be developed over time through education, training, experience, and mentoring. This point will seem obvious to a military audience, but the military philosophy differs from common practice in the business world where individuals are often hired because of their perceived leadership skills or experience.

The most obvious explanation for why the US military has adopted this approach is that there is nowhere outside the military where individuals can acquire military experience.

Studying military subjects and achieving technical certifications in comparable occupational fields does not equate to experience in military culture or operational employment. Additionally, in the US model all of the services are designed to rapidly expand to meet operational needs. It stands to reason that the service models must facilitate the “growth” of leaders capable of guiding an enlarged force at the tactical and strategic levels.

The second point of commonality is that all of the services specify that their doctrine is applicable to all members: active duty, reserve, national guard, and civilian. This implies that the same leadership philosophy is appropriate for full-time professionals and part-time reservists and guardsmen. If education, training, experience, and mentorship are the fundamentals for developing leaders, can a service member who has limited exposure to any of these elements achieve the same results? The obvious answer is no, those elements of the services simply will not receive enough exposure to develop at the same rate. The inherent difficulties of this approach are overridden, however, by the need to promote interoperability between the active, reserve, and guard components by establishing a common service culture.

#### WHAT’S IN A DEFINITION?

Having established what the services have in common, the next step is to identify where they differ. A logical starting point is to compare how the services define the term “leadership.” Descriptions of the term include a “process” (Army), an “art and science” (Air Force), and an “ability” (Coast Guard). By contrast the Navy and Marine Corps have not developed a common definition. Roughly speaking, the definitions can be divided into three groups: Army and Air Force, Coast Guard, and Navy and Marine Corps.

The Army defines leadership as “the process of influencing people . . . to accomplish the mission and improve the organization.”<sup>93</sup> In a similar vein of thought, the Air Force defines the term as “the art and science of motivating, influencing, and directing Airmen to understand and accomplish the Air Force mission in joint warfare.”<sup>94</sup> While the wording differs, the base concept is that leadership is about working with people to accomplish a mission. Both definitions suggest a utilitarian outlook on leading service members to achieve an endstate.

Moving forward from this first grouping, the Coast Guard definition shares the base concept that leadership is about people, but differs in the description and goals of leadership. COMDTINST M5351.3 defines leadership as “the ability to influence others to obtain their obedience, respect, confidence, and loyal cooperation.”<sup>95</sup> Describing leadership as an “ability” suggests that it is a quality that someone possess rather than a skill to be taught and developed. The Coast Guard definition also differs in the purpose of leadership. Rather than accomplishing a mission, the stated goal of Coast Guard leadership is “to obtain their obedience, respect, confidence, and loyal cooperation.”<sup>96</sup> The choice of wording suggests that the Coast Guard views personal relationships as the vehicle for accomplishing the mission, as opposed to the utilitarian approaches taken by the Army and Air Force.

Finally, the Navy and Marine Corps simply do not define the term. As noted earlier, the Marine Corps’ primary reference, *Leading Marines*, establishes a common spirit of leadership without defining the term.<sup>97</sup> In the Navy the CNO sets a general tone, but the focus of effort is on officers selected for command who in turn promulgate their views to the sailors under their charge. Anecdotal conversations with mid-grade (O-3 to O-5) Navy and Marine officers have demonstrated that they can describe leadership, but define the term in different ways.

The contrast between the Army-Air Force and Navy-Marine groups raises two questions. First, what is the utility of defining terms such as “leadership” and “command?” Does a common

definition affect action? Would Navy and Marine leaders behave differently if those services provided a specific definition of leadership? Can a concept suffice for a definition? The second question set is what affect do centralized and decentralized approaches have on how the organization functions?<sup>98</sup> Does a centralized definition improve understanding or suppress free thinking? While each service would undoubtedly defend its position on the matter, each would also undoubtedly be better for having wrestled with these questions.

One final observation about definitions is in order. The Army is the only service that has directly defined the antithesis of “good” leadership: negative or toxic leadership. Negative leadership is a broad term that includes any personal leadership style that “generally leaves people and organizations in a worse condition than when the leader-follower relationship started.”<sup>99</sup> Toxic leadership is more specifically “a combination of self-centered attitudes, motivations, and behaviors that have adverse effects on subordinates, the organization, and mission performance. This leader lacks concern for others and the climate of the organization...”<sup>100</sup> While these two definitions seem to be common sense upon first glance, the Army’s effort to label this phenomena should benefit all of the services by bring the concept to light and facilitating discussion.

## THE DOD HAS A LOT OF VALUES

The second point of comparison is the services’ respective values statements. As John Mark Mattox points out in his 2013 article for *Joint Forces Quarterly*, “Each of these statements purports to constitute a succinct summary of the owning organization’s most fundamental commitments—the moral reference points that underwrite, circumscribe, and guide the organization’s goals and work.”<sup>101</sup> As Figure 13 shows, only the services in the Department of the Navy have common institutional values.<sup>102</sup>

Core Values Compared											
DOD	duty	integrity	ethics	honor	courage	loyalty					
Air Force		integrity first					service before self	excellence in all we do			
Army	duty	integrity		honor	personal courage	loyalty			respect	selfless service	
Coast Guard	devotion to duty			honor					respect		
Marine Corps				honor	courage						commitment
Navy				honor	courage						commitment

Figure 13: Comparison of DOD Value Statements

This incongruence reflects differences in the institutional cultures of the services. These cultures are rooted in the respective service’s unique history and are slow to change. Thus, it is not surprising that the individual service cultures are not aligned; the “joint” force concept is relatively new in US military history. Setting aside practical matters related to the mechanics of changing service level doctrine, the real question is what positive and negative effects would aligning the service values have? Would such a change improve interoperability in the joint community or negatively affect the culture and overall effectiveness of the individual branches?

These are rhetorical questions that ultimately boil down to a matter of opinion. It is undeniable, however, that differences in institutional cultures affect how service members think about the broader subjects of professionalism and integrated joint operations. As a point of comparison, would it be acceptable if the services were not aligned with joint doctrine for airspace control or fire support coordination? Although each branch has internal doctrine for these matters, all service level doctrine is necessarily aligned or superseded by joint doctrine to facilitate integrated operations. Returning to Mattox’s analysis of DOD values statements:

Perhaps the time has come for DOD and each of the uniformed Services to consider what values distinctively define the profession of arms in a democratic society and why, if at all, there should be any differences among the Services . . . [if] their words are found to

withstand scrutiny, they will become stronger and more enduring. If they are not able to withstand scrutiny borne of careful reflection, they need to be changed.<sup>103</sup>

## MORE OR LESS?

The third area of comparison is the actual leadership model espoused by each service. This section will build on the overview of each service's model presented in the preceding chapters by comparing general traits. In order to make these generalizations, the services have again been aggregated into three groups: Army and Air Force, Navy and Coast Guard, and Marine Corps. The comparison addresses two basic questions. First, is the model accessible to service members? In other words, can the service members who are expected to live out the principles understand and internalize the material? The second is can service members apply the concepts in practical ways that affect behavior? The application could range from an entry level member grafting the service's values statements into their personal ethical code to institutional mechanisms for evaluating a service member's performance.

The Army Leadership Requirements Model is thorough in describing the many aspects of military leadership. The model consists of attributes, competencies, levels, special conditions, and outcomes. Similarly, the Air Force model is built on Leadership Competencies and Leadership Actions; there are eight competencies, divided into 24 sub-competencies. These competencies are aligned under three categories ranging from individual to organizational leadership. The Institutional Competencies are further overlaid on three ascending levels of leadership, from tactical to strategic. Stating the obvious, both models are complex. The intricacy of these schemes reflects the services' attempts to create a holistic approach to leading people and military organizations.

The second grouping, the Navy and Coast Guard, have multi-component models that are less complex than the Army and Air Force. The Navy Leadership Competency Model consist of five basic competencies and multiple associated sub-competencies that are overlaid on a hierarchal rank structure.<sup>104</sup> The Coast Guard model is built on leadership competencies, responsibility levels, and methods for gaining and demonstrating competency. Like the Air Force model, the Coast Guard's 28 leadership competencies are organized into four broad categories ranging from individual to institutional leadership. The Coast Guard's competencies are also loosely associated with hierarchical levels of responsibility, but the system does not go as far as the Air Force model in developing performance characteristics for each competency and associating them with levels of responsibility. Taken as a whole, these models are less complex than the Air Force and Army systems.

Finally, the Marine Corps has not developed a formal organizing model for its leadership doctrine. There is no specified alignment, between the service's Core Values, Leadership Traits, and Leadership Principles. Nor has the Marine Corps defined levels of leadership or metrics for evaluating leadership. As the preface to *Leading Marines* states, the publication "is not designed as a reference manual."<sup>105</sup>

Having reviewed the macro-level structure of each service's leadership model, the reader will have to make his own determination on how each model answers the questions of accessibility and utility. If complexity provides a greater degree of specificity, it can also make the material more difficult to grasp. Inversely, simplicity may improve accessibility, but the lack of a common framework and definitions may create confusion.

While some may view these distinctions as minor, bordering on trivial, the fact that each service invested significant time and resources to develop their concept is just cause to think

critically about what they have written and how it is organized. To conclude this chapter on the similarities and differences between the services, it is appropriate to present the joint perspective.

The AFO summarizes the differences between the services as follows:

The opportunities and types of leadership differ among, and within, the armed forces according to the nature of their combat roles. For example, Army and Marine ground combat leaders, even as very junior officers, practice a very direct kind of leadership with large groups of enlisted personnel. In contrast, Air Force, Marine, and Navy pilots seldom get to practice unit leadership on a similar scale until they reach the middle grades of their profession. On the other hand, as a pilot a junior officer may command a crew that includes more senior officers. Coast Guard officers commanding isolated stations exercise an extraordinary degree of initiative. Division heads on ships practice a style of leadership unique to the sea services in its formality. Each example requires different, but equally important, leadership skills.<sup>106</sup>

### **CONCLUSION: THOUGHTS ON A JOINT APPROACH**

With the differences in the leadership models identified, the question remains what, if anything, should be done about it? Stated another way, would aligning service level leadership doctrine under a joint construct have a net positive or negative effect? After all, the purpose of joint doctrine is to provide “Fundamental principles that guide the employment of United States military forces in coordinated action toward a common objective.”<sup>107</sup> The “common objective” is typically thought of as an operational goal or endstate, but as operations continue to become more interdependent, working together has become an objective in itself. Would a common leadership doctrine promote greater interoperability?

The answer to this question, as with most matters related to leadership, is ultimately a matter of opinion. One way to think about the question of interoperability is to consider whether or not the current service models conflict with each other. In other words, does the Marine Corps philosophy of leadership enable or inhibit operations with the Coast Guard during joint

counter-pirate operations off the Horn of Africa? Or, does a senior enlisted airman's understanding of what constitutes good leadership and professionalism posture him to effectively serve in a joint billet? While the answer to these questions are again matters of opinion, it stands to reason that shared fundamental principles would enable service members to better understand the sister services and lead in a joint environment.

Another fundamental matter to consider is whether the individual service models are appropriate for the future. This is clearly a difficult question to answer because of the diverse opinions about the future threats that the United States will face and how to prepare for them. If doctrine is partly aspirational, however, determining some desirable characteristics for future military leaders should be the starting point for assessing the relevance of current leadership doctrine. In this regard the Coast Guard's inclusion of "civilian" principles in its leadership model poses an interesting questions. If future operations are likely to be interagency undertakings, should the military leadership philosophy include principles that help developing leaders understand and work with their civilian counterparts?

Any revision of leadership doctrine should also consider the suitability of the current models for current and future generations of service members. There is an exhaustive body of social science literature that identifies differences in how successive generations perceive the world, internalize information, and make decisions. Are the current leadership models tailored to the generations that will serve in and lead the individual services and joint commands of the future? Do they effectively communicate the key concepts in ways that the next generation can understand?

This last question brings the conversation back to the discussion of professionalism and leadership presented in the prologue. If an individual's understanding of professional conduct is

at least partially based on the leadership philosophy that shaped him throughout his career, how does the disparate collection of leadership paradigms currently held by the individual services affect the CJCS's call to "renew our commitment to the Profession of Arms?"<sup>108</sup> How can the DOD establish a common view of what is considered professional conduct or appropriate methods of leadership if all of the services condition their members to think about the subject in different ways? How do officers serving in joint assignments make the transition from their institution's views on leadership and professional conduct? How do they know what is expected of them if there is not a joint view on these matters?

## CLOSING THOUGHTS AND RECOMMENDATIONS

The questions stated in the preceding paragraphs are difficult to answer. Developing joint leadership doctrine is further complicated by the fact that each service will naturally protect its independence and unique culture. Rather than tackling these issues head on, an indirect approach is likely be more productive. Establishing points of agreement, rather than focusing on service-level differences, is the way forward. To this end, three suggestions are proposed.

First, initiate a collaborative conversation between the services to identify common elements in the current leadership philosophies. The preceding chapters indicate that general ideals such as commitment to mission accomplishment, technical competency, and moral character are already embedded in the service models. These points of agreement can then be used to structure the broader conversation on what elements should be common across the US military.

To support the development of common principles, each service should also analyze why leaders, particularly commanders, have been relieved in recent years. Although each service has

its own rational for dismissing leaders, an objective look at where they are falling short could be helpful in identifying the strengths and weaknesses of the current models. As each service has grappled with this issue in recent years, lessons have been learned and mitigation strategies have been developed that could benefit the DOD as a whole.

Finally, the joint community should attempt to define common elements in each service's conception of the future operating environment. While the mediums in which the services primarily operate (air, space, land, sea, cyber) will naturally lead to differences in how they think about future requirements, there are almost certainly core concepts that all can agree on. In fact, several of the services have already produced collaborative documents that do just that. What is lacking is a consensus on the leadership characteristics that all services will need in the future. As an example, joint and service-level doctrine already recognize that future adversaries will likely engage the United States in asymmetric ways that offset American military superiority. From that point of agreement, one can deduce that military leaders of the future will need to be critical thinkers of strong moral character, capable of operating with joint and interagency partners. These "common" traits can be used to build consensus on what kind of leader the military will need in the future.

The suggestions listed above are simply starting points for the conversation on joint leadership and professionalism. The key is to focus on the positives (points of agreement) rather than the negatives (areas of disagreement). There is no reason that the service branches cannot retain the cultures that have evolved to meet their operational requirements. In fact, the American military is stronger and more resilient because of its diversity. To maintain its warfighting strengths and the support of the American people, however, the US military must

continue to evolve. Establishing a common outlook on leadership is a critical step towards improving interoperability and developing a true professional ethic for the America military.

**APPENDIX A:  
MATRIX COMPARING THE COMPONENTS OF LEADERSHIP DOCTRINE**

	Primary Leadership References	Definition of Leadership	Leadership Model (major elements)		
			Leadership Traits, Principles, Competencies	Values Statements	Additional Elements
<b>Joint</b>	<ol style="list-style-type: none"> <li>1. <i>The Armed Forces Officer</i></li> <li>2. JP-1, <i>Doctrine for the Armed Forces of the United States of America</i></li> </ol>		<ol style="list-style-type: none"> <li>1. Leadership is a Bond of Trust</li> <li>2. Leaders Set and Enforce the Standards</li> <li>3. Leaders Set the Example</li> <li>4. Leaders Model Courage, Physical and Moral</li> <li>5. Leaders Build and Sustain Morale</li> </ol>	<ol style="list-style-type: none"> <li>1. Duty</li> <li>2. Honor</li> <li>3. Courage</li> <li>4. Integrity</li> <li>5. Selfless service.</li> </ol>	
<b>Army</b> Center for Army Leadership  (US Army Combined Arms Center)	<ol style="list-style-type: none"> <li>1. ADP 6-22, <i>Army Leadership</i></li> <li>2. ADRP 6-22, <i>Army Leadership</i></li> </ol>	<p>- Leadership is the process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization.”</p> <p>- Toxic leadership is a combination of self-centered attitudes, motivations, and behaviors that have adverse effects on subordinates, the organization, and mission performance.</p>	<ol style="list-style-type: none"> <li>1. Leadership Requirements Model               <ol style="list-style-type: none"> <li>a. Attributes                   <ol style="list-style-type: none"> <li>i. Character</li> <li>ii. Presence</li> <li>iii. Intellect</li> </ol> </li> <li>b. Competencies                   <ol style="list-style-type: none"> <li>i. Leads</li> <li>ii. Develops</li> <li>iii. Achieves</li> </ol> </li> </ol> </li> </ol>	<p><u>LDRSHIP</u></p> <p>Loyalty Duty Respect Selfless Service Honor Integrity Personal Courage</p>	<ol style="list-style-type: none"> <li>1. Levels of Leadership               <ol style="list-style-type: none"> <li>a. Direct</li> <li>b. Organizational</li> <li>c. Strategic</li> </ol> </li> <li>2. Special Conditions               <ol style="list-style-type: none"> <li>a. Formal</li> <li>b. Informal</li> <li>c. Collective</li> <li>d. Situational</li> </ol> </li> <li>3. Soldier’s Creed</li> <li>4. Officer and enlisted oaths and creeds</li> </ol>
<b>Air Force</b> LeMay Center for Doctrine Development and Education	<ol style="list-style-type: none"> <li>1. Volume 2, <i>Leadership</i></li> <li>2. Annex 1-1, <i>Force Development</i></li> </ol>	Leadership is the art and science of motivating, influencing, and directing Airmen to understand and accomplish the Air Force mission in joint warfare.	<ol style="list-style-type: none"> <li>1. Leadership Competencies               <ol style="list-style-type: none"> <li>a. 3 categories</li> <li>b. 8 competencies</li> <li>c. 24 sub-comps</li> </ol> </li> <li>2. Leadership Actions               <ol style="list-style-type: none"> <li>a. Influence</li> <li>b. Improve</li> <li>c. Accomplish</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Integrity First</li> <li>2. Service Before Self</li> <li>3. Excellence in All We Do</li> </ol>	<ol style="list-style-type: none"> <li>1. Levels of Leadership               <ol style="list-style-type: none"> <li>a. Tactical</li> <li>b. Operational</li> <li>c. Strategic</li> </ol> </li> <li>2. The Airman’s Creed</li> <li>3. Officer and enlisted oaths and creeds</li> </ol>
<b>Navy</b> Naval Leadership and Ethics Center	<ol style="list-style-type: none"> <li>1. NDP-1, <i>Naval Doctrine Publication -1</i></li> <li>2. Navy Leadership Development Strategy and Outcomes<sup>1</sup></li> </ol>		<ol style="list-style-type: none"> <li>1. Leadership Competencies               <ol style="list-style-type: none"> <li>a. 5 competencies</li> <li>b. 26 sub-comps</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Honor</li> <li>2. Courage</li> <li>3. Commitment</li> </ol>	<ol style="list-style-type: none"> <li>1. Officer and enlisted oaths and creeds</li> <li>2. Navy Ethos</li> </ol>

<sup>1</sup> Two separate documents.

(Naval War College)	3. Misc. (Charge of Command, Leadership Competency Model, etc...)				
<b>Marine Corps</b>  Lejeune Leadership Institute  (Marine Corps University)	1. MCWP 6-11, <i>Leading Marines</i>		1. 14 Leadership Traits 2. 11 Leadership Principles	1. Honor 2. Courage 3. Commitment	1. Officer and enlisted oaths and creeds
<b>Coast Guard</b>  Office of Leadership	1. COMDTINST M5351.3, <i>Leadership Development Framework</i>	Leadership is the ability to influence others to obtain their obedience, respect, confidence, and loyal cooperation.	1. Leadership Competencies a. 4 categories b. 28 competencies	1. Honor 2. Respect 3. Devotion to Duty	1. Responsibility Levels a. Worker b. First-line Supervisor c. Mid-level Manager d. Senior Manager e. Executive 2. Methods for Gaining and Demonstrating Competency 3. Coast Guard Ethos

## **APPENDIX B: LIST OF ACRONYMS**

### **A**

ADP 6-22 - Army Doctrinal Publication 6-22, Army Leadership  
ADRP 6-22 - Army Doctrinal Reference Publication 6-22, Army Leadership  
AFO - Armed Forces Officer  
Air Force - US Air Force  
Army - United States Army

### **C**

CAL - Center for Army Leadership  
CG-12C - Coast Guard Office of Leadership  
CGP-1 - Coast Guard Publication-1  
CJCS - Chairman of the Joint Chiefs of Staff  
CNO - Chief of Naval Operations  
Coast Guard - United States Coast Guard  
COMDTINST M5351.3 - Commandant of the US Coast Guard Instruction M5351.3  
CPPD - US Navy Center for Personal and Professional Development  
CSC - Command and Staff College

### **D**

DHS - Department of Homeland Security  
DOD - Department of Defense

### **J**

JJ-DID-TIE-BUCKLE - Acronym for US Marine Corps Leadership Traits: justice, judgement, dependability, initiative, decisiveness, tact, integrity, enthusiasm, bearing, unselfishness, courage, knowledge, loyalty, endurance  
JP 3-0 - Joint Publication 3-0, Joint Operations  
JP-1 - Joint Publication 1, Doctrine of the Armed Forces of the United States of America

### **L**

LDRSHIP - Acronym for the United States Army Core Values: loyalty, duty, respect, selfless service, honor, integrity, and personal courage  
LLI - United States Marine Corps Lejeune Leadership Institute

### **M**

MCDP - Marine Corps Doctrinal Publication  
MCRP - Marine Corps Reference Publication  
MCWP - Marine Corps Warfighting Publication

### **N**

Navy - United States Navy  
NCO - Non-commissioned Officer  
NDP-1 - Naval Doctrine Publication-1  
NLDO - Naval Leadership Development Outcomes  
NLDS - Naval Leadership Development Strategy  
NLEC - Naval Leadership and Ethics Center  
NWDC - Naval Warfare Development Command

### **U**

US - United States  
USMC - United States Marine Corps

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Air Force capstone document that was superseded by Volume 1 *Basic Doctrine*. Reviewed for historical reference. The majority of the content has not changed.

Headquarters Department of the Air Force. *Basic Doctrine*. Volume 1. Washington, DC: Headquarters Department of the Air Force, November, 2014.

This doctrinal publication replaced *Air Force Doctrine Document 1* as the service's capstone publication in 2013. AFDD 1 was updated and published as Volume 1 with the Air Force's current five volume doctrine set. It provides the Air Force's definition of leadership and core values.

Headquarters Department of the Air Force. *Force Development*. Annex 1-1. Washington, DC: Headquarters Department of the Air Force, last updated 8 November 2011.

This supplement to the Volume 2 presents the Air Force's Force Development Construct. Additionally, it contains a detailed explanation of the institutional competencies that are part of the service's leadership model.

Headquarters Department of the Air Force. *Leadership*. Volume 2. Washington, DC: Headquarters Department of the Air Force, November, 2011.

This doctrinal publication replaced AFDD 1-1 as the Air Force's leadership doctrine in 2013. The current volume was updated and published with the Air Force's current five volume doctrine set.

Headquarters Department of the Air Force. *Leadership and Force Development*. Air Force Doctrine Document 1-1. Washington, DC: Headquarters Department of the Air Force, February 18, 2004.

This doctrinal publication was superseded by Volume 2, *Leadership*, in 2013. Reviewed for historical reference. The content is largely unchanged from AFDD 1-1 to the Volume 2.

#### --Army--

Headquarters Department of the Army. *Army Leadership*. ADP 6-22 W/CH1.

Washington, DC: Headquarters Department of the Army, September, 2012.

This doctrinal publication is the foundation for Army leadership doctrine. The current volume was updated in 2015. “ADP 6-22, establishes the Army leadership principles that apply to officers, noncommissioned officers and enlisted Soldiers as well as Army Civilians. ADP 6-22 applies to the Active Army, Army National Guard/Army National Guard of the United States, United States Army Reserve, and Army Civilian workforce unless otherwise stated.” (quoted from source).

Headquarters Department of the Army. *Army Leadership*. ADRP 6-22 W/CH1.  
Washington, DC: Headquarters Department of the Army, August, 2012.

This doctrinal publication provides additional detail on the leadership doctrine presented in ADP 6-22. The current volume was updated in 2015. “ADRP 6-22 describes the Army’s view of leadership, outlines the levels of leadership (direct, organizational, and strategic), and describes the attributes and core leader competencies.” (quoted from source).

Headquarters Department of the Army. *Army Leadership*. FM 6-22. Washington, DC: Headquarters Department of the Army, October, 2006.

Historical reference for Army leadership doctrine. Superseded by ADP 6-22 in 2012.

Headquarters Department of the Army. *Army Non-commissioned Officer’s Guide*.  
FM 7-22.7. Washington, DC: Headquarters Department of the Army, December, 2002.

This doctrinal publication presents practical applications of Army leadership concepts for non-commissioned officers. While not a foundational document, it does provide perspective on how soldiers understand and implement leadership concepts. “FM 7-22.7 provides the Army’s noncommissioned officers a guide for leading, supervising and caring for soldiers. While not all-inclusive nor intended as a stand-alone document, the guide offers NCOs a ready reference for most situations. The Army NCO Guide describes NCO duties, responsibilities and authority and how they relate to those of warrant and commissioned officers. It also discusses NCO leadership, counseling and mentorship and the NCO role in training.” (quoted from source).

Army National Guard. *The Army National Guard Leadership Development Strategy*.  
Fort Leavenworth, KA: Deputy Commanding General, Army National Guard Office, U.S. Army Combined Arms Center, 6 November, 2012.

Publication by the National Guard Bureau that compliments the *Army Leadership Development Strategy for the 21<sup>st</sup> Century* (published in 2009). The strategy presented is not regulation, but is intended to be authoritative in the development of National Guard leaders.

## **--Coast Guard--**

Headquarters U.S. Coast Guard. *Doctrine for the U.S. Coast Guard*. CGP-1.  
Washington, DC: U.S. Department of Homeland Security, U.S. Coast Guard,  
February 2014.

Capstone publication for the Coast Guard. The publication does not address the service's leadership doctrine. The Coast Guard core values and ethos statements are also contained in NDP-1 *Naval Warfare*.

Commandant United States Coast Guard. *Leadership Development Framework*.  
CMDNTINST M5351.3, May 9, 2006.  
[http://www.cgaux.org/training/PDF/CIM\\_5351\\_3.pdf](http://www.cgaux.org/training/PDF/CIM_5351_3.pdf).

This document presents a plan for leadership development of uniformed and civilian members of the Coast Guard. Contains the Coast Guard's 28 Leadership Competencies and a basic methodology for developing and assessing competency.

## **--Joint--**

Dempsey, Martin E. Dempsey. "America's Military: A Profession of Arms."  
White Letter, 2013.

A 2013 White Letter from the Chairman of the Joint Chiefs of Staff, GEN Martin Dempsey, US Army, in which he calls on the military to renew its commitment to the Profession of Arms. GEN Dempsey addresses general topics related to the military profession, including values, trust, leadership, and mission command. The letter does not directly address joint or service-level leadership philosophies, but it is the most relevant document published in recent years.

Department of Defense, Joint Staff. *Department of Defense Dictionary of Military and Associated Terms*. JP 1-02. Washington, DC: Department of Defense, Joint Staff, November 8, 2010, amended through August 15, 2014.

Part of the challenge is analyzing doctrine is establishing a common language. This publication is the base reference for doing so. "The Joint Publication 1-02, *Department of Defense Dictionary of Military and Associated Terms* sets forth standard US military and associated terminology to encompass the joint activity of the Armed Forces of the United States. These military and associated terms, together with their definitions, constitute approved Department of Defense (DOD) terminology for general use by all DOD components" (quoted from source).

Department of Defense, Joint Staff. *Doctrine for the Armed Forces of the United States*. JP 1. Washington, DC: Department of Defense, Joint Staff, March 25, 2013.

Addresses the subject of leadership under the broader topic of military professionalism. Specifically, Appendix B lists the Values of Joint Service.

Department of Defense, Joint Staff. *Joint Operations*. JP 3-0. Washington, DC: Department of Defense, Joint Staff, August 11, 2014.

Addresses the subject of “command-centric” leadership. This publication is not relevant to the general discussion on leadership in the military.

Department of Defense. *The Armed Forces Officer*. Washington, DC: Operational Plans and Joint Force Development Directorate (J-7), Joint Education and Doctrine Division, January 2006.  
<http://www.dtic.mil/doctrine/education/armedforcesofficer.pdf>.

Published by the Chairman of the Joint Chiefs of Staff, the booklet describes the leadership qualities desired in a military officer. While specifically addressing the officer corps, the principles discussed are universally applicable.

### **--Marine Corps--**

Headquarters U.S. Marine Corps. *Command and Control*. MCDP 6. Washington, DC: Headquarters U.S. Marine Corps, October 4, 1996.

This doctrinal publication describes a theory and philosophy of command and control for the U.S. Marine Corps (quoted from source).

Headquarters U.S. Marine Corps. *Leading Marines*. MCWP 6-11. Washington, DC: Headquarters U.S. Marine Corps, August 1, 2014.

Baseline doctrinal publication for Marine Corps leadership. Updated and republished in 2014, *Leading Marines* now contains case studies from OIF and OEF. Presents the Marine Corps’ leadership traits and principles.

Headquarters U.S. Marine Corps. *Marine Corps Manual with Changes 1-3*. Washington, DC: Headquarters U.S. Marine Corps, 13 May 1996.

The Marine Corps Manual is the basic publication of the United States Marine Corps issued by the Commandant of the Marine Corps and approved by the Secretary of the Navy. It is a regulatory publication for the Department of the Navy as defined in U.S. Navy Regulations (quoted from source). Contains the Marine Corps’ only official definition of leadership.

Headquarters U.S. Marine Corps. *Marine Corps Values: A User’s Guide for Discussion Leaders*. MCWP 6-11B W/CH1. Washington, DC: Headquarters U.S. Marine Corps, October 20, 1998.

The doctrinal discussion leaders guide compliments MCWP 6-11 *Leading Marines*. While not foundational, it does provide insight into how the Marine Corps approached the dissemination of the ideas contained in the original edition of *Leading Marines*. “MCWP 6-11B is a compendium of discussion guides developed and used by Marine Corps formal schools and should be used as the basis for all values and leadership sustainment training in Marine Corps units.” (quoted from source).

Headquarters U.S. Marine Corps. *Sustaining the Transformation*. MCWP 6-11D. Washington, DC: Headquarters U.S. Marine Corps, October 6, 2014.

A companion document to MCWP 6-11 *Leading Marines*, this reference publication was republished in 2014. Discusses the indoctrination process for Marines and measures to reinforce the “Marine transformation” throughout an individual’s career. Although not foundational, it this document does provide perspective on how the Marine Corps instills and reinforces its leadership model.

Headquarters U.S. Marine Corps. *Warfighting*. MCDP 1. Washington, DC: Headquarters U.S. Marine Corps, June 30, 1991.

The foundational publication for all Marine Corps doctrine. *Warfighting* describes the nature of warfare, and the Marine Corps’ theory and approach to successfully prosecuting modern warfare. Although the publication does not specifically address the subject of leadership, it provides the background for the Marine Corps’ leadership doctrine.

## --Navy--

Chief of Naval Operations. *Navy Officer Leadership Continuum Training*. MILPERSMAN 1301-906, December, 2012.  
<http://www.public.navy.mil/bupersnpc/reference/milpersman/1000/1300Assignment/Documents/1301-906.pdf>.

This document establishes the current Navy officer professional military education requirements for leadership (command) assignments. The document does not specifically address Navy leadership doctrine, but it does frame the formal leadership development pipeline for Navy officers. Per the Navy Center for Personal and Professional Development website, all enlisted leadership training is conducted at the unit level.

Chief of Naval Operations. *The Charge of Command*. Washington, DC: Headquarters Department of the Navy, November, 2011.  
[http://www.public.navy.mil/bupers-npc/officer/detailing/documents/the%20charge%20of%20command\\_11\\_8\\_2011\\_9\\_28\\_40.pdf](http://www.public.navy.mil/bupers-npc/officer/detailing/documents/the%20charge%20of%20command_11_8_2011_9_28_40.pdf).

*The Charge of Command*, a message from the Chief of Naval operations to all naval commanders, outlines the Navy’s philosophy of command. Specifically, it addresses the three essential elements of naval command: authority, responsibility, and accountability.

Headquarters Department of the Navy. *Naval Leadership Development Outcomes*. Washington, DC: Headquarters Department of the Navy, August 1, 2013. Accessed via the Naval War College website, <https://www.usnwc.edu/getattachment/fe704f56-348a-4643-b447-746a805d53bf/NLDS-TheOutcomes.aspx>.

*Navy Leader Development Outcomes* are the character attributes, behaviors, and skills expected of Navy leaders. Defined for specific career transition points, the outcomes reflect increasingly complex applications of leadership principles as the scope of a Sailor's responsibility grows. This alignment with career milestones recognizes that different outcomes are best learned and demonstrated at different times and in different ways. (quoted from source)

Headquarters Department of the Navy. *Naval Leadership Development Strategy*. Washington, DC: Headquarters Department of the Navy, revised 31 Jan 2013. Accessed via the Naval Leadership and Ethics Center website, <https://www.usnwc.edu/getattachment/78dbfc91-e749-4e7e-a2a5-dbbf3d321e69/strategy.aspx>.

Overview document that provides guidance on the Navy Leadership Development Framework, Leadership Development Outcomes, and the Leadership Development Continuum.

Headquarters Department of the Navy. *Naval Military Personnel Manual*. Washington, DC: Headquarters Department of the Navy, August 4, 2014. <http://www.public.navy.mil/bupers-npc/reference/milpersman/Pages/default.aspx>.

Detailed listing of Navy administrative matters. Not relevant to the general discussion on leadership.

Headquarters Department of the Navy. *Naval Warfare*. NDP-1. Washington, DC: Headquarters Department of the Navy, March, 2010.

Capstone doctrinal publication for the Naval Service. Chapter 1 briefly presents the Navy's and Coast Guard's respective core values and ethos. Marine Corps matters are not specifically addressed, although the Marine Corps is included in the description of naval forces. The publication does not provide sufficient detail for analysis of naval leadership doctrine.

Secretary of the Navy. *Department of the Navy Core Values Charter and Ethics Training*. Secretary of the Navy Instruction 5350.15C. Washington, DC: Headquarters Department of the Navy, 31 January 2008. <http://doni.daps.dla.mil/Directives/05000%20General%20Management%20Security%20and%20Safety%20Services/05-300%20Manpower%20Personnel%20Support/5350.15C.pdf>.

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### --Air Force--

Brown, Shannon A. "The Sources of Leadership Doctrine in the Air Force." *Air & Space Power Journal* (Winter 2002):  
<http://www.airpower.au.af.mil/airchronicles/apj/apj02/win02/brown.html>.

This article traces the evolution of Air Force leadership doctrine from 1947-2002. The author summarizes how the unique aspects of the Air Force's mission and organization have impacted its views on leadership. The article concludes by offering suggestions for updating doctrine. Note: this article is dated; the Air Force published its current leadership doctrine in 2011.

"Curtis E. Lemay Center for Doctrine and Education." *Air Force Air University*. Accessed 29 October 2014. <http://www.au.af.mil/au/lemay.main.htm>.

This website is the doctrinal clearing house for the Air Force. In addition to serving as the access point for Air Force publications, it provides links to the doctrinal organizations for the sister services.

U.S. Air Force Air War College. "Air Force Leadership Development Model." *Air Force Air University*. Last updated January 2004, accessed on 24 October 2014.  
<http://leadership.au.af.mil/af/afldm.htm>.

Historical reference, 2004. A summary of the Air Force Leadership Development model presented by the Air force Senior Leader Management Office. Establishes broad goals for tactical, operational, and strategic level leaders. Also presents the Air Force's Enduring Leadership Competencies.

U.S. Air Force Air War College. "AU24, Concepts for Air Force Leadership." *Air Force Air University*. Accessed 29 October 2014.  
<http://www.au.af.mil/au/awc/awcgate/au-24/contents.pdf>.

A collection of leadership essays presented by the Air War College. The essays address subjects ranging from doctrine to communication skills for leaders. Although not specifically doctrinal in nature, the essays provide perspective on the service's understanding and implementation of leadership doctrine.

U.S. Air Force Air War College. "Leadership Competency Models." *Air Force Air University*. Last updated January 2004, accessed on 24 October 2014.  
<http://leadership.au.af.mil/sls-skil.htm#airforce>.

A collection of leadership competency models for military and various civilian government agencies. Provides links to each organization's website. Excellent starting point for research.

U.S. Air Force Air War College. "Strategic Leadership Studies." *Air Force Air University*. Accessed 29 October 2014.  
<http://www.au.af.mil/au/awc/leadership/sls-doc.htm>.

This website, maintained by the Air War College, contains a comprehensive listing of leadership and ethics documents for all of the services. The site is divided into "Leadership Doctrine and Policy" and "Leadership Competency Models." This is a useful jumping off point for research, but many of the material are dated and have been superseded.

### **--Army--**

Center for Army Leadership. *Center for Army Leadership*. Fort Leavenworth, KS: United States Army Combined Arms Center, accessed 29 October 2014.  
<http://usacac.army.mil/cac2/cal>.

The Center for Army Leadership is the lead organization for leadership studies and publications for the Army. "The Center for Army Leadership (CAL) conducts leadership and leader development research, studies, analysis, assessment and evaluation; provides the Army leadership and leader development doctrine, products and services; develops and maintains the Army Leader Development Strategy and annexes; and manages the Army Leader Development Program" (quoted from source).

Headquarters Department of the Army. *The Army Profession and Ethic*. Information Paper, DAPE-MP. Washington, DC: Headquarters Department of the Army, June 2014.

U.S. Army response letter to CJCS professionalism initiative.

### **--Coast Guard—**

Office of Leadership, CG-12C." Department of Homeland Security, United States Coast Guard. Accessed 29 October 2014. <http://www.uscg.mil/leadership/>.

CG-12C, Office of Leadership is the Coast Guard's principle office for leadership doctrine. "CG-12C is the program manager for a comprehensive Coast Guard wide system of leadership activities in addition to unique continuums of leadership and professional development activities designed specifically for each workforce (enlisted, officer, civilian, and auxiliary). This includes all resident and non-resident leadership education and professional development training" (quoted from source).

### **--Joint--**

Mattox, John Mark. "Values Statements and the Profession of Arms: A Reevaluation." *Joint Force Quarterly : JFQ* no. 68 (First, 2013): 59-63.  
<http://search.proquest.com/docview/1429670136?accountid=14746>.

This article presents an excellent review of the current joint and service-level "values." The author discusses the philosophical underpinnings for values statements and poses questions about why the DOD does not have a common approach.

Senior Advisor for Military Professionalism. *OSD Efforts to Address Toxic Leadership*. Information Paper. Washington, DC: Office of the Secretary of Defense, June 2014.

### --Marine Corps--

"Almanac." *U.S. Marine Corps Concepts and Programs*. Accessed 27 February 2015.  
<https://marinecorpsconceptsandprograms.com/almanacs/active-duty-enlisted/age-distribution>.

Statistical information on the Marine Corps.

"Lejeune Leadership Institute." *Marine Corps University*. Accessed 29 October 2014. <https://www.mcu.usmc.mil/leadership/SitePages/Home.aspx>.

The Lejeune Leadership Institute is the lead agent for coordinating the study and development of leadership doctrine in the Marine Corps. "The Lejeune Leadership Institute develops leadership training, education and doctrine in order to facilitate the development of ethical leaders firmly rooted in the Marine Corps heritage of selfless service, core values, and warfighting excellence. The Lejeune Leadership Institute is structured to meet its mission by forming a team of experienced scholars, practitioners, and subject matter experts in the fields of leadership, ethics, education and curriculum management" (quoted from source).

Lejeune Leadership Institute. *Fostering Character and Professionalism in the Marine Corps*. Working Paper. Marine Corps University, July 2014.

Draft response letter to the CJCS directive to the services to explain what they are doing to develop professionalism in its members. Provides an outline of current service level leadership courses.

Marine Corps University. *CJCS Professionalism Conference/Marine Response (MCU)*. Working Paper. Marine Corps University, 13 Jun 2014.

Draft response letter to the CJCS directive to the services to explain what they are doing to develop professionalism in its members. Summarizes the Marine Corps' leadership philosophy.

--Navy--

“Center for Personal and Professional Development.” *Navy Education and Training Command*. Accessed 10 January 2015. <http://www.netc.navy.mil/centers/cppd>.

The Center for Personal and Professional Development (CPPD) is the lead organization for Navy leadership training and development. In line with the sparing discussion of leadership doctrine in Navy doctrine, the CPPD does not offer much valuable information on leadership doctrine. The site does contain links to officer and enlisted leadership development programs.

Department of the Navy. *The Naval Leader Development Outcomes Wheel Book*. Washington, DC: Headquarters Department of the Navy, accessed 10 January 2015. Accessed via the Naval Leadership and Ethics Center Website, <https://www.usnwc.edu/getattachment/be27e29c-56e3-4cc3-a0c0-fc9bf03de8ed/wheelbook.aspx>.

A three page “journal” for naval leaders to record their personal goals and achievements.

Department of the Navy. *U.S. Navy Leadership and Ethics*. Information Paper. Washington, DC: Headquarters Department of the Navy, June 2014.

Hayes, Christopher D. 2008. "Developing the Navy's Operational Leaders: A Critical Look." *Naval War College Review* 61 (3): 77-108. <http://search.proquest.com/docview/205933515?accountid=14746>.

A detailed discussion of the Navy’s current leadership methodology. The author analyzes the current system and provides critiques in light of what he posits as the Navy’s operational requirements in the twenty-first century.

“Naval Leadership and Ethics Center.” *U.S. Naval War College*. Accessed 5 November 2014. <https://www.usnwc.edu/Departments---Colleges/Command-Leadership-School-%281%29.aspx>.

The Naval Leadership and Ethics Center (NLEC), a subordinate command of the Naval War College in Newport, RI, is the lead organization for leadership matters in the US Navy. Established in 2014, the NLEC was previously designated as the Command Leadership School. The NLEC hosts a variety of leadership courses, to include mandatory courses for command selected officers.

“Navy Code of Ethics.” *Department of the Navy, Legal Community*. Accessed 29 October 2014. <http://www.ethics.navy.mil>.

Website maintained by the Department of the Navy Office of the General Counsel, Assistant General Counsel (Ethics). Presents the Navy's code of ethics. Lacks sufficient information to link the code to the larger naval leadership and ethics structure.

"Navy Warfare Development Command." *Department of the Navy*. Accessed 5 January 2014. <https://www.nwdc.navy.mil/default.aspx>.

The Naval Warfare Development Command (NWDC) located aboard Naval Station Norfolk, VA manages and publishes all Navy doctrine through the Navy Doctrine Library System.

Olson, Craig R. "Naval Leadership: Developing Operational Leaders for the 21<sup>st</sup> Century." Master's thesis, U.S. Naval War College, 4 May 2009.

The author critiques the current Navy PME system and recommends that the service update its doctrine and professional development programs to meet operational requirements of the twenty-first century.

## ENDNOTES

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<sup>1</sup> Department of Defense, Joint Staff, *Department of Defense Dictionary of Military and Associated Terms*, JP 1-02 (Washington, DC: Joint Staff, November 8, 2010, amended through August 15, 2014), 78.

<sup>2</sup> Martin E. Dempsey, “America’s Military: A Profession of Arms,” White Letter,” 2013, 3.

<sup>3</sup> “America’s Military: A Profession of Arms,” cover letter.

<sup>4</sup> “America’s Military: A Profession of Arms,” 4.

<sup>5</sup> General Dempsey goes on to say, “Our profession is defined by our values, ethics, standards, code of conduct, skills, and attributes.”

<sup>6</sup> Department of Defense, Joint Staff, *Doctrine for the Armed Forces of the United States*, JP 1 (Washington, DC: Department of Defense, Joint Staff, March 25, 2013), Appendix B-1.

<sup>7</sup> JP -1, Appendix B-1.

<sup>8</sup> JP -1, Appendix B-1.

<sup>9</sup> JP-1, Appendix B-1 – B-3.

<sup>10</sup> Department of Defense, *The Armed Forces Officer* (Washington, DC: Operational Plans and Joint Force Development Directorate (J-7), Joint Education and Doctrine Division, January 2006), 49-58,

<http://www.dtic.mil/doctrine/education/armedforcesofficer.pdf>. The Armed Forces Officer does not describe the four sub-titles in Chapter 6 as “principles,” but the term is appropriate to link the material to similar material in service level publications.

<sup>11</sup> *The Armed Forces Officer*, 50-56.

<sup>12</sup> Center for Army Leadership, “Mission Statement,” *United States Army Combined Arms Center*, accessed 26 November 2014, <http://usacac.army.mil/cac2/cal/Mission.asp>.

<sup>13</sup> Headquarters Department of the Army, *Army Leadership, ADP 6-22* (Washington, DC: Headquarters Department of the Army, September, 2012), ii.

<sup>14</sup> ADP 6-22, ii.

<sup>15</sup> ADP 6-22, 1.

<sup>16</sup> ADP 6-22, 1.

<sup>17</sup> ADRP 6-22, 1-1.

<sup>18</sup> ADRP 6-22, 6-2.

<sup>19</sup> ADP 6-22, 3.

<sup>20</sup> ADRP 6-22, 1-5.

<sup>21</sup> ADP 6-22, 5-6.

<sup>22</sup> ADRP 6-22, 1-5.

<sup>23</sup> ADRP 6-22, 1-6.

<sup>24</sup> ADP 6-22, iii.

<sup>25</sup> ADP 6-22, 4.

<sup>26</sup> ADP 6-22, 4. A fourth condition that is not specifically stated in the doctrinal writings is the leadership required of anyone assigned to a formal billet in the organizational hierarchy.

<sup>27</sup> ADRP 6-22, 2-4.

<sup>28</sup> ADRP 6-22, 2-5.

<sup>29</sup> ADRP 6-22, 3-1.

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- <sup>30</sup> US Air Force Air University, *Curtis E. Lemay Center for Doctrine and Education*, accessed 29 October 2014, <http://www.au.af.mil/au/lemay.main.htm>.
- <sup>31</sup> Headquarters Department of the Air Force, *Leadership, Volume 2* (Washington, DC: Headquarters Department of the Air Force, November 2011), 31. Footnote to the current definition: “AFM 35-15, *Air Force Leadership* (1948): “Leadership is the art of influencing people to progress with cooperation and enthusiasm toward the accomplishment of a mission.” AFP 35-49, *Air Force Leadership* (1985): “Leadership is the art of influencing and directing people to accomplish the mission.” The definition in the text is a distillation of these earlier efforts to define leadership for the Air Force.”
- <sup>32</sup> Volume 2, 31.
- <sup>33</sup> Volume 2, 4.
- <sup>34</sup> Volume 2, 31.
- <sup>35</sup> Volume 2, 30.
- <sup>36</sup> Volume 2, 32. JP 1-02 defines command as “The authority that a commander in the armed forces lawfully exercises over subordinates by virtue of rank or assignment.”
- <sup>37</sup> Volume 2, 4.
- <sup>38</sup> Volume 2, 46.
- <sup>39</sup> Volume 2, 16. “The Air Force core values were originally released in the 1997 *Air Force Core Values Handbook* (the “little blue book”). Text follows the basic structure of this handbook.”
- <sup>40</sup> Volume 2, 17.
- <sup>41</sup> Headquarters Department of the Air Force, *Force Development*, Annex 1-1 (Washington, DC: Headquarters Department of the Air Force, last updated 8 November 2011), 2.
- <sup>42</sup> Annex 1-1, 6.
- <sup>43</sup> Annex 1-1, 2.
- <sup>44</sup> Annex 1-1, appendix.
- <sup>45</sup> Volume 2, 47.
- <sup>46</sup> Volume 2, 30.
- <sup>47</sup> Volume 2, 30.
- <sup>48</sup> Volume 2, 32.
- <sup>49</sup> Volume 2, 38-40.
- <sup>50</sup> Volume 2, 43-44.
- <sup>51</sup> Volume 2, 38.
- <sup>52</sup> Volume 2, 31.
- <sup>53</sup> Lejeune Leadership Institute, “Mission,” *Marine Corps University*, accessed 10 January 2014, <http://www.mcu.usmc.mil/leadership/SitePages/Home.aspx>.
- <sup>54</sup> Lejeune Leadership Institute, “Leadership Doctrine, Development and Standards (LDDS),” *Marine Corps University*, accessed 10 January 2014, <http://www.mcu.usmc.mil/leadership/SitePages/Leadership%20Doctrine%20Development%20and%20Standards.aspx>.
- <sup>55</sup> Headquarters U.S. Marine Corps, *Command and Control*, MCDP 6 (Washington, DC: U.S. Marine Corps, October 4, 1996), 82-83.
- <sup>56</sup> Headquarters U.S. Marine Corps, *Marine Corps Manual with Changes 1-3* (Washington, DC: Headquarters U.S. Marine Corps, 13 May 1996), Chapter 1, 21.

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- <sup>57</sup> *Marine Corps Manual*, Chapter 1, 12-16.
- <sup>58</sup> MCDP-6, 82.
- <sup>59</sup> Headquarters U.S. Marine Corps, *Leading Marines*, MCWP 6-11 (Washington, DC: Headquarters U.S. Marine Corps, August 1, 2014), Chapter 1, 6.
- <sup>60</sup> MCWP 6-11, Chapter 1, 6.
- <sup>61</sup> MCWP 6-11, Chapter 2, 4-5.
- <sup>62</sup> MCWP 6-11, Chapter 2, 5-6.
- <sup>63</sup> MCWP 6-11, Forward, 3.
- <sup>64</sup> “Almanac,” *U.S. Marine Corps Concepts and Programs*, accessed 27 February 2015, <https://marinecorpsconceptsandprograms.com/almanacs/active-duty-enlisted/age-distribution>.
- <sup>65</sup> Christopher D. Hayes, “Developing the Navy’s Operational Leaders,” *Naval War College Review* 61, no. 3 (Summer 2008): 77-108. In this paper, the author addresses the historical reasons and potential effects of the Navy’s decentralized approach to the subjects of leadership doctrine and professional military education.
- <sup>66</sup> Chief of Naval Operations, *The Charge of Command* (Washington, DC: Headquarters Department of the Navy, November, 2011), 1. [http://www.public.navy.mil/bupers-npc/officer/detailing/documents/the%20charge%20of%20command\\_11\\_8\\_2011\\_9\\_28\\_40.pdf](http://www.public.navy.mil/bupers-npc/officer/detailing/documents/the%20charge%20of%20command_11_8_2011_9_28_40.pdf).
- <sup>67</sup> Headquarters Department of the Navy, *Naval Warfare*, NDP-1 (Washington, DC: Headquarters Department of the Navy, March, 2010), 2.
- <sup>68</sup> NDP-1 includes the US Coast Guard under the umbrella of naval forces, but recognizes the organizational and philosophical differences between the Department of Defense and Department of Homeland Security.
- <sup>69</sup> NPD-1, 4.
- <sup>70</sup> Center for Personal and Professional Development, “Naval Leadership Competency Model,” *Navy Education and Training Command*, accessed 10 January 2014, <https://www.netc.navy.mil/centers/cppd/News.aspx?ID=0>.
- <sup>71</sup> “Naval Leadership Competency Model.”
- <sup>72</sup> “Naval Leadership Competency Model.”
- <sup>73</sup> Headquarters Department of the Navy, *Naval Leadership Development Strategy* (Washington, DC: Headquarters Department of the Navy, revised 31 Jan 2013), 1, accessed via the Naval Leadership and Ethics Center website, <https://www.usnwc.edu/getattachment/78dbfc91-e749-4e7e-a2a5-dbbf3d321e69/strategy.aspx>.
- <sup>74</sup> *Naval Leadership Development Strategy*, 7-8.
- <sup>75</sup> Headquarters Department of the Navy, *Naval Leadership Development Outcomes* (Washington, DC: Headquarters Department of the Navy, August 1, 2013), 1, accessed via the Naval War College website, <https://www.usnwc.edu/getattachment/fe704f56-348a-4643-b447-746a805d53bf/NLDS-TheOutcomes.aspx>.
- <sup>76</sup> NLDS, 10-11.
- <sup>77</sup> “Naval Leadership and Ethics Center,” *Naval War College*, accessed 31 January 2014, <https://www.usnwc.edu/Departments---Colleges/Command-Leadership-School-%281%29.aspx>.
- <sup>78</sup> NLDS, 1.

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<sup>79</sup> “Office of Leadership, CG-12C,” Department of Homeland Security, United States Coast Guard, accessed 29 October 2014, <http://www.uscg.mil/leadership/>.

<sup>80</sup> Commandant United States Coast Guard, *Leadership Development Framework*, COMDTINST M5351.3, May 9, 2006, 1, [http://www.uscg.mil/directives/cim/5000-5999/CIM\\_5351\\_3.pdf](http://www.uscg.mil/directives/cim/5000-5999/CIM_5351_3.pdf).

<sup>81</sup> COMDTINST M5351.3, 1-1.

<sup>82</sup> COMDTINST M5352.3, 1.

<sup>83</sup> COMDTINST M5351.3, 1.

<sup>84</sup> COMDTINST M5352.3, 1.

<sup>85</sup> COMDTINST M5352.3, 2-3.

<sup>86</sup> COMDTINST M5352.3, 2-2.

<sup>87</sup> COMDTINST M5352.3, 2-3.

<sup>88</sup> COMDTINST M5352.3, 2-3.

<sup>89</sup> CGP-1, 63.

<sup>90</sup> Headquarters U.S. Coast Guard, *Doctrine for the U.S. Coast Guard*, CGP-1 (Washington, DC: U.S. Department of Homeland Security, U.S. Coast Guard, February 2014), 61.

<sup>91</sup> CGP-1, 63 and NDP-1, 5.

<sup>92</sup> This includes high-level, non-doctrinal publications such as the instructions published by the Chief of Naval Operations and the Commandant of the Coast Guard.

<sup>93</sup> ADP 6-22, 1.

<sup>94</sup> *Volume 2*, 31.

<sup>95</sup> COMDTINST M5351.3, 1-1.

<sup>96</sup> COMDTINST M5351.3, 1-1.

<sup>97</sup> As an interesting side note, the author of this paper assumed that *Leading Marines* did define the term. On reflection, the author realized that he has never actually seen the term defined. Instead, multiple leaders had presented their opinion of what good or bad leadership “looks like.”

<sup>98</sup> It should be noted that both the Army and the Air Force specifically state that leadership is an inherently personal, and therefore localized, activity.

<sup>99</sup> ADP 6-22, 3.

<sup>100</sup> ADP 6-22, 3.

<sup>101</sup> John Mark Mattox, “Values Statements and the Profession of Arms: A Reevaluation,” *Joint Force Quarterly : JFQ* no. 68 (First Quarter 2013): 59-63, <http://search.proquest.com/docview/1429670136?accountid=14746>.

<sup>102</sup> “Values Statements and the Profession on Arms,” 60.

<sup>103</sup> “Values Statements and the Profession on Arms,” 63.

<sup>104</sup> From an outsider’s perspective, it appears that the Navy has two models. The NLDS and NLDO could be viewed as an alternative to the actual Leadership Competency Model. It should be noted, however, that the NLDS and NLDO are only loosely described as a model in the NLDS.

<sup>105</sup> *Leading Marines*, preface.

<sup>106</sup> “Armed Forces Officer,” 56.

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<sup>107</sup> JP 1-02, 137. The purpose of joint doctrine is to enhance the operational effectiveness of joint forces by providing fundamental principles that guide the employment of US military forces toward a common objective (JP-1, Joint Doctrine, ix).

<sup>108</sup> “America’s Military: A Profession of Arms,” cover letter.