

REPORT DOCUMENTATION PAGE

*Form Approved
OMB No. 0704-0188*

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1. REPORT DATE (DD-MM-YYYY) 04/08/2016	2. REPORT TYPE Master's of Military Studies	3. DATES COVERED (From - To) SEP 2015 - APR 2016
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4. TITLE AND SUBTITLE Shaping the Future Leader: Rethinking the Marine Corps' Approach to Officer Leadership Development	5a. CONTRACT NUMBER N/A
	5b. GRANT NUMBER N/A
	5c. PROGRAM ELEMENT NUMBER N/A

6. AUTHOR(S) Mann, Shane, M, Major, USMC	5d. PROJECT NUMBER N/A
	5e. TASK NUMBER N/A
	5f. WORK UNIT NUMBER N/A

7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) USMC Command and Staff College Marine Corps University 2076 South Street Quantico, VA 22134-5068	8. PERFORMING ORGANIZATION REPORT NUMBER N/A
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9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES)	10. SPONSOR/MONITOR'S ACRONYM(S) Dr. Donald F. Bittner
	11. SPONSOR/MONITOR'S REPORT NUMBER(S) N/A

12. DISTRIBUTION/AVAILABILITY STATEMENT
Approved for public release, distribution unlimited.

13. SUPPLEMENTARY NOTES

14. ABSTRACT
This paper evaluates the Marine Corps' current approach to Officer leadership education, identifies existing gaps, and recommends a new approach for Officer leadership development. The study begins with an overview of leadership and the goals of leadership development. Next, it examines the existing USMC approach to leadership development, to include the overall structure of Professional Military Education and the objectives of leadership development from entry-level training through field grade officer PME. Ultimately, this study underscores the value of a standardized leadership education plan that prepares Marines to lead in complex operating environments and proposes a method to implement such a plan.

15. SUBJECT TERMS
Leadership; Officership; Professional Military Education

16. SECURITY CLASSIFICATION OF:			17. LIMITATION OF ABSTRACT	18. NUMBER OF PAGES	19a. NAME OF RESPONSIBLE PERSON
a. REPORT	b. ABSTRACT	c. THIS PAGE			USMC Command and Staff College
Unclass	Unclass	Unclass	UU	43	19b. TELEPHONE NUMBER (Include area code) (703) 784-3330 (Admin Office)

United States Marine Corps
Command and Staff College
Marine Corps University
2076 South Street
Marine Corps Combat Development Command
Quantico, Virginia 22134-5068

MASTER OF MILITARY STUDIES

TITLE:

Shaping the Future Leader: Rethinking the Marine Corps' Approach to Officer Leadership Development

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

AUTHOR:

Major Shane M. Mann, USMC

AY 15-16

Mentor and Oral Defense Committee Member: Donald F. Bittner

Donald F. Bittner, Ph.D., Professor of History (Emeritus)

Approved: Donald F. Bittner

Date: 8 April 2016

Oral Defense Committee Member: LTCol Edward Detrick

Approved: Ed Detrick

Date: 8 April 2016

J.W. Borden
J.W. Borden
8 April 16

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Executive Summary

Title: Shaping the Future Leader: Rethinking the Marine Corps' Approach to Officer Leadership Development

Author: Major Shane M. Mann, United States Marine Corps

Thesis: Moving forward in improving leadership education and training, the Marine Corps should adopt and promulgate an official definition of leadership, identify current gaps in its approach to officer leadership education, and develop a standardized officer leadership education plan that prepares Marine officers to lead in the future operating environment.

Discussion:

This paper evaluates the Marine Corps' current approach to officer leadership education, identifies existing gaps, and recommends a new approach for officer leadership development across the service. The study begins with an overview of leadership and the goals of leadership development. Next, it examines the existing USMC approach to leadership development, to include the overall structure of Professional Military Education and the objectives of leadership development from entry-level training through field grade officer PME. Ultimately, this study underscores the value of a standardized leadership education plan that prepares Marines to lead in complex operating environments and proposes a method to implement such a plan.

Currently, there are three primary sources of professional development within the Marine Corps; they are formal schools and Professional Military Education institutions, commanding officers, and individual study. This paper includes a detailed examination of the current leadership curricula used by Officer Candidates School, The Basic School, Expeditionary Warfare School, and Command and Staff College. Additionally, reliance on commanding officers and individual study to continue the development process outside of the schoolhouse is shown to be non-standard at best. Ultimately, a Leadership Training and Readiness Manual is needed to provide a standardized approach to leadership development across the Marine Corps and build the leader needed for success in the future operating environment.

Conclusion: Leadership is vitally important to successful military operations. The Marine Corps' current approach to officer leadership development possesses natural gaps that must be addressed. Implementing a Leadership Training and Readiness Manual will enable the Marine Corps to establish a standardized leadership development program that prepares leaders for success in complex operating environments.

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Preface

Leadership development is a topic that has attracted much attention across all professions. Its significance cannot be overstated; success in any endeavor is often attributed to good leadership and failure blamed on poor leadership. Within the military, the central aim of officer professional military education is to develop effective and ethical leaders. The Marine Corps pursues this goal through a multifaceted approach to professional military education consisting of the formal educational establishment, unit programs created and administered by commanding officers, and self-directed study. I have been fortunate to attend not only entry level formal schools but also resident Expeditionary Warfare School for primary level education and resident Command and Staff College for intermediate level education. As a result of these experiences, I have a personal appreciation for the level of resources and institutional focus that the Marine Corps devotes to resident professional education. Similarly, however, my time spent in operational units made me aware of the challenge faced by commanding officers attempting to create and implement unit level education programs. High operational tempo and competing administrative requirements often push unit level professional military education to the margins.

While talking to fellow students at Command and Staff College and reading about the Chairman of the Joint Chiefs of Staff concerns regarding declining military professionalism, I better understood the scope of the problem. Fundamentally, unit level officer leadership development and self-directed study are simply activities that are required but not properly standardized, resourced, or tracked. My paper highlights this issue by contrasting the level of institutional effort directed toward the formal education establishment with that offered to support leadership development programs at the unit and individual level. I deliberately narrow the scope of this paper to officer leadership development curricula taught at entry level formal

schools and resident primary and intermediate education establishments (i.e. Expeditionary Warfare School and Command and Staff College). The curricula review shows the value of standardization in education and supports my assertion that a similar effort to support commanding officers and self-study programs can be achieved through the creation of a formal, career-long officer leadership development plan. This plan should be similar in fashion to a training and readiness manual with associated curricula resources.

My goal for this paper is to spark further dialogue regarding how to better resource commanders and individuals to conduct officer leadership development.

The completion of this project would not have been possible without the mentorship of Dr. Donald F. Bittner, Professor Emeritus of History at the United States Marine Corps Command and Staff College. I greatly appreciate Dr. Bittner's genuine interest, steady support, and sound advice. I am also grateful to Mr. Lucian Laurie from Officer Candidates School, Major Brian Schweers from Expeditionary Warfare School, and Major Justin Betz from The Basic School for providing insights into their respective organization's leadership development curricula. Finally, I am forever thankful to my wife, Rebecca Joy, and three children: Makayla, Carter, and Adelynn. Their unwavering support was essential not only to the success of this project but also to every professional endeavor I have taken.

THE DANGER OF POOR LEADERSHIP

Poor leadership results in far reaching consequences that negatively affect organizations on the macro level and, on the micro level, hurt individuals. In his book titled *The Generals*, military correspondent Thomas Ricks assesses American generalship from World War II (WW II) to Operation IRAQI FREEDOM. Ricks' one-line dedication of his book is a stark reminder of how damaging bad leadership can be: *The Generals* is dedicated to "those who died following poor leaders."¹ This single thought of people dying as a result of poor leadership highlights the critical importance of good leadership in combat situations; however, one must not overlook the need for effective leadership in other military settings as well. In garrison, during peacetime, and while conducting training, military leaders must prepare their followers for mission success across the full spectrum of military operations.

History shows that, more than any other General, U.S. Army Chief of Staff George C. Marshall worked to ensure that the right officer leadership was in place to support mission success. Leading up to America's entrance into WW II, Marshall forced out at least 600 Army officers, and he relieved over a dozen more division and corps commanders during the war.² Explaining how to get the leadership selection process right, Marshall stated that

We [the military] have to be continually on guard against too much emphasis being placed on the honor attached to the rank of general and too little to the choice of leaders who enjoy the confidence of the men in the ranks and who have the skill and physical endurance to bring this war [WW II] to a successful conclusion without needless sacrifice of American lives. Every contact with the enemy has emphasized anew the importance of dominant and skillful leadership. All other considerations are of minor importance.³

The need for effective military leadership has grown increasingly important since WW II. As a result of the changes in strategic context since George Marshall was the Army Chief of Staff, Ricks argues that Marshall would conclude that "having adaptive, flexible military leaders who

also are energetic, determined, cooperative, and trustworthy is probably more important now than it has been at any time since he was chief of staff.”⁴ Incompetent, immoral, or otherwise toxic military leaders degrade their unit’s effectiveness and increase the risk to mission success and troop welfare.

SHAPING MARINE OFFICERS

While Ricks’ critique and Marshall’s comments are directed at the highest levels of military leadership, it is important to remember that before a military officer serves as a General, he or she develops leadership ability and possesses leadership responsibility as a junior officer. In 2012, Chairman of the Joint Chiefs of Staff (CJCS), General Martin Dempsey, published a White Paper calling for America’s military to renew its commitment to the profession of arms. In it, General Dempsey underscored the inextricable link between leadership and professionalism, and he further highlighted the fundamental importance of military leadership at all levels. General Dempsey stated that “Leadership is the foundation of our [America’s military] profession. This is essential to ensure we remain the finest military in the world.”⁵ While junior officers uphold the standards of the profession of arms, they must also be shaped for even greater leadership responsibilities.

Recognizing the foundational importance of officer leadership development, Chairman of the Joint Chiefs of Staff Instruction 1800.01E (CJCSI) promulgates the Officer Professional Military Education Policy and establishes “leader development for the 21st century [as] the predominant theme of the JPME [joint professional military education] experience.”⁶ Notable updates to the Officer Professional Military Education Policy published in 2015 include the addition of Officer Desired Leader Attributes (DLAs) and the incorporation of these attributes into JPME learning areas and objectives.⁷ DLAs include the ability to:

1. Understand the security environment and contributions of all instruments of national power.
2. Anticipate and respond to surprise and uncertainty.
3. Anticipate and recognize change and lead transitions.
4. Operate on intent through trust, empowerment, and understanding.
5. Make ethical decisions based on the shared values of the profession of arms.
6. Think critically and strategically in applying joint warfighting principles and concepts of joint operations.⁸

Formal schools within the various services' professional military education (PME) establishments aim to develop these attributes while shaping their service's leaders.

While established DLAs provide focus for learning areas and outcomes across the joint force, each service maintains a unique approach to officer leadership development. The United States Marine Corps' (USMC) approach to officer leadership development includes official doctrine and an officer PME establishment that mirrors the CJCSI 1800.01E PME continuum; however, there appears to be an overreliance on formal schools for officer leadership development in the Marine Corps. Attendance at resident PME schools accounts for only a small percentage of the overall Marine officer corps and represents a minor portion of a Marine officer's career. Historically, the average annual selection rate of eligible Captains and Majors to attend resident PME is approximately 14 percent.⁹ Moving forward in improving leadership education and training, the Marine Corps should adopt and promulgate an official definition of leadership, identify current gaps in its approach to officer leadership education, and develop a standardized officer leadership education plan that prepares Marine officers to lead in the future operating environment.

THE UNITED STATES MARINE CORPS' (USMC) DEFINITION OF LEADERSHIP

The primary source for Marine Corps leadership doctrine is Marine Corps Warfighting Publication 6-11 (MCWP), *Leading Marines*, which the service updated in 2014 to include leadership vignettes from recent combat experiences in Iraq and Afghanistan. *Leading Marines* is organized into three chapters, with a narrative format that seeks to teach the lessons of leadership through real life stories. Chapter 1, “Our Ethos,” presents a brief description of what it means to be a Marine. Highlighting the personal qualities that distinguish Marines from the rest of society, it includes brief explanations of traditions, customs, and courtesies. Chapter 2, “Foundations of Leadership,” describes the relationship between leaders and subordinates and details the primary elements of Marine Corps leadership: core values, leadership traits, and leadership principles. Chapter 3, “Overcoming Challenges,” describes obstacles to leadership, including moral challenges, physical limitations, and friction. Even though *Leading Marines* is the Marine Corps’ seminal work on leadership, it deliberately avoids defining the term. The forward of *Leading Marines* provides the following description of the publication’s purpose: “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.”¹⁰ Rather than defining leadership, *Leading Marines* presents historical accounts of leadership in action.

Many other Marine Corps doctrinal publications discuss leadership, but do not include a consistent definition of Marine Corps leadership. As the Marine Corps’ foundational doctrinal publication, Marine Corps Doctrinal Publication-1 (MCDP), *Warfighting*, emphasizes the centrality of leadership to the service’s theory of war. MCDP-6, *Command and Control*, illustrates the connection between leadership and command and control theory. MCDP-6 also

provides a broad definition of leadership as “the influencing of people to work toward the accomplishment of a common objective.”¹¹ Marine Corps Reference Publication (MCRP) 6-11D, *Sustaining the Transformation*, underscores the importance of leadership in fueling continued dedication to Marine Corps values. Finally, the *Marine Corps Manual* contains the only official Marine Corps definition of leadership. In its glossary of terms, the Marine Corps Manual describes leadership as “the sum of those qualities of intellect, human understanding, and moral character that enables a person to inspire and to control a group of people successfully.”¹² It further addresses the objective of Marine Corps leadership and requisite qualities of a successful leader as 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.¹³

Ultimately, though, official Marine Corps publications do not promulgate a consistent definition of leadership; rather, they describe attributes of leadership. While the *Marine Corps Manual* includes an official definition, this text is not the primary source for teaching Marine Corps leadership. As a result, there is no singular Marine Corps definition of leadership that is well understood by every Marine.

USMC LEADERSHIP TRAITS AND PRINCIPLES

It is also important to note that the leadership qualities described in the *Marine Corps Manual* are different from the Marine Corps’ leadership traits and principles. After completing his assessment of the Marine Corps’ institutional leadership theory, Joseph Thomas published his

results in his dissertation titled *Leadership Education for Marines: A Quantitative and Qualitative Study of a Leadership Curriculum at Marine Corps University*. In his dissertation, Thomas notes that “the United States Marine Corps has viewed, and will continue to view, leadership as collective traits and principles. These traits and principles form the foundation of leadership curriculum found in every level of formal Marine Corps schools...”¹⁴

The Marine Corps emphasizes a collection of traits and principles to showcase what good leadership looks like. These traits and principles build upon the Marine Corps’ core values of honor, courage, and commitment; Marine Corps core values, leadership traits, and leadership principles are briefly described in chapter 2 of MCWP 6-11, *Leading Marines*. The 14 character traits of a Marine Corps leader include justice, judgment, dependability, initiative, decisiveness, tact, integrity, enthusiasm, bearing, unselfishness, courage, knowledge, loyalty, and endurance. *Leading Marines* states that possessing these 14 character traits is not enough, however. Effectively leading Marines requires a leader to not only have good character but also be “guided by 11 leadership principles.”¹⁵ The 11 leadership principles are as follows:

- Be technically and tactically proficient
- Know yourself and seek self-improvement
- Know your Marines and look out for their welfare
- Keep your Marines informed
- Set the example
- Ensure the task is understood, supervised, and accomplished
- Train your Marines as a team
- Make sound and timely decisions
- Develop a sense of responsibility among your subordinates

Employ your units in accordance with its capabilities

Seek responsibility and take responsibility for your actions

Entry level Marine Corps leadership education focuses on memorizing these 14 character traits and 11 leadership principles. This approach results in a basic exposure to Marine Corps leadership, with little practical understanding of how to develop one's leadership ability or prepare for leadership dilemmas; instead, attention is scattered across long lists of leadership qualities, traits, and principles, with too much emphasis on rote memorization.

TEACHING LEADERSHIP: THE USMC APPROACH TO OFFICER DEVELOPMENT

A perennial question regarding leadership is whether or not leadership can be taught. For some, the fact that leadership development programs exist seems to be a clear enough answer to the question; leadership must be teachable since there are programs designed to that end, i.e., leaders can be made. For others, the answer may not be so clear. The Marine Corps' position is best summed up by the 19th Commandant, General Clifton B. Cates, who stated the following regarding leadership development:

Leadership is intangible, hard to measure, and difficult to describe. Its quality would seem to stem from many factors. But certainly they must include a measure of inherent ability to control and direct, self-confidence based on expert knowledge, initiative, loyalty, pride and sense of responsibility. Inherent ability cannot be instilled, but that which is latent or dormant can be developed. Other ingredients can be acquired. They are not easily learned. But leaders can be and are made.¹⁶

Regardless of whether or not a person is born with inherent leadership abilities, leadership development is still required to cultivate those abilities. Understanding the critical importance of effective leadership, the Marine Corps invests significant resources in developing officer leadership. Much of that investment is made during formal PME. MCDP-1 describes Marine Corps PME as “designed to develop creative, thinking leaders. From the initial steps of

leadership training, a leader's career should be viewed as a continuous, progressive, process of development.”¹⁷

The Marine Corps University (MCU) is central to Marine Corps PME, which, according to MCDP-1, is designed for leadership development. In response to the Chairman of the Joint Chiefs of Staff (CJCS) recent emphasis on the need to restore military professionalism, MCU highlighted the connection between professionalism and leadership. First, MCU defines professionalism as “the adherence and aspiration to the Marine Corps’ core values: Honor, Courage and Commitment and our motto, Semper Fidelis (“Always Faithful”). Marines are faithful to the Nation, the Corps, and to each other.”¹⁸ Consequently, core values are foundational for both leadership development and professionalism. In the same document providing MCU’s response to the CJCS conference on military professionalism, the university further outlined the Marine Corps’ approach to instilling professionalism under the heading: **The Tenets of the Marine Corps’ Approach to Military Professionalism.** The tenets point the reader back to same concepts that serve as the framework for Marine Corps leadership development. MCU states that:

As professionalism applies to leadership, and defining the qualities of a good leader, the earliest tenets of Marine Corps leadership include:

- “a. Inspiration – Personal example of high moral standards reflecting virtue, honor, patriotism, and subordination in personal behavior and in performance.
- b. Technical proficiency – Knowledge of the military sciences and skill in their performance.
- c. Moral Responsibility – Personal adherence to high standards of conduct and the guidance of subordinates toward wholesomeness of mind and body.”

Throughout all education and training schools in the Marine Corps, from entry level/basic training to senior-level schools, Marines learn 14 leadership traits and 11 leadership principles...¹⁹

After listing the leadership traits and principles, MCU underscores the close connection between leadership and professionalism. Appealing to much of the content offered by MCWP 6-11, *Leading Marines*, MCU sums up the Marine Corps' approach to military professionalism by identifying USMC leadership traits and principles, core values, and tenets of good leadership as "guideposts for the Marine Corps' approach to the profession of military service, developing professionals, and maintaining the standards of professionalism."²⁰

As the lead agency for USMC PME, MCU describes the Marine Corps' approach to developing Marines as follows:

The responsibility for educating Marines in their profession of military service lies in three areas: the education establishment (schools and training commands), the commander and the individual.

The education establishment consists of those schools and training centers established to provide formal education in the art and sciences of war.

All commanders consider the professional development of their subordinates a principal responsibility of command. Commanders are expected to conduct a continuing professional education program that includes developing military judgment, decision-making, teaches general military skills and specific military and technical subjects pertinent to occupational specialties.

Finally, every Marine bears a personal responsibility to study the profession of arms.²¹

Again, this approach reflects the guidance contained in MCDP-1. This foundational doctrinal publication states that the "responsibility for implementing professional military education in the Marine Corps is three-tiered: It resides not only with the education establishment, but also with the commander and the individual."²² Here it is useful to apply the three-legged stool analogy to begin an assessment of the Marine Corps' approach to leadership development. As

acknowledged by MCU and consistent with Marine Corps doctrine, a Marine officer's education is dependent upon three educational sources working in unison throughout his or her career. If any of the three legs fail to provide balance or break, the stool topples.

The first of the three legs supporting Marine Corps PME and leadership development is the formal education establishment; for Marine officers, the education establishment is made up of primary level, intermediate level, and senior level schools.²³ Marine officers enter the service through Officer Candidates School (OCS) and complete their entry level training and education at The Basic School (TBS).²⁴ During a Marine officer's twenty-year career, required PME includes Primary Level School at Expeditionary Warfare School (EWS) and Intermediate Level School at Command and Staff College (CSC); primary, intermediate, and senior level schools can be completed at the equivalent sister service school as well. Senior Level School is completed at Marine Corps War College (MCWAR), but is usually only attended by Marine officers who generally serve beyond twenty years. As such, MCWAR's leadership curriculum is not reviewed in this paper. Similarly, PME offered through the College of Distance Education and Training (CDET) is not reviewed in this paper. CDET leadership curricula is typically an abbreviated version of the curricula used at the equivalent resident school. The following section of this paper provides a brief overview of the current leadership development curricula used at Marine Corps OCS, TBS, EWS, and CSC.

OFFICER CANDIDATES SCHOOL: A 10 WEEK JOB INTERVIEW

Officer Candidates School (OCS) is primarily focused on evaluating an individual's potential to serve as a Marine company grade officer. According to Mr. Lucian Laurie, the school's Instructional Systems Specialist, "OCS can be best viewed as a 10 week job interview."²⁵ Curriculum developers designed OCS training events to present officer candidates

with stressful situations whereby their physical, intellectual, and moral qualities are accurately evaluated. Mr. Laurie further noted that “this evaluation is constant and all-encompassing, starting on day one of training, and continuing through day 66.”²⁶ The Marine Corps’ *Entry Level Training and Readiness Manual* (NAVMC 3500.18C) describes the purpose of OCS training events as “garrison and field performance evaluations [that] allow candidates to display their leadership potential and also aid in the evaluation of their potential to successfully serve as company grade officers in the operating forces.”²⁷ Training, screening, and evaluation of candidates focuses on leadership potential that can be shaped at follow-on schools.

As a result of its narrow focus on evaluating leadership potential and the school’s short duration, the OCS leadership curriculum is limited to the basics. Figure 1 includes the 11 entry level OCS leadership training events found in NAVMC 3500.18C. It is also important to note that these 11 events do not account for the entire OCS leadership curriculum. Other classroom instruction includes lessons on Marine Corps history and values, which contribute to establishing foundational knowledge in military leadership. Additionally, field events such as the Leadership Reaction Course and Small Unit Leadership Exercises provide opportunities for practical application as well as evaluation of leadership potential in stressful environments.²⁸

Figure 1: OCS Leadership Training Events Prescribed by NAVMC 3500.18C²⁹

EVENT	MARINE CORPS LEADERSHIP
OCS-LDR-1001	Describe Marine Corps leadership
OCS-LDR-1002	Describe authorized absence
OCS-LDR-1003	Report stress-related reactions
OCS-LDR-1004	Describe sexually transmitted diseases
OCS-LDR-1005	Describe financial responsibility
OCS-LDR-1006	Describe problem resolution methods
OCS-LDR-1007	Identify hazards associated with tobacco use
OCS-LDR-1008	Describe the impact of domestic violence
OCS-LDR-1009	Describe the Code of Conduct
OCS-LDR-1010	Describe your rights as a prisoner of war
OCS-LDR-1011	Describe your obligations as a prisoner of war

Ultimately, OCS strives to filter out those candidates that fail to display leadership potential.

THE BASIC SCHOOL: FOCUS ON FUNDAMENTALS

After an officer candidate demonstrates his or her leadership potential, graduates OCS, receives his or her university degree, and commissions as a Marine Second Lieutenant, he or she attends The Basic School (TBS) to prepare for service as a company grade officer. The Marine Corps’ entry level training and readiness manual (T&R) describes the purpose of TBS training and education as the following: “to train and educate newly commissioned officers in the high standards of professional knowledge, esprit de corps, and leadership required to prepare them for duty as a company grade officer in the operating forces. Particular emphasis is placed on the duties, responsibilities, and warfighting skills required of a rifle platoon commander.”³⁰ In addition to the events listed in the leadership section of the entry level T&R manual (see Figure 2), TBS conducts numerous patrolling and field exercises, tactical decision games, and commander led discussions to supplement the core leadership curriculum.³¹ The number of instructional hours displayed in figure 3 does not include leadership development that naturally occurs during the tactical exercises completed at TBS.

Figure 2: TBS Leadership Training Events prescribed by NAVMC 3500.18C³²

EVENT	MARINE CORPS LEADERSHIP
TBS-LDR-1001	Identify sources of social services
TBS-LDR-1003	Describe the factors affecting career development
TBS-LDR-1006	Describe financial responsibility
TBS-LDR-1007	Describe operational cultural concepts
TBS-LDR-1008	Describe problem resolution methods
TBS-LDR-1009	Define the classification of USMC Awards
TBS-LDR-1010	Describe the USMC Foreign Language Program
TBS-LDR-1012	Safeguarding suspected classified material
TBS-LDR-1014	Describe Operational Security (OPSEC)
TBS-LDR-1015	Describe Marine Corps leadership
TBS-LDR-1016	Describe the elements of combat
TBS-LDR-1017	Core leader functions of Combat Operational Stress Control

TBS-LDR-1019	Describe USMC principles for overcoming fear
TBS-LDR-1024	Summarize the USMC Mentoring Program

Figure 3: Instructional hours dedicated to Leadership Development at The Basic School³³

Course Title	Hours
Leadership Foundations	19
Decision Making	23
Platoon Commander's Administration	18
Train the Trainer	3
Professional Development	24.5
Officership / Leading Marines	191.5
Total Hours	279
Percentage of TBS Program of Instruction	14.3%

When reviewing the list of TBS courses related to leadership development, it is easy to see how TBS curriculum builds on the rudimentary exposure to leadership completed by candidates at OCS. Moreover, the amount of time dedicated to leadership development at TBS represents an appropriate investment in preparing new Marine officers to lead Marines. The course content focuses on leadership fundamentals and ensures that every Marine officer has a common reference point for what is expected of Marine Corps leadership. Readers will note that the action verbs selected to indicate the purpose of specific periods of instruction conducted at OCS and TBS are similar: officer candidates and newly commissioned Second Lieutenants are expected to describe, identify, and report on leadership related topics.

EXPEDITIONARY WARFARE SCHOOL: LEADERSHIP REFINEMENT

The Leadership Development curriculum at Expeditionary Warfare School (EWS) is broken down into four categories of courses. The first block of instruction provides foundational knowledge on critical and creative thinking, plus decision making. Next, the curriculum sharpens the students' understanding of the Marine Corps' philosophy of leadership and revisits USMC core values, leadership traits, and leadership principles. The third portion of the EWS Leadership

Development curriculum focuses on ethics and how to develop ethical subordinates. The final category shifts the student’s attention to preparing for command. During this portion of the curriculum, students write their personal command philosophy and consider the importance of establishing a healthy command climate. There are two student learning outcomes that guide the creation and execution of the EWS Leadership Development curriculum. They are:

1. Describe skills necessary to cultivate effective command climate and ethical subordinates.
2. Apply recognition and analytical decision-making to develop solutions to complex problems and issues.³⁴

Each course within the curriculum includes individual educational objectives that support the achievement of the overall student learning outcomes. The Academic Year 2016 EWS educational objectives are listed below in figure 4.

Figure 4: EWS Academic Year 2016 Leadership Development Educational Outcomes³⁵

LEADERSHIP DEVELOPMENT EDUCATIONAL OBJECTIVES		
DESCRIBE LEADERSHIP SKILLS NECESSARY TO CULTIVATE EFFECTIVE COMMAND CLIMATES AND ETHICAL SUBORDINATES.		
APPLY RECOGNITIONAL AND ANALYTICAL DECISION-MAKING TO DEVELOP SOLUTIONS TO COMPLEX PROBLEMS AND ISSUES.		
EO	EO Description	Associated Class
8100	Apply the elements of reasoning, intellectual standards and traits to another person's and one's own reasoning.	EL8105 Critical Thinking I
8101	Discuss the advantages and disadvantages with intuitive/individual/system 1 decision making.	EL8110 Critical Thinking II
8102	Discuss the advantages and disadvantages with analytical/group/system 2 decision making.	EL8115 Critical Thinking III
8103	Discuss barriers that inhibit creative thinking.	EL8120 Creative Thinking
8200	Discuss the Marine Corps leadership philosophy, roles, and styles.	EL8205 Leadership Philosophy, Roles, and Styles
8201	Discuss the different ways to strengthen subordinate Marines' Core Values.	EL8210 Core Values
8202	Discuss the different ways to strengthen subordinate's leadership traits and employ the leadership principles to strengthen a unit.	EL8215 Leadership Traits & Principles
8203	Discuss the characteristics and responsibilities of a professional of arms.	EL8220 Profession of Arms
8204	Discuss how to assess and implement best practices to improve the leadership indicators within a unit.	EL8225 Leadership Indicators
8300	Define ethics and values and how the two relate to each other.	EL8305 Ethics
8301	Discuss the sources of values, how they lead to ethical dilemmas, and approaches towards ethical decision making	EL8305 Ethics
8302	Discuss ethics as they apply to military organizations.	EL8310 Military Ethics
8303	Discuss factors that inhibit ethical decision making.	EL8310 Military Ethics
8304	Explain the ethical mindset.	EL8315 Ethical Development
8305	Compare ethical education and ethical training.	EL8315 Ethical Development
8400	Discuss the organizational structure that supports punitive and non-punitive punishments.	EL8405 Legal/Incentives/Adin

8401	Discuss how the incentives program affects your command climate.	EL8405 Legal/Incentives/Adin
8402	Summarize the various administrative documents used to develop a positive command climate, and understand their implications if misused.	EL8405 Legal/Incentives/Adin
8403	Discuss the impacts on organizational leadership on command climate.	EL8410 Organizational Leadership
8404	Discuss organizational leadership and the personality roles within. (Big 4)	EL8410 Organizational Leadership
8405	Summarize commander's role in family readiness. (Programs/resources/FRO)	EL8415 Taking Command
8406	Explain how to task organize and implement a reception plan for all new joins, and a plan for transitioning others due to PCS/PCA, EAS, or administrative separation.	EL8415 Taking Command
8407	Explain the process for transitioning into command (from EWS), and assessment of your unit.	EL8415 Taking Command
8408	Develop the vision for your command and convey that in writing. (PoC, TP, Ethical Philosophy, Leadership Philosophy)	EL8420 Taking Command
8409	Develop a structured PME/education plan for your next command that supports your vision and command climate.	EL8420 Taking Command

Readers will note that the action verbs describing the educational objectives for each leadership development class offered at EWS supports moving from simple knowledge about leadership toward deeper understanding and personal application.

COMMAND AND STAFF COLLEGE: LEADERS FOR THE JOINT WORLD

The Leadership Development curriculum at Command and Staff College (CSC) is divided into two courses: Leadership in the Profession of Arms I and II. In keeping with the intermediate level school's focus on operational art, CSC leadership courses aim to prepare field grade officers to lead larger organizations in a joint setting. The purpose of Leadership in the Profession of Arms I is to:

Develop the student's ability to provide ethical and effective leadership to large organizations by studying the concept of professional ethics, moral development and decision making, the principles of organizational behavior, and leadership in a variety of contexts and operational environments, with a focus on leading change.³⁶

Leadership in the Profession of Arms II expands on the leadership skills developed during the first course, and it seeks to prepare operational leaders that can effectively influence their organizations with and without direct authority.³⁷ More than 160 course hours are dedicated to leadership development at CSC. The CSC leadership curriculum is guided by four student learning outcomes, they are:

1. Analyze ethical, legal, and cultural issues within operational military leadership scenarios.
2. Demonstrate decision-making skills associated with the operational level of warfare.
3. Discuss various methodologies for establishing a combat-ready, professional command.
4. Discuss methods to develop subordinate leaders.³⁸

The faculty use case studies, seminar discussions, practical exercises, lectures, and written assignments to achieve intermediate level student learning outcomes.

Marine Corps Formal Schools: The Strong Leg of an Unsteady Stool

A brief review of the leadership development curricula employed at Marine Corps formal schools reflects the well-structured nature of the Marine Corps education establishment. Entry level schools follow the Marine Corps entry level T&R manual when producing leadership development curricula for OCS and TBS. Officer Desired Leader Attributes included in the CJCS Officer Professional Military Education Policy (CJCSI 1800.01E) guide curriculum developers as they create educational objectives for PME schools. Further ensuring a building block approach to Marine Corps leadership development, MCU periodically publishes the Marine Corps officer Professional Military Education Continuum that lists leadership student learning outcomes for each level of Marine officer PME.

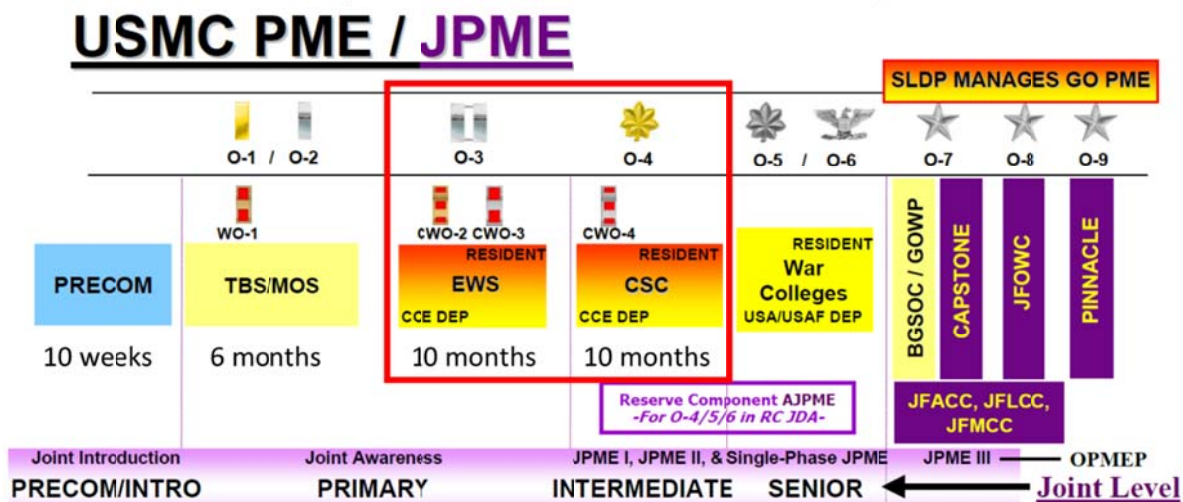
Figure 5: Bloom's taxonomy and the Marine Corps officer PME Continuum



Furthermore, MCU classifies its leadership learning outcomes using Bloom’s taxonomy (figure 5).³⁹ This approach ensures that subsequent levels of PME build upon the leadership skills developed by students in the previous levels. The verbs associated with Bloom’s taxonomy “specifically define educational learning outcomes in increasing levels of critical thinking related to the Marine Corps officer PME Continuum.”⁴⁰

While the Marine Corps does an excellent job of linking the various formal schools within the education establishment to support progressive leadership development, these schools account for only a small portion of a Marine officer’s career. Marine officers selected to attend resident EWS and CSC spend 20 months of their 20 year careers as students in the education establishment (see Figure 6).

Figure 6: Marine Officer PME Timeline Snapshot



This means that career officers selected to attend resident PME spend more than 18 years outside of the education establishment, where their leadership development depends on commanding officers’ (CO) unit PME programs and self-study. The problem with this current construct is that, unlike the formal education establishment, there is little support to and oversight of CO PME programs and individual study; these two elements account for the other legs supporting Marine officer leadership development.

The Marine Corps Order (MCO) 1553.4B on PME, MCDP-1, the Marine Corps Officer PME Continuum, and the MCU response to the CJCS Professionalism conference simply state that COs and individual Marines are responsible to conduct PME. MCO 1553.4B tasks the individual Marine as the main effort for PME. This order states that individual Marines must assume responsibility for their own professional development, participate in the Marine Corps Professional Reading Program, and make a lifelong commitment to mental fitness.⁴¹ As supporting effort two of the Marine Corps PME order, COs are directed to establish unit PME programs, provide opportunities for their Marines to attend formal schools, and encourage reading and discussion of books included in the Marine Corps Professional Reading Program.⁴² In similar fashion, the other references merely mention that contributions from COs' PME programs and individual study is an important part of the three-tiered approach to Marine Corps PME.⁴³

Not only is there a lack of guidance and support for these two legs of the stool – CO PME programs and individual study – but MCU also acknowledges that they need improvement. In MCU's response to the CJCS Professionalism conference, MCU notes that one of the current roadblocks to teaching and maintaining professionalism is “insufficient leadership training, from commanders to their subordinate leaders, as a commander's time is overwhelmed with competing priorities.”⁴⁴ In this case, it appears that other demands associated with a fast paced operational environment has overcome good intentions to address critical issues such as officer leadership development at the unit level. Ultimately, however, these two legs of the stool are inherently weak because they lack basic standardization. To remedy these shortcomings, the Marine Corps should develop and implement an Officer Leadership T&R manual that applies across all military occupational specialties (MOS). An Officer Leadership T&R manual, with

associated curricula, would provide a standardized approach that fills the broad time gaps between resident PME schools with consistent attention to leadership development. Moreover, a standardized education and training plan for COs' unit leadership development programs will better achieve MCDP-1's PME design criteria of developing "creative, thinking leaders" and viewing "from the initial steps of leadership training, a leader's career...as a continuous, progressive, process of development."⁴⁵

THE DRAFT MARINE CORPS LEADERSHIP DEVELOPMENT FRAMEWORK

The Lejeune Leadership Institute (LLI) is an organization within MCU with the mission to "provide training, education, and resources that inspire and advance leadership excellence in the Marine Corps."⁴⁶ Recent efforts to improve leadership development by the LLI include the development of the proposed Marine Corps Leadership Development framework (MCLD), with associated testing of MCLD at 2D Marine Aircraft Wing completed in 2014.⁴⁷ The MCLD is a step in the right direction as it seeks to focus coaching efforts in six functional areas: Fidelity, Fighter, Fitness, Family, Finance, and Future.⁴⁸ This step overlays a standardized structure that is currently missing from the Marine Corps Mentorship Program. As its method to reach the MCLD goals, the DRAFT order echoes the requirement of commanders to establish a unit level professional development plan previously mandated by other references. The order further "directs commanders to existing leadership resources at the unit, local, and Service level and places a priority on regular coaching and counseling designed to cultivate each Marine's potential."⁴⁹ MCLD also includes a website with available product templates and resources for Marine leaders to use when coaching their subordinates. Ultimately, however, the LLI designed the MCLD framework to replace the Marine Corps Mentorship program.⁵⁰ Similar to the Marine Corps Mentorship program, MCLD includes counseling frequency requirements that focus on

junior Marines, with non-commissioned officers and above only requiring counseling twice each year (see Figure 7).⁵¹

Figure 7: Coaching/counseling frequency requirements included in DRAFT MCLD Order⁵²

Frequency	First	Second	Subsequent
Pvt-LCpl	Within 30 days of joining unit	Within 60 days	Every 30 days
Cpl-Gen	Within 30 days of joining unit	Within 90 days	Every 180 days

As such, the MCLD framework stops short of providing a standardized officer leadership development curriculum. That said, the LLI’s Leadership Toolkit includes resources and structure that can serve as the beginning of an Officer Leadership Development T&R program. Additionally, the MCLD content found in LLI’s Leadership Development Notebook can be expanded into a formal curriculum that supports the completion of associated Officer Leadership Development T&R events.⁵³

THE VALUE OF STANDARDIZATION

The Marine Corps understands the value of standardization in training and education. Standardization is a goal of every formal school, and its application is evident not only in the education establishment but also in routine training events. Beyond the formal schoolhouse, MOS specific T&R manuals guide each Marine’s tactical and technical development. These T&R manuals provide a standardized plan to develop skills required to complete job specific tasks. Similarly, the completion of general annual training requirements are standardized; among other training events, these include the completion of the rifle and pistol qualifications, physical fitness tests, combat fitness tests, and Unit Marine Awareness and Prevention Integrated Training.⁵⁴ If there are valuable outcomes that result from standardizing these routine training

events, imagine the benefits of a single and consistent Officer Leadership T&R manual that standardizes officer leadership training and education.

It is important to note that standardization does not equal prescription. The Merriam-Webster dictionary defines to standardize as “to change (things) so that they are similar and consistent and agree with rules about what is proper and acceptable” or “to bring into conformity with a standard.”⁵⁵ Whereas to prescribe is “to lay down a rule or dictate.”⁵⁶ Standardization minimizes deviation from an established organizational standard. Supplementing previous guidance found in CJCS instructions, as well as Marine Corps doctrinal, warfighting, and reference publications, the Commandant of the Marine Corps, General Robert Neller, clarified his expectations of Marine Corps leadership when he published a memo providing his initial guidance. With regards to leadership, the memo states that every Marine should expect the following from their leaders:

1. Firm and fair leadership with dignity and respect
2. Accountability
3. The highest professional and personal example
4. Realistic and challenging training
5. Cutting-edge technology in weapons and equipment
6. Professional advancement
7. Support for families and wounded
8. Honesty, integrity and loyalty
9. Compassion⁵⁷

These expectations, along with the guidance in previously mentioned references, are the standards. Implementing a common Officer Leadership Development T&R manual provides a consistent, standardized approach to building established officer desired leadership attributes.

IMPLEMENTING CHANGE: OVERCOMING THE STATUS QUO

Implementing a standardized Officer Leadership Development T&R manual represents a significant structural change to how the Marine Corps approaches officer leadership development and education; people tend to resist change, especially when they think the status quo is good enough. In his book titled *Leading Change*, Harvard Professor John Kotter details why attempts to implement change within organizations fail. Kotter's work focuses on corporate industry; however, the principles apply to all types of organizations. In his book, Kotter offers an eight step model to overcome resistance to change. The eight steps are:

1. Establishing a Sense of Urgency
2. Creating a Guiding Coalition
3. Developing a Vision and Strategy
4. Communicating the Change Vision
5. Empowering Employees for Broad-Based Action
6. Generating Short-Term Wins
7. Consolidating Gains and Producing More Change
8. Institutionalizing New Approaches in the Culture⁵⁸

This section of the paper applies Kotter's *Leading Change* model as a potential method for implementing an Officer Leadership Development T&R manual.

Establishing a sense of urgency highlights the need for change. It aims to overcome the natural desire to maintain the status quo. Overcoming the tendency for organizations to maintain

the status quo can be especially difficult when addressing an area that the organization, or individuals within the organization, believes itself to be excelling. While conducting his examination of MCU's leadership curriculum, Joseph Thomas observed that Marines were resistant to making curriculum changes and noted that leadership is a "functional domain in which most Marines consider themselves subject matter experts..."⁵⁹ Consequently, establishing a sense of urgency by highlighting current shortfalls in the Marine Corps' approach to Officer Leadership development is a critical first step. This paper, along with other cited works, can aid in accomplishing this first step. An available venue to establish initial buy-in from commanding officers is the Commanding Officers Course (a Marine Corps requirement for Lieutenant Colonel and Colonel COs to complete before assuming command).

Making this type of change initiative successful requires top-down support in the form of a strong guiding coalition. This coalition should be comprised of Commanding Generals and commanding officers from the operational forces and the supporting establishment. Having input from and support of key influencers ensures that this proposed change is appropriately energized from the outset. Other key members of the guiding coalition include the Lejeune Leadership Institute and the Training and Education Command. These agencies are critical to the development of the Officer Leadership Development T&R manual, its associated curricula, and its introduction to operational units.

Developing a vision and strategy for how the proposed Officer Leadership Development T&R manual is connected to the goal of adding strength to a balanced three-legged leadership development stool adds necessary focus to the project while sustaining energy behind the change initiative. Once the vision is developed, it must be clearly communicated. Frequent reminders of

the vision keep the change effort on track and provides clarity to those affected by the change.

Successfully communicating the vision requires support from commanding officers at all levels.

Even with a high sense of urgency, a strong coalition, and a clearly communicated vision, roadblocks may remain preventing successful implementation of the desired change. To overcome this in the corporate arena, Kotter shows that employees must be empowered to take action. This fifth step in the change model translates to the present effort by ensuring that COs and Marines have the time and resources needed to achieve the goals outlined in a formal Officer Leadership Development T&R manual. By design, T&R manuals not only tie training events to goals but also to specific training time and resource requirements. As a result, simply going through the process of creating a realistic Officer Leadership Development T&R manual would reveal the time and resources COs and individuals need to achieve Marine Corps leadership standards. Dedicating necessary resources to achieve the standards through the T&R process also addresses the aforementioned concern of “insufficient leadership training, from commanders to their subordinate leaders, as a commander’s time is overwhelmed with competing priorities.”⁶⁰ Standardization through a formal T&R should seek to balance expectations and resources.

With empowered employees, Kotter moves to step six: generating short-term wins. In the business world, the environment of Kotter’s book, this is focused on tangible outcomes such as reducing costs and increasing productivity. Unlike the world of financial profits and losses, tangible metrics measuring short-term gains in developing officer leadership are not readily available. However, some type of short-term results are needed to build the credibility of the new approach. An available method to achieving visible results is a field testing of the Officer Leadership Development T&R manual prior to Marine Corps wide implementation. Once COs see that a formal T&R manual, accompanied with associated resources, provides a framework

for focused officer leadership development, they will sustain the transformation and push the change into step seven.

By accepting the value inherent in a standardized approach to officer leadership education and development, COs effectually consolidate the gains of early change efforts. Employing these enthusiastic COs as change agents further helps produce additional change as they convince reluctant personalities to accept the new approach to leadership development. Investing time and resources to officer leadership development through a standardized, career-long T&R manual illustrates the Marine Corps' dedication to this proposed change. Moreover, the proposed system is congruent with established values and views on the importance of leadership. Consequently, with continued emphasis on the positive outcomes of filling in gaps in the Marine Corps' existing three-tiered approach to officer leadership education with a formal T&R system, the change can be institutionalized.

CONCLUSION

While the specific content of the Marine Corps' officer leadership development curricula is important and requires careful consideration, the present effort primarily directs attention to the Marine Corps' need to make a fundamental structural adjustment in its approach to officer leadership development. Merely publishing guidance that directs COs and individuals to establish unit education and self-study programs stops short of providing a comprehensive framework that maps career-long education and training. The Marine Corps' current approach to officer leadership development possesses natural gaps that must be addressed. Currently, the Marine Corps formal education establishment appropriately applies an integrated building block approach to leadership development, but only impacts a small percentage of Marine officers and accounts for less than two years of their careers. Additionally, COs' unit level education and

self-study programs lack institutional support and standardization. Implementing an Officer Leadership T&R Manual will enable the Marine Corps to establish a standardized officer leadership development program that prepares leaders for success in complex operating environments. A standardized approach with associated resources empowers COs and individuals to meet Marine Corps leadership standards and develop desired leadership attributes. Leadership is vitally important to successful military operations where the consequences of poor leadership are especially dire. Consequently, the Marine Corps should invest the necessary time and resources to strengthen all three tiers of officer leadership development.

APPENDIX A: LIST OF ACRONYMS

C

CDET – College of Distance Education and Training
CJCS – Chairman of the Joint Chiefs of Staff
CJCSI – Chairman of the Joint Chiefs of Staff Instruction
CO – Commanding Officer
CSC – Command and Staff College

D

DLA – Desired Leadership Attribute

E

EWS – Expeditionary Warfare School

J

JPME – Joint Professional Military Education

L

LLI – Lejeune Leadership Institute

M

MCDP – Marine Corps Doctrinal Publication
MCLD – Marine Corps Leadership Development
MCO – Marine Corps Order
MCRP – Marine Corps Reference Publication
MCU – Marine Corps University
MCWAR – Marine Corps War College
MCWP – Marine Corps Warfighting Publication
MOS – Military Occupational Specialty

O

OCS – Officer Candidate School
OPME – Officer Professional Military Education

P

PME – Professional Military Education

T

TBS – The Basic School
T&R – Training and Readiness

U

USMC – United States Marine Corps

W

WWII – World War II

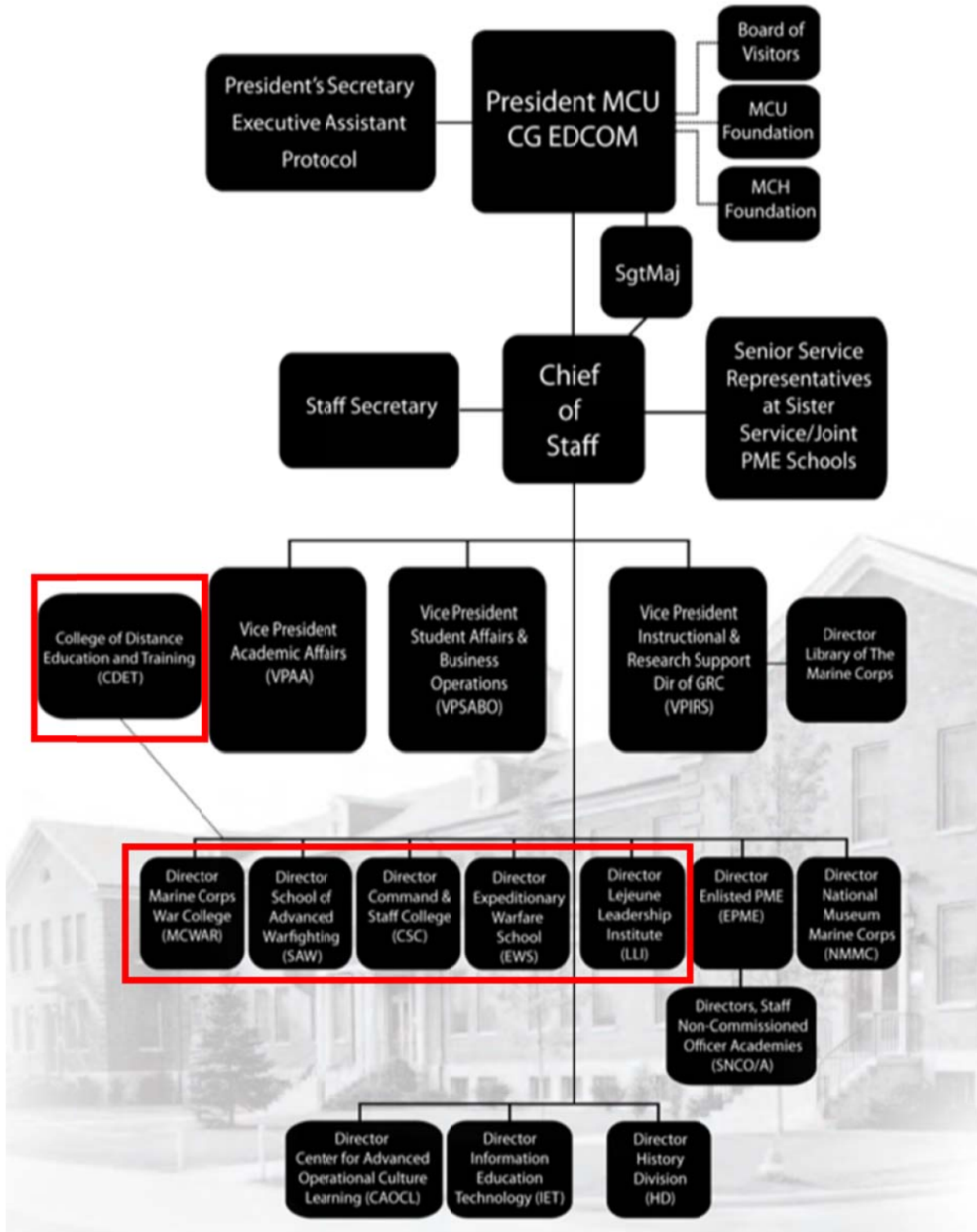
APPENDIX B: USMC LEADERSHIP TRAITS

Content of table is taken from USMC TECOM, "Principles of Marine Corps Leadership"⁶¹

TRAIT	DEFINTION	SIGNIFICANCE
Justice	Giving reward and punishment according to the merits of the case in question. The ability to administer a system of rewards and punishments impartially and consistently.	The quality of displaying fairness and impartiality is critical in order to gain the trust and respect of subordinates and maintains discipline and unit cohesion, particularly in the exercise of responsibility.
Judgment	The ability to weigh facts and possible courses of action in order to make sound decisions.	Sound judgment allows a leader to make appropriate decisions in the guidance and training of his/her Marines and the employment of his/her unit.
Dependability	The certainty of proper performance of duty.	The quality that permits a senior to assign a task to a junior with the understanding that it will be accomplished with minimum supervision.
Initiative	Taking action in the absence of orders.	Initiative is a founding principle of Marine Corps Warfighting philosophy.
Decisiveness	Ability to make decisions promptly and to announce them in a clear, forceful manner.	The quality of character which guides a person to accumulate all available facts in a circumstance, weigh the facts, and choose and announce an alternative which seems best.
Tact	Tact is the ability to say and do the right thing at the right time.	Tact allows commands, guidance, and opinions to be expressed in a constructive and beneficial manner.
Integrity	Uprightness of character and soundness of moral principles. The quality of truthfulness and honesty.	A Marine's word is his/her bond. Nothing less than complete honesty in all of your dealings with subordinates, peers, and superiors is acceptable.
Enthusiasm	The display of sincere interest and exuberance in the performance of duty.	Displaying interest in a task and optimism that can be successfully completed greatly enhances the likelihood that the task will be successfully completed.
Bearing	Creating a favorable impression in carriage, appearance, and personal conduct at all times.	The ability to look, talk, and act like a leader whether or not these manifestations indicate one's true feelings.
Unselfishness	Avoidance of providing for one's own comfort and personal advancement at the expense of others.	The quality of looking out for the needs of your subordinates before your own is the essence of leadership.
Courage	Courage is a mental quality that recognizes fear of danger or criticism, but enables a Marine to proceed in the face of danger with calmness and firmness.	Knowing and standing for what is right, even in the face of popular disfavor.
Knowledge	Understanding of a science or an art. The range of one's information, including professional knowledge and understanding of your Marines.	The gaining and retention of current developments in military and naval science and world affairs is important for your growth and development.
Loyalty	The quality of faithfulness to country, Corps, unit, seniors, subordinates and peers.	The motto of the Marine Corps is Semper Fidelis, Always Faithful.
Endurance	The mental and physical stamina measured by the ability to withstand pain, fatigue, stress, and hardship.	Leaders are responsible for leading their units in physical endeavors and for motivating them as well.

APPENDIX C: USMC Education Command Organizational Chart⁶²

Areas bounded in red indicate organizations that directly contribute to OPME and/or USMC leadership development.



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- ²⁴ Officer Candidates School (OCS) and The Basic School (TBS) fall under Training Command and, while they are formal schools, are not considered part of the Marine Corps Professional Military Education (PME) establishment. Therefore, OCS and TBS are not included in the Marine Corps officer PME continuum. Although, Chairman Joint Chiefs of Staff Instruction

1800.01E, Officer Professional Military Education Policy, (Washington, DC: Joint Staff, May 29, 2015), A-A-2 does include pre-commissioning education as part of officer PME continuum.

²⁵ Personal interview with Mr. Lucian Laurie, Instructional Systems Specialist for OCS, conducted on December 21, 2015.

²⁶ Personal interview with Mr. Lucian Laurie, Instructional Systems Specialist for OCS, conducted on December 21, 2015.

²⁷ Headquarters U.S. Marine Corps, *Entry Level Training and Readiness Manual*, NAVMC 3500.18C (Washington, DC: Headquarters U.S. Marine Corps, 30 July 2014), 4-2.

²⁸ Personal interview with Mr. Lucian Laurie, Instructional Systems Specialist for OCS, conducted on December 21, 2015.

²⁹ NAVMC 3500.18C, 4-3.

³⁰ NAVMC 3500.18C, 5-1.

³¹ Personal interview with Major Justin Betz, Training Company Commander at TBS, conducted on December 18, 2015.

³² NAVMC 3500.18C, 5-4.

³³ The Basic School, Basic Officer Course 2015 Hours by Lesson Report, November 30, 2015.

³⁴ Expeditionary Warfare School, Academic Year 2016 Leadership Course Syllabus, provided by Leadership Development Course Director, Major Brian Schweers, December 17, 2015.

³⁵ Expeditionary Warfare School, Academic Year 2016 Leadership Development Educational Objectives, provided by Leadership Development Course Director, Major Brian Schweers, December 17, 2015.

³⁶ Marine Corps University, Command and Staff College Leadership Department announcement page on Blackboard, accessed December 29, 2015,

https://cdet.blackboard.com/webapps/blackboard/execute/announcement?method=search&context=course_entry&course_id=14250_1&handle=announcements_entry&mode=view

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⁴⁰ Marine Corps University, Marine Corps officer Professional Military Education Continuum (Marine Corps University, January, 2011), 37, accessed December 29, 2015,

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⁴¹ Headquarters Marine Corps, Marine Corps Order 1553.4B, Professional Military Education (Washington, DC: Headquarters U.S. Marine Corps, January 25, 2008), 5.

⁴² Headquarters Marine Corps, Marine Corps Order 1553.4B, Professional Military Education (Washington, DC: Headquarters U.S. Marine Corps, January 25, 2008), 7.

Marine Corps Professional Reading Program (MCPRP) information can be found at this website <http://www.mcu.usmc.mil/leadership/SitePages/Marine%20Corps%20Professional%20Reading>

[%20Program.aspx](#) The Commandant's Professional Reading List can be found at this website <http://guides.grc.usmcu.edu/usmcreadinglist>

⁴³ MCDP-1, 62. MCU Working Paper, 4. Marine Corps officer Professional Military Education Continuum, 2-3.

⁴⁴ MCU Working Paper, 6.

⁴⁵ MCDP-1, 61.

⁴⁶ The Lejeune Leadership Institute website, Mission Statement, accessed March 21, 2016, <http://www.mcu.usmc.mil/leadership/SitePages/Home.aspx>

⁴⁷ The Lejeune Leadership Institute website, Marine Corps Leadership Development Video, accessed December 18, 2015,

<https://www.mcu.usmc.mil/sites/leadership/SitePages/MCLD%20Video.aspx>

⁴⁸ Headquarters Marine Corps, DRAFT Marine Corps Order 1500.61, Marine Corps Leadership Development (Washington, DC: Headquarters U.S. Marine Corps, DRAFT 20150420), 3. Available under Orders drop down on the Lejeune Leadership Institute website; the website also contains resources for each of the six functional areas, accessed December 18, 2015,

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⁴⁹ DRAFT Marine Corps Order 1500.61, Marine Corps Leadership Development, 2.

⁵⁰ The Lejeune Leadership Institute (LLI) website, under Major Projects/Initiatives, includes "Marine Corps Leadership Development (replace Mentoring program)," accessed December 30, 2015, <https://www.mcu.usmc.mil/leadership/SitePages/Home.aspx>

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