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TITLE:

How to Better Integrate the Twenty-Three-Year Learning Continuum of a Logistics Colonel

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MASTER OF MILITARY STUDIES

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Executive Summary

Title: How to Better Integrate the Twenty-Three-Year Learning Continuum of a Logistics Colonel

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Thesis: Integrating the learning continuum for officers within the logistics community, beginning with entry-level and progressing through advanced level, will increase effectiveness of the community at the tactical level and provide better prepared Logistics Colonels at the operational level to advise MAGTF Commanders on all aspects of logistics.

Discussion: There are five subordinate MOSs that feed into the 8040 MOS at Colonel (0402, 1302, 3002, 6002, and 6602). The five subordinate MOSs specialize in one aspect of the six functions of logistics throughout their careers but rarely integrate education. Although Logistics Colonels are successful in their tours, this lack of integrated training throughout their career reduces effectiveness, especially when their primary purpose is to advise MAGTF Commanders on all aspects of logistics. The lack of integration also segregates the officers within the six functions of logistics, permitting them to solely focus on their specialty without understanding the other functions around them. This is significant for MAGTF Commanders because increasing the education of the Colonels throughout their career will allow them to provide better services to the MAGTF Commander and subordinate Marines. It will also allow officers under the 8040 umbrella to cross-train and have a better understanding of the six functions of logistics throughout their career. It is relevant at this time because there is a lack of understanding in all six functions of logistics throughout the logistics community. Bringing the community together will increase efficiencies and produce better prepared officers to include Logistics Colonels. This paper approaches the topic by analyzing the current logistics construct, identifying the problem within the continuum, providing a recommended solution, and concluding with a recommended way ahead. The goal is to provide a viable solution to the logistics community that will be implemented, increasing efficiency throughout the community, and producing even more effective Logistics Colonels. The audience is the entire Logistics community in addition to MAGTF Commanders.

Conclusion: The recommended solution is to integrate education at entry-level training venues and then progress to a Career MAGTF Logistics Operations Course (CMLOC) for Captains, tying into the existing Intermediate MAGTF Logistics Operations Course (IMLOC) for Majors, and finalizing with an advanced level course for Lieutenant Colonels and Colonels.

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Preface

While attending a conference in Camp Pendleton, California in 2016, several Colonels introduced themselves as Logistics Officers who had served their previous twenty-three years of military service as Engineer Officers. They discussed how several of the logistic community's officers merged at Colonel, reclassifying the group with the Military Occupational Specialty (MOS) 8040. I heard about this transition earlier in my career but did not pay it much consideration because I was a Company Grade Officer and the possible transition to Colonel would be years away. Up until the conference, I had spent the previous twelve years as an officer providing engineer support to the Ground Combat Element (GCE) and Aviation Combat Element (ACE) while working outside of the community for one tour to conduct a B-Billet with the Marine Corps Embassy Security Group (MCESG). Needless to say, it took all my time to concentrate on my primary mission, and I was not necessarily focused on the other five functions of logistics. This time was different, though. I was just recently promoted to Major and thrust into the Marine Corps Logistics Operations Group (MCLOG) to provide intermediate level logistics education. I sat in the audience and listened to the Colonels' instruction while contemplating why the Corps would merge five MOSs into one after approximately twenty-three years of service in their individual occupational specialties. Over the next year, I considered many aspects of the merge, pondering why the officers within the logistics community did not integrate education throughout their career. This document is the result from the curiosity surrounding the decision to merge the MOSs and the perceived lack of integration within the Logistics Learning Continuum, and I would like to thank my wife Karine, our three children, Dr. Lynn Tesser, LtCol Erin McHale, and the many unnamed officers within the logistics community for their support while writing this paper.

“The future operating environment will place new demands on leaders at all levels. Our leaders must have the training, education, and experience to meet those demands.”¹

- General Joseph Dunford Jr, USMC, Chairman Joint Chiefs of Staff

Introduction

This thesis reviews the Logistics Learning Continuum to answer the question of whether integrating the continuum for officers within the logistics community, beginning with entry-level and progressing through advanced level, will increase the effectiveness of the community at the tactical level and provide better prepared logistics colonels at the operational level to advise Marine Air-Ground Task Force (MAGTF) Commanders on all aspects of logistics. The paper serves as a problem framing exercise analyzing the current logistics construct and the Logistics Learning Continuum.

The logistics community consists of five unrestricted Regular and Reserve Officers: Logistics Officers, Combat Engineer Officers, Ground Supply Officers, Aircraft Maintenance Officers, and Aviation Supply Officers. These officers specialize in one of the six functions of logistics throughout their careers but rarely integrate education. Upon promotion to Colonel, these officers merge into one single leader known as a Logistics Colonel who is expected to advise MAGTF Commanders on all aspects of logistics.

The lack of integrated education coupled with the fact that these officers merge at Colonel presents the question of whether the twenty-three-year Logistics Learning Continuum prepares Logistics Colonels to advise MAGTF Commanders on all aspects of logistics. The current process does not appear to be broken since there are numerous Logistics Colonels conducting their duties and flourishing in their positions, but integrating education may nevertheless increase efficiency and effectiveness throughout the community.

The concept of integrating the continuum is not an attempt to combine all of the MOS' training and education opportunities. The MAGTF still needs Company and Field Grade

Officers conducting their primary duties and an integrated learning continuum will allow them to better understand what is occurring within the community to enhance their own abilities. It is also not an attempt to levy needless educational requirements on the force. Officers that promote to Colonel do not necessarily need to be tactical experts in every facet of logistics because they have subject matter experts, but integrating the continuum can still increase the efficiency and effectiveness of the community at the tactical level and provide better prepared Logistics Colonels at the operational level.

While researching the Logistics Learning Continuum, a review of the relevant literature resulted in no distinct publications or professional articles. The standard doctrinal publications that shape the overall community exist and are located in this bibliography, but no detailed information surfaced about the continuum. A review of the last twenty years of the *Marine Corps Gazette* also resulted in minimal information in regards to the learning continuum. A review of the *Marine Corps Installations and Logistics Roadmap* (MCILR) and *Logistics Training and Education Strategy* provided more direction resulting in the interaction with the Logistics Training and Education Section (LPC-3) of the Logistics Policy and Capabilities Branch (LPC) for the Deputy Commandant, Installations and Logistics (DC, I&L). This interaction led to conversations with the Marine Corps Logistics Operations Group (MCLOG), which also provided more detail. The overall lack of specific publications or documentation led to the idea of consolidating the current material into one document for the community to digest. Due to the limited amount of literature, the method of analysis consisted of seventeen interviews and the dissemination of a survey to the target population.

The recommended solution is to integrate education at entry-level training venues and then progress to a Career MAGTF Logistics Operations Course (CMLOC) for Captains, tying into the

existing Intermediate MAGTF Logistics Operations Course (IMLOC) for Majors, and finalizing with an advanced level course for Lieutenant Colonels and Colonels. The integration provides educational linking opportunities throughout the officer's career to increase effectiveness of the Company Grade and junior Field Grade Officers at the tactical level and provide better prepared logistics Colonels at the operational level after receiving education over the course of their twenty-three-year career. The entire logistics community is the intended audience, but it also includes the MAGTF Commanders who are responsible for the entire MAGTF, and of which the logistics community ultimately supports. After analyzing the current logistics construct, this paper will identify the problem within the continuum, present the results of the survey, provide a recommended solution, and conclude with a recommended way ahead.

Current Logistics Construct

A successful military campaign requires integration among many different efforts. These efforts are identified as the six warfighting functions: command and control, maneuver, fires, intelligence, logistics, and force protection. The Marine Corps Doctrinal Publication 1-2, *Campaigning*, indicates that “effective action in any single warfighting function is rarely decisive in and of itself. We obtain maximum impact when we harmonize all warfighting functions to accomplish the desired strategic objective in the shortest time possible and with minimal casualties.”² Synchronizing all warfighting functions remains challenging while operating in the chaotic environment of war.

The logistics community fulfills one portion within the six warfighting functions and further subdivides into a wide range of support activities per figure 1. The six related activities, known as functional areas include supply, maintenance, transportation, general engineering, health services, and other services. The final function divides into two components: command

support and combat service support. The commanders are responsible for providing command support services, and these services exist within the administrative organization at each element of the MAGTF. They include personnel administration, religious ministry, billeting, financial management, food service support, and morale, welfare, and recreation.³

The Logistics Combat Element (LCE) is a Major Subordinate Command (MSC) and provides Combat Service Support (CSS) to the entire MAGTF. The LCE offers CSS through many tactical units to provide disbursing, postal, contracting, legal, mortuary affairs, security support, civil-military operations, and hygiene/waste management.⁴ The GCE has small elements of CSS assigned to the organization but relies heavily on the LCE to provide direct and

Functions and Subfunctions of Tactical Logistics

Supply	Maintenance	Transportation
<ul style="list-style-type: none"> • Determination of requirements • Requisition authority • Storage • Procurement • Distribution • Salvage • Disposal 	<ul style="list-style-type: none"> • Inspection and classification • Servicing and repair • Modification • Rebuilding and overhaul • Reclamation • Recovery and evacuation 	<ul style="list-style-type: none"> • Embarkation and landing support • Port and terminal operations • Motor transport • Aerial delivery • Freight and passenger transportation • Material handling equipment
General Engineering	Health Services Support	Services
<ul style="list-style-type: none"> • Engineer reconnaissance • Bridging • Horizontal/vertical construction • Facilities maintenance • Demolition/obstacle removal • Explosive ordnance disposal • Receive, store, and distribute bulk fuel • Water production and storage • Power generation and distribution 	<ul style="list-style-type: none"> • Casualty management • Force health protection and prevention • Medical logistics • Medical command and control • Medical stability operations 	<p>Command:</p> <ul style="list-style-type: none"> • Personnel administration • Religious ministries support • Financial management • Communications • Billeting • Food service and subsistence support • band • Morale, eelfare and recreation <p>CSS:</p> <ul style="list-style-type: none"> • Disbursing • Postal • MCCA exchange services • Security • Legal services • Civil affairs • Mortuary affairs • Contracting

Figure 1 (MCTP 3-40B, Tactical Logistics, pg 1-10).

general logistic support. The Marine Wing Support Squadron (MWSS) resides within the ACE and serves as the tactical unit providing CSS in the form of Aviation Ground Support (AGS) and their thirteen support functions.⁵ Soon the Marine Wing Support Groups (MWSG) will return to the ACE, but the MWSG and the MWSSs also rely on the LCE for support. As with the warfighting functions, MCDP 4, *Logistics*, indicates that “while each logistics function is essential in and of itself, all functions must be integrated into the overall logistics system to ensure full support of the operating forces.”⁶

There are many officers that work throughout the logistics community to provide the six functions of logistics to the MAGTF. There are three categories of officers in the Marine Corps. Headquarters Marine Corps assigns them a primary MOS based on their type of commission or appointment. Marine Corps Order 1200.18 and NAVMC 1200.1B, titled *Military Occupational Specialties Manual*, categorize Group I MOSs as unrestricted Regular and Reserve Officers, Group II MOSs as Limited Duty Officers (LDOs), and Group III MOSs as Regular and Reserve Warrant Officers.⁷ This paper addresses the following Group I officers that are commissioned as unrestricted officers within the logistics community: 0402 Logistics Officer, 1302 Combat Engineer Officer, 3002 Ground Supply Officer, 6002 Aircraft Maintenance Officer, and 6602 Aviation Supply Officer. These officers work within their MOS over the course of their career from 2nd Lieutenant (2nd Lt) to Lieutenant Colonel (LtCol) each with slightly different career paths and experiences.

Currently, all of the officer MOSs in the Marine Corps siphon into one of three categories of Colonel: Ground, Logistics, or Aviation. The LtCols that are promoted are automatically combined and do not choose which one of the three categories of Colonel they continue to serve in. The five officer MOSs from the logistics community merge at the promotion of Colonel and

become a Logistics Colonel. The *MOS Manual* indicates that “Colonels are MAGTF Officers and, with the exception of lawyers and MOSs 8059/61 Acquisition Management Professionals, will only hold MOSs 8040, 8041, or 8042 as PMOS.”⁸ The order further breaks down the various Colonel MOSs and identifies the Colonel, Logistician (MOS: 8040); Colonel, Ground (8041); and Colonel, Naval Aviator/Naval Flight Officer (8042). The order then explains that a “Colonel, Logisticians, is Logistics Officers in the grade of Colonel.”⁹ This grammatically incorrect and slightly confusing explanation fails to mention the other officers within the logistics community, but further explains in the requirements section that “Unrestricted Officers holding a primary MOS from combat service support OccFld 04, 13, 30, 60, or 66 will be assigned an MOS -8040 upon promotion to the grade of Colonel.”¹⁰ These combined MOSs fulfill the warfighting function of Logistics and are separated throughout the six functions of logistics in the subcommunities of logistics, engineering, ground supply, aircraft maintenance, and aviation supply.

In comparison to the logistics community, the ground and aviation communities conduct a similar merge at Colonel. The following ten MOSs merge at the promotion of Colonel and become a Ground Colonel: “Unrestricted Officers holding a primary MOS from OccFld 01, 02, 03, 06, 08, 18, 34, 43, 58, or 72 will be assigned MOS 8041 upon promotion to the grade of Colonel.”¹¹ Unlike the logistics community, these MOSs are a large hodgepodge of occupational specialties that align to various warfighting functions. The MOSs include officers in the communities of Manpower, Intelligence, Infantry, Field Artillery, Tanks, Assault Amphibious Vehicles, Amphibious Combat Vehicles, Finance, Public Affairs, Military Police, and Air Command and Control. The aviation community is slightly easier to manage at the promotion of Colonel because all of the pilots and naval flight officers that are “unrestricted Officers holding a

primary MOS from OccFld 75 will be assigned MOS 8042 upon promotion to the grade of Colonel.”¹² These MOSs consolidate from throughout the aviation community, and while not fulfilling any specific warfighting function, they provide important contributions to each warfighting function by providing integral combined-arms support to the MAGTF through aviation operations in the form of six functions of Marine aviation.¹³

The merge at Colonel for all MOSs occurs for the primary reason of continued career progression. The common explanation about the merge for the logistics community during interviews was that there are no O6 Colonel commands for many of the MOSs due to the comparatively small size of the Marine Corps. Unlike the Army, the Marine Corps does not have regiments of engineers, supply, aircraft maintenance, or aviation supply designed to provide services to a larger warfighting organization. While there are no current publications solidifying this observation, a news section titled “New Colonel MOS” in the August 1985 issue of the *Marine Corps Gazette* explains the merge.¹⁴ The creation of the new MOS was a move “designed to give recognition to the combat service support (CSS) element of the Marine air-ground task force and provide a better career opportunity for the range of officers who work in the field.”¹⁵ At the time, the MOS designator for newly promoted Logistics Colonels was 9904 instead of 8040, and the message further identifies that the new Colonels derive from the fields of logistics, engineering, ground supply, aviation supply, motor transport, and aviation maintenance. These are the same occupational specialties today with the exception of the motor transport officer (MOS: 3502), which merged with the Logistics Officer MOS in 1998 due to the 1997 active duty force structure review group that occurred while restructuring the Force Service Support Group (FSSG).¹⁶ As the news from the 1985 *Gazette* article explains, combining the

specialties into one new MOS provides continued career progression for the officers whose communities only have battalion size elements to lead.

There are many differences between the ground, aviation, and logistics communities. The primary difference is that the career path for the officers within the logistics community takes them throughout the MAGTF to provide combat service support to the GCE and ACE while members of those communities traditionally remain in their portion of the MAGTF. Ground Officers in the communities of Infantry, Field Artillery, Tanks, Assault Amphibious Vehicles, and Amphibious Combat Vehicles traditionally remain in the GCE throughout their careers. Even with B-Billets and supporting establishment tours, these officers return to the GCE, and many times to an equivalent tactical unit. Ground Officers in the community of Military Police traditionally work in either the Law Enforcement Battalions or the Base Provost Marshal Office (PMO) and retain continuity in their MOS throughout their career. Ground Officers in the community of Air Command and Control remain in the same tactical units within the ACE and also retain continuity in their MOS. Ground Officers in the communities of Manpower, Intelligence, Finance, and Public Affairs are the outliers of the community and work throughout the MAGTF during their career and routinely work within the same type of tactical units. The secondary difference is that the MOSs that merge at Ground Colonel are not as interchangeable as Logistics Colonels. Once promoted, Ground Colonels traditionally serve in billets related to their prior MOS.

Aviation Officers conventionally remain in the ACE throughout their careers, or at the very least, they perform in flying related billets. Like Ground Officers, Aviation Officers return to their MSC even with B-Billets and supporting establishment tours. One anomaly within the aviation community is the Forward Air Controller (FAC), which is an aviator assigned to work in

the GCE for a tour. The FAC serves as an aviation liaison for the GCE, fulfilling aviation requirements by “integrating all functions of aviation during the planning and execution of ground operations.”¹⁷ The FAC is still performing a flying related billet, and at the end of the tour will traditionally return to the ACE to fly his or her specific aircraft platform again.

The logistics community’s career paths are spread throughout the MAGTF, which causes a constant gap in efficiency. Officers working in the subcommunities of logistics, engineering, and ground supply do not remain in one MSC of the MAGTF throughout their careers. Even after B-Billets and supporting establishment tours, it is customary for the officers to work in a different MSC, and it is very common to serve at tactical units with a unique mission and capability set, providing different methods of logistics employment. An example is a Ground Supply Officer who serves in the GCE at an Infantry Battalion during his or her first tour, fulfills a B-Billet for a second tour, serves at a Supply Battalion in the LCE during a third tour, fulfills a supporting establishment position during a fourth tour, serves at a Marine Aircraft Group (MAG) in the ACE during a fifth tour, and then is promoted to LtCol and assigned to command a Maintenance Battalion in the LCE. Another example is an Engineer Officer who serves in an Engineer Company at a MWSS in the ACE during a first tour, fulfills a B-Billet for a second tour, serves as a Company Commander at a Combat Engineer Battalion in the GCE during a third tour, fulfills a supporting establishment position during a fifth tour, serves as an Battalion Executive Officer at a Combat Logistics Battalion in the LCE during a sixth tour, and then is promoted to LtCol and assigned to command an Engineer Support Battalion in the LCE. Both examples serve to illustrate the unique challenges for the officers in the logistic community while jumping from one MSC to another throughout their career, and at tactical units that conduct

different missions. Officers in the subcommunities of aircraft maintenance and aviation supply are the outliers and traditionally remain in the ACE and within the same type of tactical unit.

Once all five of these MOSs merge at Colonel, Marine Corps leadership expects senior logistics professionals to perform any 8040 billet as MAGTF officers. The Marine Corps Assignment Monitor may consider the twenty-three years of experience in his or her previous logistics specialty, but it is not required. From purely a manpower perspective, the Assignment Monitor appoints Logistic Colonels to any 8040 billet and perceives them as interchangeable between positions regardless of their previous MOS.¹⁸ The Colonels can command a Combat Logistics Regiment, advise MAGTF Commanders as MEF G4s, or fulfill many other positions where senior leaders' expectation for the Logistics Colonel is to understand all aspects within the six functions of logistics. An interview at the Manpower Management Division at Manpower and Reserve Affairs revealed that there are few positions where the Marine Corps is looking for Additional Skills Desired (ASD) when assigning a Logistics Colonel to a billet.¹⁹ The only known exceptions exist for the entry-level-MOS-producing schools, and these exceptions are not illustrated in the units' Tables of Organization and Equipment (TO&E) reports. In previous versions of the TO&E, an ASD coding existed to inform the manpower system of the MOS desired, but this is no longer done.²⁰ The requirement for a Logistics Colonel with specific occupational experience exists in the Colonel Command Screening Board Precepts, which is a letter from the Commandant of the Marine Corps to the President of the command screening board. Interestingly enough, a review of the previous five years precepts identified no specific occupational experience requirements for the Logistic Colonels assigned to any of the MOS-producing schools to include MCLOG.²¹

The Logistics Learning Continuum

In the world of Marine Corps Training and Education Command (TECOM), the definitions of training, education, and Managed On-The-Job Training (MOJT) are important to understand. Marine Corps Order 1553.1B, *The Marine Corps Training and Education System*, defines training as the conduct of instruction, discipline, or drill; the building of information and procedures; and the progressive repetition of tasks – the product of which is skill development and proficiency.²² Training customarily ties to training and education standards which MOS-producing schools employ. Education is the process of moral and mental development, the drawing out of students to initiate the learning process and bring their own interpretations and energies to bear – the product of which is a more creative mind.²³ Service schools such as the Expeditionary Warfare School, Command and Staff College, School of Advanced Warfare, and the Marine Corps War College employ the concept of education to expose their students to a larger spectrum of information to develop critical thinkers and innovative problem solvers. Although each Marine Corps learning institution relies more heavily on one concept over the other, they employ a combination of both training and education to achieve suitable curriculums. Managed On-The-Job Training (MOJT) is training that occurs in the unit environment, which utilizes a combination of classroom instruction and practical application. The instructor is also the work supervisor of the trainee, and the evaluation of the trainee depends on the capability to demonstrate specific training standards.²⁴

The Logistics Learning Continuum integrates all three of these concepts throughout the career of a Marine officer. The most detailed analysis about the learning continuum exists in an information paper that MCLOG provided to DC, I&L in 2016 that evaluates the entire Logistics

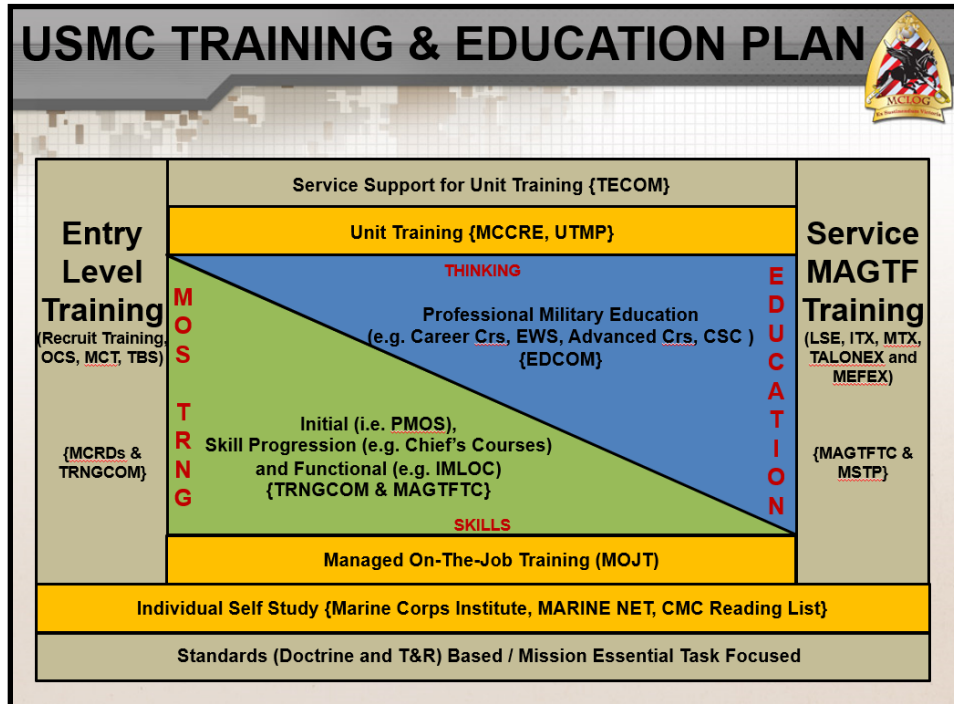


Figure 2 (MCLOG Information Paper).

Training and Education Continuum for both officers and enlisted.²⁵ Figure 2 is a graphic depiction provided from MCLOG of the Training and Education Plan per TECOM's Campaign Plan. The foundation of all training and education begins with standards-based training which incorporates doctrine and Training and Readiness (T&R) standards that focus on Mission Essential Tasks (MET). The design builds from the foundation and includes individual self-study, MOJT, both unit and service-level training events, and training and education opportunities through TECOM. The mandated training and education opportunities are only a portion of the holistic depiction of training and education and the reliance on MOJT.

Figure 3 is a modified chart from MCLOG, which depicts the training and education opportunities that TECOM provides over the course of an officer's career. The figure also references the Logistics Education Program (LEP), which provides additional training opportunities outside of TECOM and remains managed by MCLOG on behalf of I&L. Figure 4 is another modified slide from MCLOG which illustrates the MOS-producing training programs,

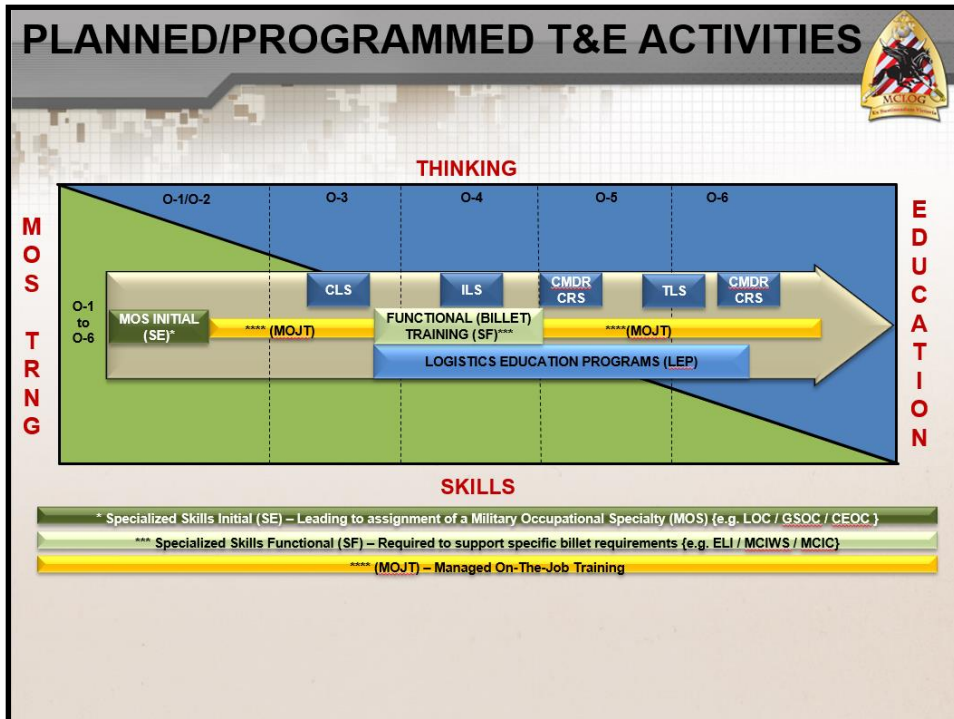


Figure 3 (MCLOG Information Paper).

required education, and MOJT. The Intermediate MAGTF Logistics Operations Course (IMLOC) is the only specialized Skills Function (SF) course available offered to all officers that connects the MOSs together. The IMLOC is a billet enhancement training event designed to prepare Operations Officers and Operations Chiefs within the LCE or other ground logistics units such as the MWSS.²⁶ The education venue trains and certifies the students to become Expeditionary Logistics Instructors (ELI) and per MCO 3502.8, *Marine Corps Logistics, Tactics, Training and Education Program*, LCE Operations Officers and Operations Chiefs should certify as an ELI prior to assignment to their billet.²⁷ The recent approval in May of 2017 to assign the MOS of 7077 for Weapons and Tactics Instructor-Aviation Ground Support remains purposely left out.²⁸ Although the curriculum teaches students a considerable amount, it solely focuses on the Aviation Ground Support (AGS) provided by the MWSS within the ACE, and not logistics

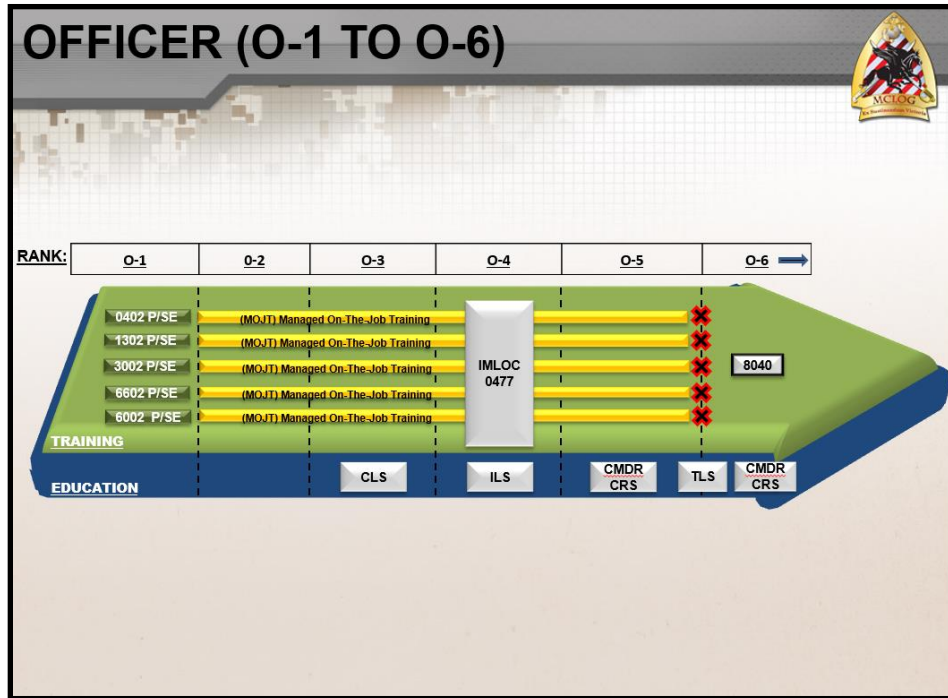


Figure 4 (MCLOG Information Paper).

integration across the MAGTF. Additionally, Marine Aviation Weapons and Tactics Squadron One (MAWTS-1) only authorizes the attendance of Group I officers with the MOS of 0402 and 1302 since they primarily serve as Operations Officers for the MWSSs.

While reviewing figure 4, the observable lack of integration across the education continuum emerges. There is partial integration of the officers while attending Career Level School (CLS), Intermediate Level School (ILS), and Top Level School (TLS), but each of these schools focus on other warfighting functions and the curriculum does not purposely integrate education across the logistic functions. The problem with the continuum is that the compartmentalization by each MOS creates a knowledge gap. The continuum does not interweave between the different occupational specialties and with the exception of IMLOC, there is no connector. Once all five MOSs merge at Colonel, what the Marine Corps acquires is an assortment of highly qualified officers with varying degrees of experience and education that senior Marine Corps leadership recognizes as MAGTF officers. The expectation of the Colonels

is to perform any 8040 billet and the Assignment Monitor perceives the Colonels as interchangeable between positions regardless of their previous MOS. But, is there truly a problem with the lack of integration? Perhaps there is less of an actual problem, and more of an opportunity to increase the effectiveness of the community at the tactical level and provide better prepared Logistics Colonels at the operational level.

Analysis of Survey Results

Due to the limited amount of specific literature about the Logistics Learning Continuum, the method of analysis incorporated the dissemination of a survey to the target population of Logistic Colonels which provided valuable qualitative and quantitative results. A short synopsis reviewing the results of the survey follows with a more detailed report provided to the Logistics Training and Education Section (LPC-3) of the Logistics Policy and Capabilities Branch (LPC) for the Deputy Commandant, Installations and Logistics (DC, I&L). The Marine Corps Human Research Protection Program (HRPP) approved the survey request through its Institutional Review Board for the Marine Corps University. The survey was a collaborative process with members of the logistics community creating twenty-one questions focusing on the Logistics Learning Continuum in comparison to the Colonels' experience. The anticipated time to complete the survey was ten to fifteen minutes, and the average time to complete the survey was twenty minutes primarily because of the in-depth comments participants provided. The survey was originally open for two weeks but remained open for a third week at the request of several participants. There were four reported access issues with immediate troubleshooting procedures provided resulting in the successful access of at least three of the four. Troubleshooting procedures were also distributed to all participants in case unreported problems existed, but there were no other reported issues.

The survey was sent to one hundred and twenty-five Logistic Colonels, and the group provided forty-one completed surveys representing 33% of the community. It is unknown exactly why 67% of the participants chose not to contribute, but the survey does not account for two thirds of the community's opinions resulting in a lack of representation of their views in the survey's final results and outcome. Despite the perceived lack of responses, acquiring a 33% response for an online survey is above the average and the results of this survey are accurate at the 90% confidence level plus or minus 11%.²⁹ Even with less risk acceptance, the results are accurate at the 80% confidence level plus or minus 8%. Out of the forty-one completed surveys, the participants represented all five occupational specialties. Twenty-three participants have been Colonels for less than four years while the remaining eighteen participants have been Colonels longer than four years. Prior to promotion, 59% of the participants worked in the CE, 63% in the GCE, 46% in the ACE, and 73% in the LCE. After promotion, 51% worked in the CE, 5% in the GCE, 20% in the ACE, and 39% in the LCE. The participants offered a good representation of the community providing experience throughout the MAGTF.

The results of the survey identified in figure 5 indicated that Logistics Colonels felt sufficiently prepared to conduct their duties upon promotion. When asked if the participants felt adequately educated to understand the six functions of logistics leading up to the promotion to Colonel, 76% of the Colonels agreed, 10% neither agreed nor disagreed, and 15% disagreed. When asked if the participants felt adequately prepared to conduct their duties of leading the six functions of logistics as a newly promoted Colonel, 83% of the Colonels agreed, 3% neither agreed nor disagreed, and 15% disagreed.

Even with the overwhelming number of participants feeling ready to conduct their primary duties upon promotion, the majority also agreed that the continuum would benefit from

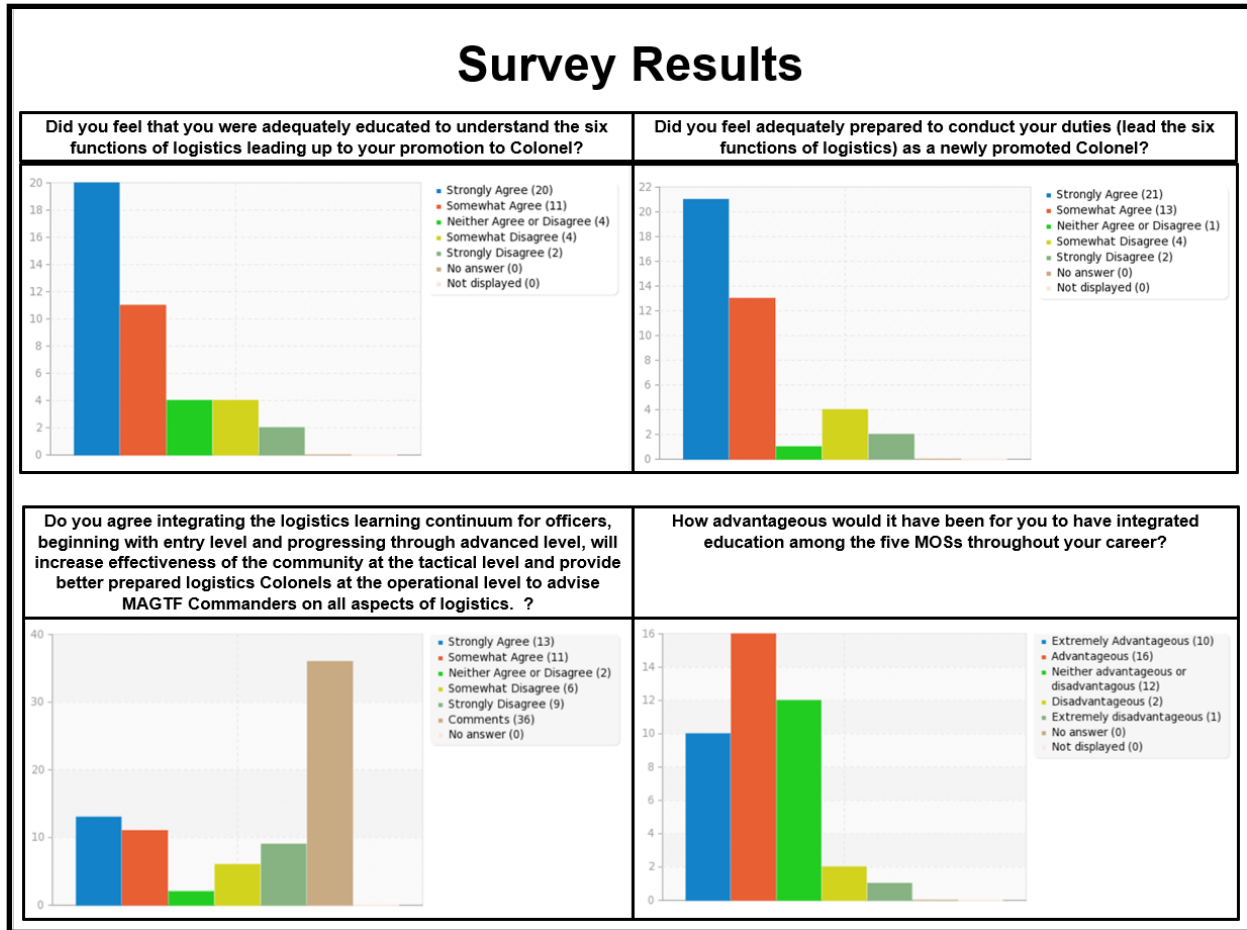


Figure 5 (Survey Results).

integration. When asked if the participants agreed with the concept of integrating the Logistics Learning Continuum for officers, beginning with entry-level and progressing through advanced level, 59% agreed, 5% neither agreed nor disagreed, and 37% disagreed. This question allowed for written feedback, and the participants provided thirty-six comments. The identified trend and overall tone of the comments agreed that the continuum needs to be better integrated but cautioned against trying to merge the MOSs into one. The participants wanted to ensure that the concept did not focus on creating a generalist, or a jack of all trades, master of none. When asked how advantageous it would be for them to have integrated education among the five MOSs throughout their careers, 63% thought it would be advantageous, 29% neither advantageous nor disadvantageous, and 7% disadvantageous.

The survey then shifted focus to the specific integration of entry, career, intermediate, and advanced level education. When asked how advantageous it is to integrate entry-level education, 39% agreed, 27% found it neither advantageous nor disadvantageous, and 34% found it disadvantageous. The results are nearly inconclusive with approximately a third of the participants advocating for, against, or unsure. A review of the comments indicates a caution where survey participants only want Second Lieutenants to learn their craft and become familiar with the Marine Corps. The concern is that if integration begins at the entry-level schools then it would detract from the primary focus of the Second Lieutenants.

The idea of integrating education at the entry-level will need further discussion from the community while understanding that the intent is to indoctrinate and expose the Second Lieutenants to the community. The curriculum would introduce the students to the other MOSs and educate them on their nuances, primary concerns, or any other ideas that the Subject Matter Experts (SME) incorporate to better illustrate how they interact with each other. The two-day, approximately sixteen-hour education event which teaches students how their specific MOS operates within the logistics warfighting function is only an approximation, and it will require the community's SMEs to come together to provide a more accurate estimate so that leaders can make an educated decision. Entry-level education is the foundation for the integrated continuum, establishing the baseline for follow-on education, and the community must come together to further discuss.

When asked how advantageous it is for the continuum to have a Career MAGTF Logistics Operations Course (CMLOC) or other replacement education opportunity for Tactical Logistics Operations Course (TLOC), 71% of the participants found it advantageous, 20% neither advantageous nor disadvantageous, and 10% disadvantageous. There is a lot of

discussion within the community about implementing a career level education event and an overwhelming majority of the participants agree. Since MCLOG created the Intermediate MAGTF Logistics Operations Course (IMLOC), the survey asked how advantageous it would be to merge all of the MOSs during the six-week course and 56% of the participants found it advantageous, 10% neither advantageous nor disadvantageous, and 34% disadvantageous. Although the majority agreed, one third of the community disagreed and the comments provided no insight as to why. Regardless, multiple questions throughout the survey show favorable endorsement of integrating the MOSs throughout the continuum.

When asked how advantageous it is for the continuum to have a one-week Logistics Leadership Symposium prior to accepting 05 or 06 commands with the intent of the curriculum providing the most up-to-date information from the community, 76% of the participants found it advantageous, 20% neither advantageous nor disadvantageous, and 5% disadvantageous. When asked how advantageous it is tying education throughout the continuum from entry-level schools through CMLOC, IMLOC, and a Logistics Leadership Symposium, 78% of the participants found it advantageous, 10% neither advantageous nor disadvantageous, and 12% disadvantageous.

Finally, six of the questions in the survey allowed for written responses resulting in 244 entries providing valuable feedback. The well-articulated responses provided a wealth of knowledge and will allow senior leadership and planners to reflect on many considerations about the learning continuum. Although two thirds of the community chose not to participate, the results of the survey are accurate at the 90% confidence level plus or minus 11%. The 33% of the population that did respond represented the overall community, incorporating all five occupational specialties across the spectrum of newly promoted and senior Colonels with

operational experience spanning the MAGTF. The responses from the participants also corresponded with the responses received during research and interviews, therefore providing a suitable sampling from the community. From the sample population, 59% are interested in integrating the learning continuum, 39% are interested in integrating entry-level education, 71% are interested in integrating CMLOC, and 76% are interested in integrating a Logistics Leadership Symposium. The survey results, to include the written responses, indicate that that there is a desire to integrate the continuum, and it will be up to members of the community to build upon the existing structure and implement change.

Recommended Solution

As officers progress through their careers, MCDP 1, *Warfighting* indicates that “leaders should strive to master their respective fields and to understand the interrelationship of the techniques and procedures with that field.”³⁰ This is a challenging task for the officers within the logistics community because of the size and complexity of the environment. As an officer develops throughout his or her career, obtaining more training, education, and experience needs to include a broader range of subjects which extend to the operational level of war. MCDP 1 continues, “At the senior levels, an officer should be fully capable of articulating, applying, and integrating MAGTF warfighting capabilities in a joint and multinational environment and should be an expert in the art of war at all levels.”³¹ The 2014 Logistics Training and Education Strategy states that “our current Logistics T&E continuum is not aligned to the future force and we need to develop an expeditionary Logistics T&E continuum designed to support a Marine Corps in transition.”³² The results of the survey confirm this observation, and the following recommended solution incorporates these concepts.

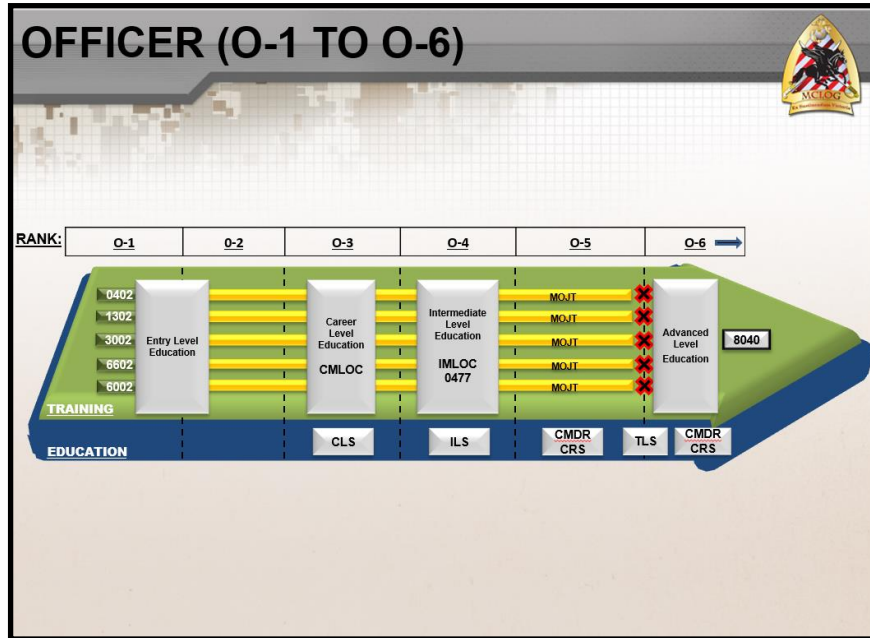


Figure 6 (MCLOG Information Paper).

The overall idea is to integrate the continuum for officers within the logistics community over the course of their twenty-three-year career, providing educational linking opportunities to increase the effectiveness at the tactical level and provide better prepared logistics Colonels at the operational level. As indicated in figure 6, the solution is to integrate education at entry-level training venues and then progress to a Career MAGTF Logistics Operations Course (CMLOC) for Captains, tying into the existing Intermediate MAGTF Logistics Operations Course (IMLOC) for Majors, and finalizing with an advanced level course for Lieutenant Colonels and Colonels.

The recommended framework for the integrated continuum is identified in figure 7 with the functions of logistics listed in the left column, and the learning continuum listed along the top row. The matrix allows for SMEs to establish the learning objectives for their function of logistics across the continuum. For example, the supply community can identify what is important for the other portions of the community to learn at the entry-level, focusing on

Logistics Learning Continuum Framework

Logistics Learning Continuum	Entry Level Education	Career MAGTF Logistics Operations Course (CMLOC)	Intermediate MAGTF Logistics Operations Course (IMLOC)	Advanced Level Education Logistics Commander's Course
Functions of Logistics				
Supply				
Maintenance				
Transportation				
General Engineering				
Health Services				
Other Services				
Command Support Services				
Personnel Administration				
Religious Ministry				
Billeting				
Financial Management				
Food Service Support				
Morale, Welfare, and Recreation				
Combat Service Support				
Disbursing				
Postal				
Contracting				
Legal				
Mortuary Affairs				
Security Support				
Civil-military Operations				
Hygiene/waste management				

Figure 7.

exposure to concepts and pertinent items to the overall community. The SMEs can then build upon the foundational education over time and interweave the education through the career, intermediate, and advanced levels of education. In theory, when a LtCol is promoted to Colonel, the officer had exposure to the entire community throughout his or her career.

Taking a deeper look into each portion of the learning continuum, the intent for entry-level education is to indoctrinate and expose the Second Lieutenants to the community. The example that was provided to the survey participants was a two-day, approximately sixteen-hour education event which teaches students about how their specific MOS operates within the logistics warfighting function. Equal times would be provided to each of the other five functions of the community to provide their insight. The curriculum would introduce the students to the other MOSs and educate them on their nuances, primary concerns, or any other ideas that the SMEs incorporate to better illustrate how they interact with each other. A detailed example

would be a 1302 Second Lieutenant at Engineer School receiving basic education about the other five functions of logistics to better understand the entire community and how his or her specific MOS supports the logistics warfighting function. A 6602 Second Lieutenant at Aviation Supply School would receive the same, standardized, basic education about the other five functions of logistics to better understand the entire community and how his or her specific MOS supports the logistics warfighting function. The Lieutenants would depart their MOS school with the training of their primary duty, and the education of how they operate within the community.

The concern brought up during the survey is that if integration begins at the entry-level schools then it would detract from the primary focus of the Second Lieutenants. The curriculum would introduce the students to the other MOSs and educate them on their nuances, primary concerns, or any other ideas that the SMEs incorporate to better illustrate how they interact with each other. Perhaps the estimated sixteen-hour event is too long, and a shorter event is more supportable, but entry-level education is the foundation for the integration of the continuum and establishes a baseline for follow on education. The idea will need further discussion from the community while understanding that the intent is to indoctrinate and expose the Second Lieutenants to the logistics community.

Approximately four years later, the Lieutenants promote to Captain and relocate to new duty stations. Some of the newly promoted officers remain in the operating force while others conduct B-billets or work at a supporting establishment. Regardless of the career path, all the officers eventually return to the operating force during their time as a Captain. The officers will complete resident or non-resident Expeditionary Warfare School (EWS), but even with the institutional education there is a need for specific logistics career level education. Career level education existed at one point when the School of MAGTF Logistics (SOML), located in

Quantico, Virginia provided instruction during the Tactical Logistics Operations Course (TLOC). The Marine Corps Logistic Operations Group (MCLOG) replaced SOML and TLOC transitioned to Intermediate MAGTF Logistics Operations Course (IMLOC) for a target audience of Operations Officers and Operations Chiefs. The creation of the intermediate level education filled a gigantic gap for Majors but left a void for career level education.

The recommended intent is to create an integrated continuum for officers, building upon the foundational education over time and interweaving the education throughout a career as outlined in figure 6. Therefore, the natural progression is to build upon the established intermediate course named IMLOC to create the career course named CMLOC. In the October 2017 issue of the *Marine Corps Gazette*, Major Leo Spaeder wrote an article detailing his recommendation for the highly discussed topic titled “Establishing a Career MAGTF Logistics Operations Course.”³³ He argues that two gaps exist in the training and education continuum. The first gap is the absence of a formal career-level education which bridges the gap from entry-level training to intermediate level education. The second gap is the failure within the community to effectively utilize the Expeditionary Logistics Instructors (ELIs) graduating from IMLOC when they return to the operating force. One of the ELIs’ duties is to instruct per MCO 3500.11F, *MAGTF Training Program*, but the amount of actual instruction is not occurring according to observations from instructors at MCLOG.

Major Spaeder recommends that the design for CMLOC incorporate a command-sponsored, home station seminar executed by organic ELIs for both officer and enlisted. A portion of the MCLOG organizational mission is to provide standardized, individual training in MAGTF logistics operations. MCLOG would establish the curriculum and maintain the status as executive agent for the program, approving course requests and maintaining course material.

Sponsoring commands could be held at the MEF level or battalion and squadron level where commanders and ELIs can support the education. Similar to other Marine Corps command-sponsored events such as Corporals Course or the Martial Arts Instructor Course, CMLOC can facilitate the MOJT that is not being conducted in the fleet. The standardized curriculum provides any logistics unit across the Marine Corps the opportunity to provide the education, and also reduces the preparation time needed by instructors so that they can focus on providing quality instruction instead of the creation of MOJT training plans. The concept of CMLOC is continuing to gain momentum within the community and was briefed during the Logistics Training and Education Operational Advisory Group (OAG).³⁴ No advancements have occurred to date as no official tasks to create the curriculum have been distributed.

This type of training is currently being employed by MCLOG in conjunction with Expeditionary Warfare School (EWS) during its Occupational Field Expansion Course (OFEC). Feedback from EWS over the past several years indicate that the education is advantageous and that the students desire more knowledge. The curriculum design is not exactly as explained since the training audience is different, but the comparable educational event allows for advanced reviews of lessons learned. One main concern is that only resident EWS attendees acquire the education and there is a focus to provide non-resident participants the same opportunity. CMLOC could fill this gap and the current OFEC design provides an initial framework.

Along with the framework outlined in figure 6, building the CMLOC curriculum with the equivalent hourglass concept that MAWTS-1 utilizes will allow for specialized MOS training. Referencing figure 8, the MAWTS-1 curriculum is shaped conceptually as an hourglass, broken into three horizontal planes from the top and bottom halves of the hourglass. The three horizontal planes on the top half of the hourglass are titled Generics, Commons, and Specifics.

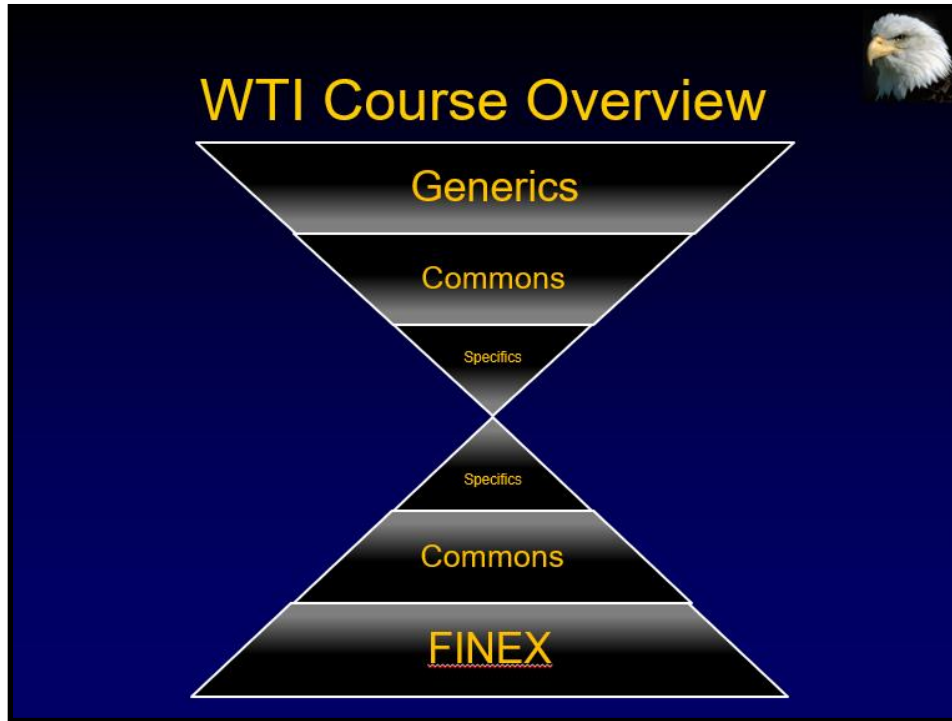


Figure 8 (MAWTS-1 PowerPoint).

The entire student body, to include the pilots and their enablers, attend class together during Generics, which is at the top of the hourglass. The student body is then broken into Common groups such as fixed wing, rotary wing, or enablers, where instructors provide relevant instruction to the common groups. Just before getting to the middle and smallest portion of the hourglass, the student body is broken into Specifics groups where students receive instruction in their individual specialty. For example, FA-18 pilots focus on their specific platform while C-130 pilots focus on theirs. The curriculum then builds the groups back together down the hourglass once they receive their specific education. The Common groups come together to conduct exercises with each other and then finally the student population operates together, culminating in the entire student body conducting the final exercise.

The Logistic community can apply the concept of the hourglass approach to the integrated logistics curriculum like MAWTS-1. During CMLOC, the entire student body of officers within the logistics community can attend class together during Generics, and then

eventually divide into five specific MOSs so that they receive specialized training in their specific MOS. There is a lot of discussion about advanced MOS training and this is an opportunity for the individual MOSs to provide that education. The curriculum would then build back down the hourglass and bring everyone back together again. The hourglass concept would allow for integrated education while still providing specific education for the individual MOSs, and can also apply to follow on education events in the learning continuum.

Approximately six years after CMLOC, the Captains promote to Major and cycle through the same job opportunities as the generation before it. Regardless of their career path, all of them eventually return to the operating force during their time as a Major. The officers will complete resident or non-resident Command and Staff College (CSC), but even with the institutional education, there is a need for specific intermediate level logistics community education. The Intermediate MAGTF Logistics Operations Course (IMLOC) is the only education opportunity that satisfies the integrated education gap and is the only specialized Skills Function (SF) course offered to officers within the logistics community.

IMLOC is a six-week training program that “advances student knowledge on the Marine Corps Planning Process, focusing on logistics, managing unit training and readiness, conducting operational planning and execution, and exercise design.”³⁵ The course produces Expeditionary Logistics Instructors (ELIs) with an additional MOS of 0477. The curriculum provides instruction based on identified learning objectives and can be adjusted during the Course Content Review Board (CCRB) over time within the continuum. The *Logistics Training and Education Strategy* states that IMLOC is the central part of the continuum, and that “In today’s resource constrained environment, logisticians need to be creative in planning opportunities for training. The ELI plays a key role in designing, conducting, supervising, and validating staff and unit

training plans and serves as a proponent for this training at the unit and across the logistics community.”³⁶ IMLOC gains popularity each year, and will most likely continue to evolve and provide valuable education to the community. The course serves as an excellent example which should be replicated throughout the continuum.

Approximately six years later, the Majors promote to LtCol and cycle through the same job opportunities as the generation before it. They too eventually return to the operating force, but at this point of their careers they return to command Battalions and Squadrons.

Simultaneously, the generation of officers ahead of them promote to Colonel with a small majority selected to lead Regiments and Groups. Most of the LtCols will not attend Top Level Schools (TLS) until after the successful completion of command while a large majority of the Colonels attended TLS as senior LtCols after command. As previously mentioned about the institutional education, the curriculums are focused outside of the logistics community, thus demonstrating a need for specific advanced level education exists.

In response to the need for additional instruction, MCLOG held the first stand-alone Logistics Commanders Course in Spring 2017 with great success. The purpose of the three-day course was to enhance current Logistics Commanders and Senior Enlisted Advisors ability to employ their units and leverage their experience to prepare those officers about to assume command of the logistics unit.³⁷ With the feedback from the first course, alterations were made to the instruction and a second Logistics Commanders Course occurred in Spring 2018 with continued success. Unfortunately, the successful event does not build into an integrated continuum for officers over time and interweave the education through the career as outlined in figure 6. Building upon the Logistics Commanders Course, a specific advanced level education course can occur. Unlike the career and intermediate courses, the advanced education would

focus more on operational and joint logistics. Doing so would enhance and complete the continuum while integrating the education from entry-level through career, intermediate, and finally, the advanced level.

Way Ahead and Conclusion

In the end, it is up to the community to decide whether it wants to integrate the Logistics Learning Continuum or if the community even possesses the bandwidth to implement. The results of the survey indicate that the desire exists, but with reservations on how to implement such a complex concept. This paper consolidates all of the relevant material and provides the framework of a potential solution to continue the planning process. The next step is for senior leaders to accept the concept and then issue the order.

The Deputy Commandant for Installations and Logistics, the senior officer within the logistics community, is the primary leader to approve the concept. If approved, the entire community needs to prioritize accordingly and come together to build the individual curriculums. MCLOG is the agency to lead this effort per their mission statement and must work with the DC, I&L in conjunction with TECOM per the Log T&E statement, but it will take the full effort of the community to come together with all of the SMEs to solve the problem. The Log T&E OAG is the venue to pull the community together, allowing for MCLOG to build a POA&M with the SMEs for the next year or two while establishing milestones to drive the community to completion.

It is then necessary to expand upon the existing *Marine Corps Logistics, Tactics, Training and Education Program* outlined in MCO 3502.8. This order provides policy and assigns responsibilities for the execution and management of training and education in advance logistics capabilities. This order describes how Marine Corps Logistics Forces leverage and

synchronize current and emergent Service, Joint, Interagency, Commercial, and Multi-National capabilities to provide rapid and precise logistics C2 and sustainment to the point of need.³⁸

With the expansion of MCLOGs mission comes the potential requirement for increased capabilities in the form of manpower. It will be at the discretion of the Commanding Officer of MCLOG to identify if either additional capabilities exist or if a reprioritization of tasks sufficiently allows them to accomplish the mission.

In conclusion, the officers within the logistics community must continue to prepare for the future expeditionary operations in the 21st century. This paper has reviewed the education and training curriculum for the officers within the logistics community to ensure the organization is developing leaders with the agility and perspectives to manage uncertainty, think critically, and solve complex problems. While verifying that the education and training within the Logistics Learning Continuum develops Marine officers for complexity, there was a noticeable gap within the integration of education between the five MOSs in the community. Coupled with the fact that these MOSs merge at Colonel, it poses the question if the twenty-three-year Logistics Learning Continuum prepares Logistics Colonels to advise MAGTF Commanders on all aspects of logistics. The current process does not appear broken and there are numerous Logistics Colonels conducting their duties and flourishing in their positions, but there is a way to increase the efficiency and effectiveness of the continuum. Reviewing the current construct of the logistics community, studying the current state of the learning continuum, and receiving feedback from the Logistic Colonels, it remains determined that the integration of the continuum for officers within the community will increase effectiveness at the tactical level and provide better prepared Logistics Colonels at the operational level to advise MAGTF Commanders on all aspects of logistics. The framework outlined in figure 7, along with the MAWTS-1 hourglass

concept identified in figure 8, provides the community structure to integrate the entire continuum like depicted in figure 6. The desire to increase education exists, and now the hard work begins to bring the community together to better integrate the Logistics Learning Continuum.

Notes

¹ General Joseph F. Dunford Jr., Chairman of the Joint Chiefs of Staff, Message to the Joint Force, October 2, 2015.

² Headquarters United States Marine Corps, *Campaigning*, MCDP 1-2 (Washington, DC: Headquarters USMC, August 1, 1997), 76.

³ Headquarters United States Marine Corps, *Tactical Logistics*, MCTP 3-40B (Washington, DC: Headquarters USMC, May 6, 2016), 1-9.

⁴ *Ibid.*, 1-10.

⁵ Headquarters United States Marine Corps, *Aviation Ground Support*, MCTP 3-20B (Washington, DC: Headquarters USMC, May 2, 2016), 1-3.

⁶ Headquarters United States Marine Corps, *Logistics*, MCDP 4 (Washington, DC: Headquarters USMC, February 21, 1997), 47.

⁷ Commandant of the Marine Corps, *Military Occupational Specialties Manual*, NAVMC 1200.1B, July 1, 2016, 1-2.

⁸ *Ibid.*, vii.

⁹ *Ibid.*, 1-238.

¹⁰ *Ibid.*

¹¹ *Ibid.*

¹² *Ibid.*, 1-239.

¹³ Headquarters United States Marine Corps, *Aviation Operations*, MCWP 3-20 (Washington, DC: Headquarters USMC, May 2, 2016), 3-1.

¹⁴ “New Colonel MOS.” *Marine Corps Gazette* 69, no. 8 (Aug 1985): 6.

¹⁵ *Ibid.*

¹⁶ Active Duty Force Structure Review Group, Report of the Active Duty Force Structure Review Group, Quantico, VA, 31 July 1997, 27.

¹⁷ *Military Occupational Specialties Manual*, NAVMC 1200.1B, 1-201.

¹⁸ LtCol Mark McCarroll, Branch Head, Integration Branch, Manpower Management Division, Manpower and Reserve Affairs, interview on January 11, 2018.

¹⁹ Ibid.

²⁰ Ibid.

²¹ General Robert B. Neller, Commandant of the Marine Corps, to President, FY18 Colonel Command Screening Board, July 10, 2017.

²² Commandant of the Marine Corps, *The Marine Corps Training and Education System*, MCO 1553.1B, May 24, 1991, 1.

²³ Ibid.

²⁴ Ibid., enclosure 3, 5.

²⁵ Commanding Officer, Marine Corps Logistics Operations Group, to Deputy Commandant of Installations and Logistics, April 5, 2016, 1.

²⁶ Commandant of the Marine Corps, *Marine Air Ground Task Force Training Program*, MCO 3500.11F, April 24, 2015, enclosure 1-6.

²⁷ Ibid., 2.

²⁸ Marine Aviation Weapons and Tactics Squadron One, *Assigning MOS 7077 to Previous AGS Graduates*, AMHS Message dated 182139z May 17.

²⁹ Kate Kuehn, Director of Institutional Research, Assessment, and Planning, Marine Corps University, May 3, 2018.

³⁰ Headquarters United States Marine Corps, *Warfighting*, MCDP 1 (Washington, DC: Headquarters USMC, June 20, 1997), 62.

³¹ Ibid.

³² Lieutenant General W. M. Faulkner, Deputy Commandant, Installations and Logistics. *Logistics Training and Education Strategy*, 2014, 12.

³³ Major Leo Spaeder, "Establishing a Career MAGTF Logistics Operations Course," *Marine Corps Gazette* 101, no. 10 (Oct 2017): 20-22.

³⁴ Installations and Logistics, "Logistics Training and Education OAG," *Logistics Advocacy Newsgram* 09 (Dec 2017): 7.

³⁵ Marine Corps Logistics Operations Group: The Future of Logistics Training and Education, “Intermediate MAGTF Logistics Operations Course,” (2017): <http://www.29palms.marines.mil/Units/Marine-Corps-Logistics-Operations-Group/>.

³⁶ Faulkner, 10.

³⁷ MARADMIN Number 062/18, *FY18 MCLOG Logistics Commanders Course Announcement*, Signed 1/31/2018.

³⁸ Commandant of the Marine Corps, *Marine Corps Logistics, Tactics, Training and Education Program*, MCO 3502.8, March 5, 2015, 7.

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Spaeder, Major Leo. “Establishing a Career MAGTF Logistics Operations Course.” *Marine Corps Gazette* 101, no. 10 (Oct 2017): 20-22.

APPENDIX A: LIST OF INTERVIEWS

1. LtGen Michael Dana, Deputy Commandant, Installations and Logistics (e-mail correspondence)

-
2. LtGen Mark Faulkner (Ret), prior DC, I&L, and current President and Chief Executive Officer, Marine Corps Association and Foundation
 3. Col Jason Beaudoin, Commanding Officer, Marine Corps Logistics Operations Group
 4. Col Wayne Sinclair, Director, School of Advanced Warfighting
 5. LtCol (Col Sel) Travis Gaines, Executive Officer, Marine Corps Logistics Operations Group
 6. LtCol Chris Frey, Director, Operations Research Analyst, Installations and Logistics
 7. LtCol Erin McHale, Faculty Advisor, Command and Staff College, Marine Corps University
 8. LtCol Kevin DeWitt, Faculty Advisor, Command and Staff College, Marine Corps University
 9. LtCol Mark McCarroll, Branch Head, Integration Branch, Manpower Management Division, Manpower and Reserve Affairs
 10. LtCol Matthew Scott, prior instructor at MCLOG and currently working at Training and Education Command
 11. LtCol Michael Byrne, Faculty Advisor, Command and Staff College
 12. LtCol Michael Kelley, Engineer Occupational Field Sponsor, Installations and Logistics
 13. Maj Kerry Hogan, Survey Program Manager, Manpower Studies and Analysis Branch, Manpower Management Division, Manpower and Reserve Affairs.
 14. Mr. Antonio Velasquez II, Retired Marine SNCO, Deputy, Logistics Training and Education Section, Logistics Policy and Capabilities Branch, Installations and Logistics
 15. Dr Craig Bevan (LtCol, ret), Doctrine OIC, Marine Corps Logistics Operations Group
 16. Mrs. Kate Kuehn, Director, Institutional Research, Assessment, and Planning, Marine Corps University
 17. Mr. Robert McGee, Retired Marine SNCO, Academics Officer and Formal Schools Advisor, Marine Corps Logistics Operations Group

APPENDIX B: SURVEY RESULTS



Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Results

Survey 191468

Number of records in this query:	41
Total records in survey:	41
Percentage of total:	100.00%



Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for AB

INFORMED CONSENT You are invited to participate in a survey about the Logistics Learning Continuum. The purpose of this survey is to collect information about the continuum to identify what improvements can be made. There are many current educational opportunities offered to the community and we would like to identify how well these programs have prepared logistics colonels throughout their career. The survey will identify successful education opportunities to sustain education gaps in the continuum to improve. All survey records and data will be kept strictly confidential. Your participation in the survey and your responses to the survey will be handled in accordance with the Privacy Act Statement above. Your decision whether or not to participate will not prejudice your future relations with the Marine Corps in any way. If you decide to participate you are free to withdraw your consent and discontinue at any time without penalty. You will not be compensated for participating in this survey and there are no costs to you for participating in this survey. There are no foreseeable risks for participating in this survey. While it is not possible to determine how many people will participate in this survey, the Marine Corps is hoping for maximum participation. The alternative to participating in the survey is to not participate. Research studies, to include this survey, are occasionally evaluated by Institutional Review Boards and other oversight agencies (i.e. Department of the Navy Human Research Protection Protections) to determine that the study was conducted properly. If such an evaluation is requested for this survey, information will remain confidential to the greatest extent possible. For questions about the survey, contact the Principal Investigator, Major Justin D. Hunter at (760) 668-1078 or justin.hunter@usmcu.edu. For questions about your rights as a research participant, contact the USMC IRB chair, Leah Watson at 703-432-2566, leah.watson@usmc.mil. By checking the "Yes" check box and clicking next, you agree and consent to the above.

Answer	Count	Percentage
Yes (Y)	41	100.00%
No (N)	0	0.00%
No answer	0	0.00%

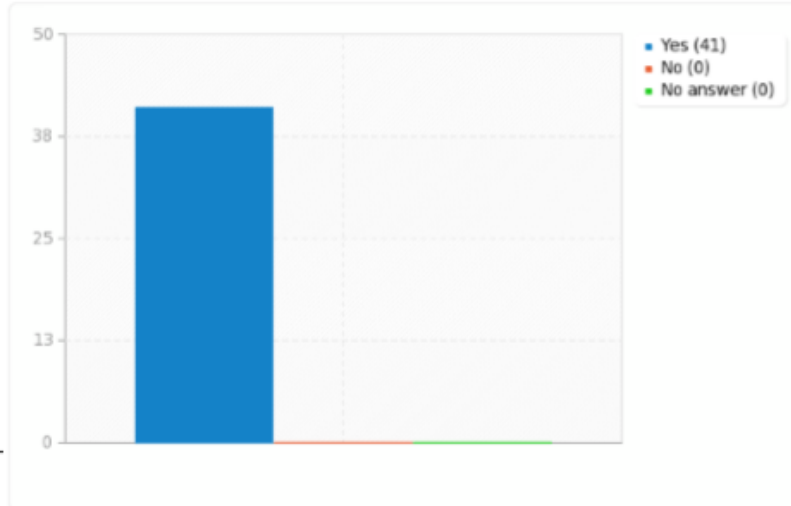


Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for AB

INFORMED CONSENT You are invited to participate in a survey about the Logistics Learning Continuum. The purpose of this survey is to collect information about the continuum to identify what improvements can be made. There are many current educational opportunities offered to the community and we would like to identify how well these programs have prepared logistics colonels throughout their career. The survey will identify successful education opportunities to sustain education gaps in the continuum to improve. All survey records and data will be kept strictly confidential. Your





Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for A

What was your MOS prior to promotion to Colonel?

Answer	Count	Percentage
0402 (Logistics Officer) (1)	20	48.78%
1302 (Combat Engineer Officer) (2)	7	17.07%
3002 (Ground Supply Officer) (3)	7	17.07%
6002 (Aircraft Maintenance Officer) (4)	2	4.88%
6602 (Aviation Supply Officer) (5)	5	12.20%
No answer	0	0.00%

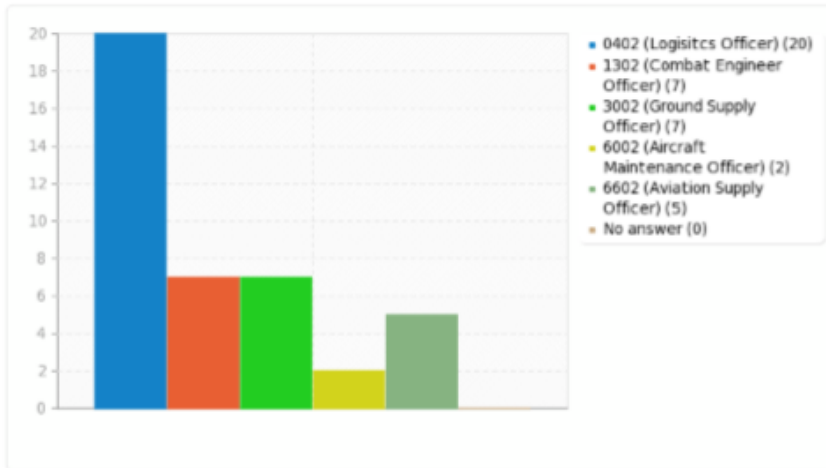


Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for A

What was your MOS prior to promotion to Colonel?





Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for B

How long have you been a Logistics Colonel (MOS:8040)?

Answer	Count	Percentage
0 - 2 years (1)	15	36.59%
3 - 4 years (2)	8	19.51%
5 - 6 years (3)	9	21.95%
7 - 8+ years (4)	9	21.95%
No answer	0	0.00%

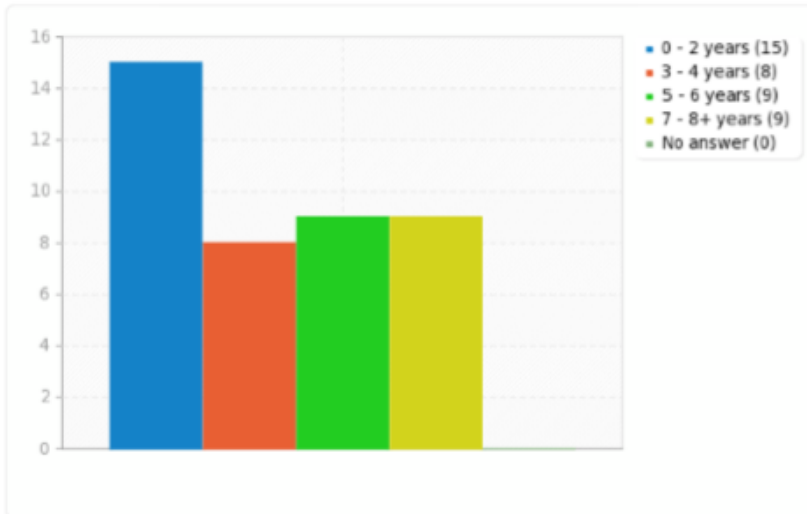


Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for B

How long have you been a Logistics Colonel (MOS:8040)?





Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for C

Which Major Subordinate Commands (MSC) did you serve in prior to being promoted to Colonel?
Please mark all that apply.

Answer	Count	Percentage
Command Element (CE) (SQ001)	24	58.54%
Ground Combat Element (GCE) (SQ002)	26	63.41%
Aviation Combat Element (ACE) (SQ003)	19	46.34%
Logistics Combat Element (LCE) (SQ004)	30	73.17%

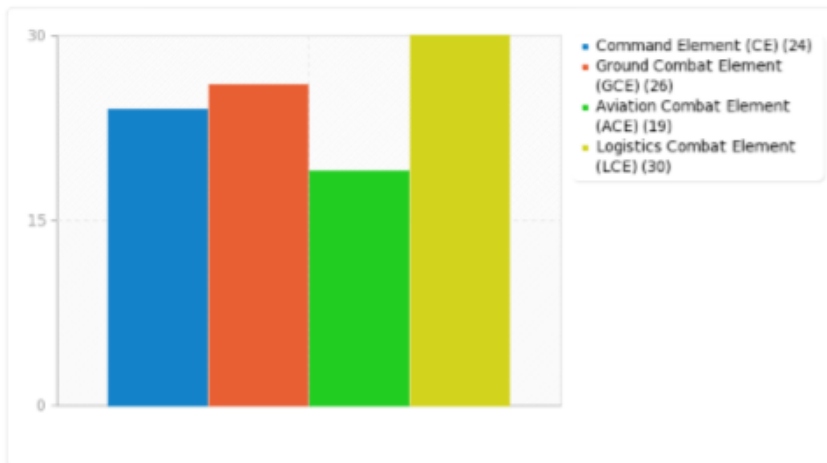


Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for C

Which Major Subordinate Commands (MSC) did you serve in prior to being promoted to Colonel?
Please mark all that apply.





Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for D

Which Major Subordinate Commands (MSC) have you served in during your time as a Colonel?
Please mark all that apply.

Answer	Count	Percentage
Command Element (CE) (SQ001)	21	51.22%
Ground Combat Element (GCE) (SQ002)	2	4.88%
Aviation Combat Element (ACE) (SQ003)	8	19.51%
Logistics Combat Element (LCE) (SQ004)	16	39.02%

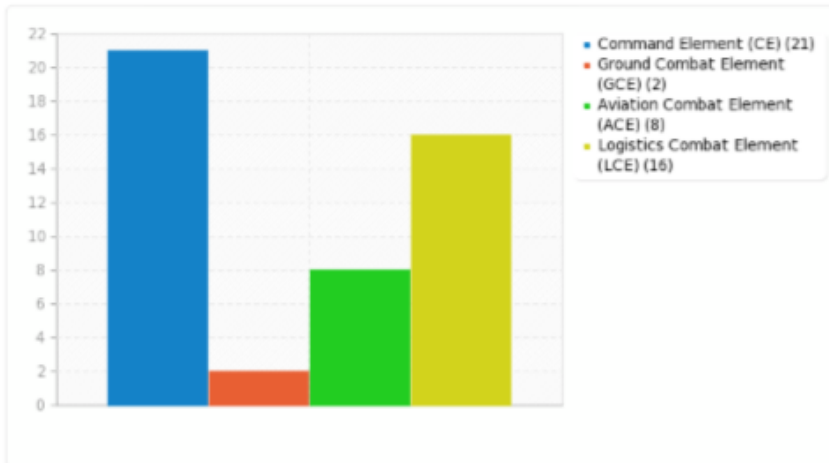


Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for D

Which Major Subordinate Commands (MSC) have you served in during your time as a Colonel?
Please mark all that apply.





Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for E(SQ003)

Per Marine Corps Tactical Publication (MCTP) 3-40B, Tactical Logistics, the Six Functions of Logistics are: supply, maintenance, transportation, general engineering, health services, and other services. Other Services are broken down into two components, command support and combat service support.

Command Support includes personnel administration, religious ministry, billeting, financial management, food service support, and morale, welfare, and recreation. Combat Service Support includes disbursing, postal, contracting, legal, mortuary affairs, security support, civil-military operations, and hygiene/waste management. [Did you feel that you were adequately educated to understand the six functions of logistics leading up to your promotion to Colonel?]

Answer	Count	Percentage
Strongly Agree (A1)	20	48.78%
Somewhat Agree (A2)	11	26.83%
Neither Agree or Disagree (A3)	4	9.76%
Somewhat Disagree (A4)	4	9.76%
Strongly Disagree (A5)	2	4.88%
No answer	0	0.00%



Quick statistics

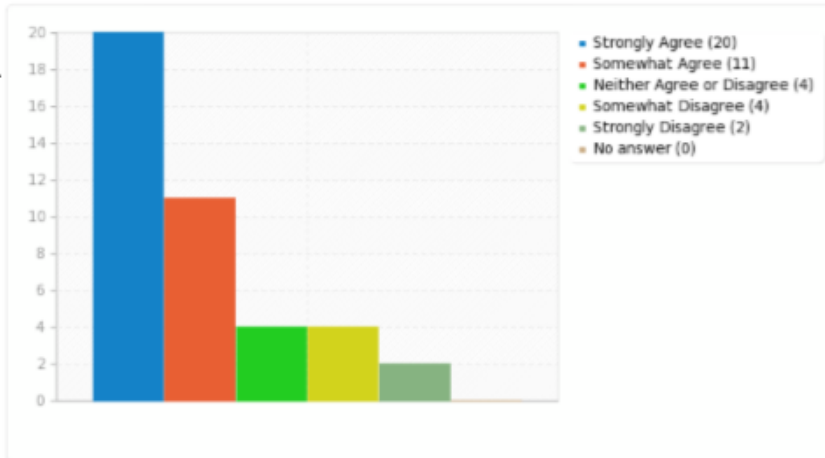
Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for E(SQ003)

Per Marine Corps Tactical Publication (MCTP) 3-40B, Tactical Logistics, the Six Functions of Logistics are: supply, maintenance, transportation, general engineering, health services, and other services.

Other Services are broken down into two components, command support and combat service support.

Command Support includes personnel administration, religious ministry, billeting, financial management, food service support, and morale, welfare, and recreation. Combat Service Support includes disbursing postal contracting local mortuary affairs security support civil/military





Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for E(SQ004)

Per Marine Corps Tactical Publication (MCTP) 3-40B, Tactical Logistics, the Six Functions of Logistics are: supply, maintenance, transportation, general engineering, health services, and other services.

Other Services are broken down into two components, command support and combat service support.

Command Support includes personnel administration, religious ministry, billeting, financial management, food service support, and morale, welfare, and recreation. Combat Service Support includes disbursing, postal, contracting, legal, mortuary affairs, security support, civil-military operations, and hygiene/waste management. [Did you feel adequately prepared to conduct your duties (lead the six functions of logistics) as a newly promoted Colonel?]

Answer	Count	Percentage
Strongly Agree (A1)	21	51.22%
Somewhat Agree (A2)	13	31.71%
Neither Agree or Disagree (A3)	1	2.44%
Somewhat Disagree (A4)	4	9.76%
Strongly Disagree (A5)	2	4.88%
No answer	0	0.00%



Quick statistics

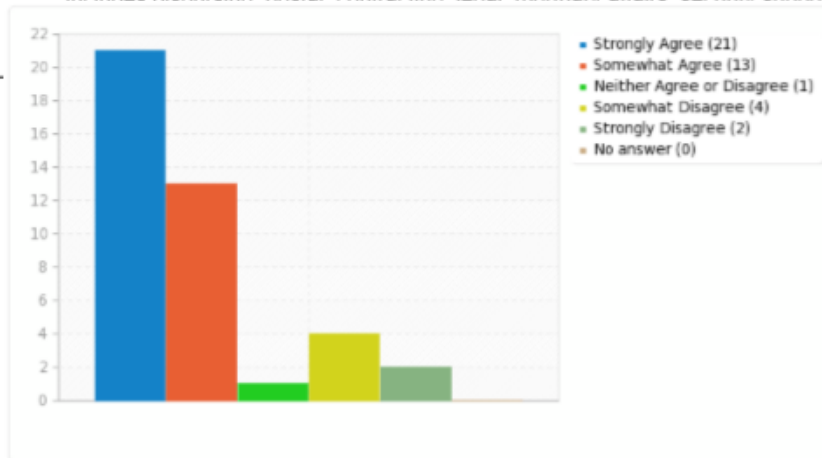
Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for E(SQ004)

Per Marine Corps Tactical Publication (MCTP) 3-40B, Tactical Logistics, the Six Functions of Logistics are: supply, maintenance, transportation, general engineering, health services, and other services.

Other Services are broken down into two components, command support and combat service support.

Command Support includes personnel administration, religious ministry, billeting, financial management, food service support, and morale, welfare, and recreation. Combat Service Support includes disbursing postal contracting local mortuary affairs security support civil military



Field summary for G

For Logistics Colonels over 3 years TIG, what was the difference in logistics knowledge from being a newly promoted Colonel to a senior Colonel?

Answer	Count	Percentage
Logistics knowledge notably increased (SQ001)	13	50.00%
Logistics knowledge somewhat increased (SQ002)	6	23.08%
Logistics knowledge remained fairly consistent (SQ003)	7	26.92%
Logistics knowledge decreased (SQ004)	0	0.00%
No answer	0	0.00%

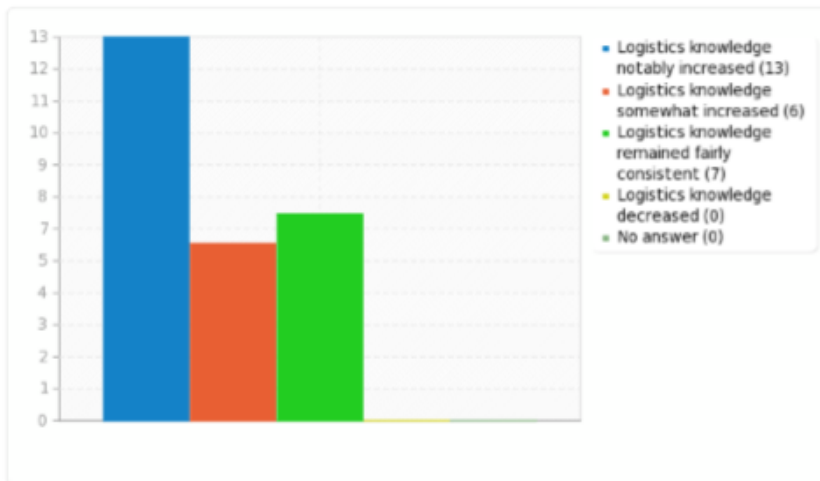


Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for G

For Logistics Colonels over 3 years TIG, what was the difference in logistics knowledge from being a newly promoted Colonel to a senior Colonel?





Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for H

What would you have changed in the Logistics Learning Continuum to better prepare you?

Answer	Count	Percentage
Answer	38	92.68%
No answer	3	7.32%



Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for I

In 2005, the logistics organization adjusted from the functional alignment of the Force Service Support Group (FSSG) to the current organization of the Marine Logistics Group (MLG) but the Logistics Learning Continuum did not adjust with the operational environment. There are five subordinate MOSs that feed into the 8040 MOS at Colonel (0402, 1302, 3002, 6002, and 6602). The five subordinate MOSs specialize in one aspect of the six functions of logistics throughout their careers but rarely integrate education. The lack of integration segregates the officers within the six functions of logistics, permitting them to solely focus on their specialty without understanding what is being conducted by the other functions around them. For the next series of questions, please consider the following statement:

"Integrating the logistics learning continuum for officers, beginning with entry level and progressing through advanced level, will increase effectiveness of the community at the tactical level and provide better prepared logistics colonels at the operational level to advise MAGTF Commanders on all aspects of logistics." Do you agree with this statement? Why or why not?

Answer	Count	Percentage
Strongly Agree (A1)	13	31.71%
Somewhat Agree (A2)	11	26.83%
Neither Agree or Disagree (A3)	2	4.88%
Somewhat Disagree (A4)	6	14.63%
Strongly Disagree (A5)	9	21.95%
Comments	36	87.80%
No answer	0	0.00%

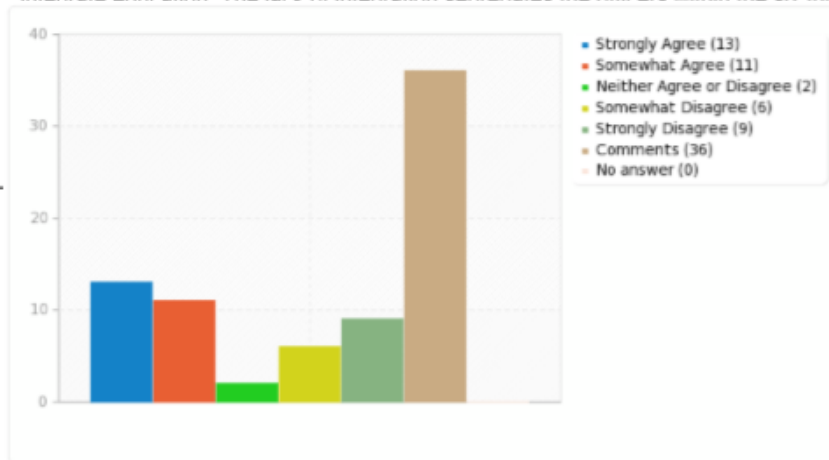


Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for I

In 2005, the logistics organization adjusted from the functional alignment of the Force Service Support Group (FSSG) to the current organization of the Marine Logistics Group (MLG) but the Logistics Learning Continuum did not adjust with the operational environment. There are five subordinate MOSs that feed into the 8040 MOS at Colonel (0402, 1302, 3002, 6002, and 6602). The five subordinate MOSs specialize in one aspect of the six functions of logistics throughout their careers but rarely integrate education. The lack of integration segregates the officers within the six functions of logistics





Field summary for J(SQ001)

In 2005, the logistics organization adjusted from the functional alignment of the Force Service Support Group (FSSG) to the current organization of the Marine Logistics Group (MLG) but the Logistics Learning Continuum did not adjust with the operational environment. There are five subordinate MOSs that feed into the 8040 MOS at Colonel (0402, 1302, 3002, 6002, and 6602). The five subordinate

MOSs specialize in one aspect of the six functions of logistics throughout their careers but rarely integrate education. The lack of integration segregates the officers within the six functions of logistics, permitting them to solely focus on their specialty without understanding what is being conducted by the other functions around them. For the next series of questions, please consider the following statement:

"Integrating the logistics learning continuum for officers, beginning with entry level and progressing through advanced level, will increase effectiveness of the community at the tactical level and provide better prepared logistics colonels at the operational level to advise MAGTF Commanders on all aspects of logistics." For question regarding entry level education, an example would be a two day (16 hour) education event which indoctrinates students into the logistics community and how their specific MOS operates within the community. Equal times would be provided to each of the other five functions of the community to provide additional insight. A detailed example would be a 1302 Second Lieutenant at

Engineer School receiving basic education about the other five functions of logistics to better understand the entire community and how their specific MOS supports the logistics warfighting function.

A 6602 Second Lieutenant at Aviation Supply School would receive the same, standardized, basic education about the other five functions of logistics to better understand the entire community and how their specific MOS supports the logistics warfighting function. [How advantageous would it have been for you to have integrated education among the five MOSs throughout your career?]

Answer	Count	Percentage
Extremely Advantageous (A1)	10	24.39%
Advantageous (A2)	16	39.02%
Neither advantageous or disadvantageous (A3)	12	29.27%
Disadvantageous (A4)	2	4.88%
Extremely disadvantageous (A5)	1	2.44%
No answer	0	0.00%

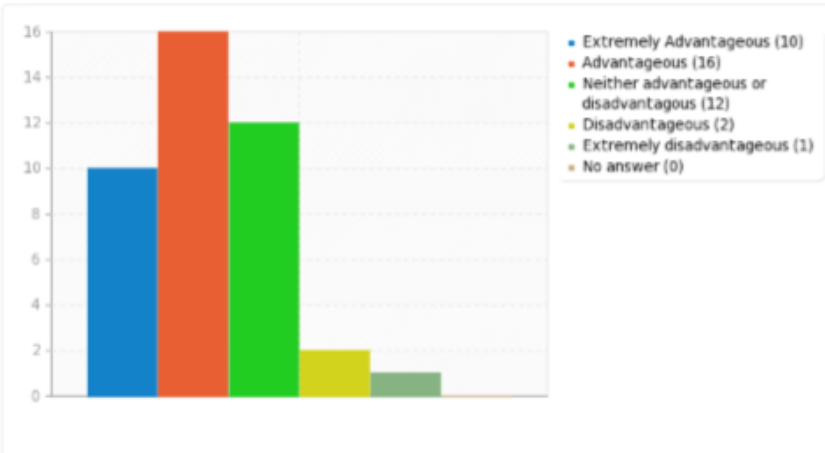


Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for J(SQ001)

In 2005, the logistics organization adjusted from the functional alignment of the Force Service Support Group (FSSG) to the current organization of the Marine Logistics Group (MLG) but the Logistics Learning Continuum did not adjust with the operational environment. There are five subordinate MOSs that feed into the 8040 MOS at Colonel (0402, 1302, 3002, 6002, and 6602). The five subordinate MOSs specialize in one aspect of the six functions of logistics throughout their careers but rarely integrate education. The lack of integration separates the officers within the six functions of logistic





Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for J(SQ002)

In 2005, the logistics organization adjusted from the functional alignment of the Force Service Support Group (FSSG) to the current organization of the Marine Logistics Group (MLG) but the Logistics Learning Continuum did not adjust with the operational environment. There are five subordinate MOSs that feed into the 8040 MOS at Colonel (0402, 1302, 3002, 6002, and 6602). The five subordinate MOSs specialize in one aspect of the six functions of logistics throughout their careers but rarely integrate education. The lack of integration segregates the officers within the six functions of logistics, permitting them to solely focus on their specialty without understanding what is being conducted by the other functions around them. For the next series of questions, please consider the following statement: "Integrating the logistics learning continuum for officers, beginning with entry level and progressing through advanced level, will increase effectiveness of the community at the tactical level and provide better prepared logistics colonels at the operational level to advise MAGTF Commanders on all aspects of logistics." For question regarding entry level education, an example would be a two day (16 hour) education event which indoctrinates students into the logistics community and how their specific MOS operates within the community. Equal times would be provided to each of the other five functions of the community to provide additional insight. A detailed example would be a 1302 Second Lieutenant at Engineer School receiving basic education about the other five functions of logistics to better understand the entire community and how their specific MOS supports the logistics warfighting function. A 6602 Second Lieutenant at Aviation Supply School would receive the same, standardized, basic education about the other five functions of logistics to better understand the entire community and how their specific MOS supports the logistics warfighting function. [How advantageous is it to integrate entry level education?]

Answer	Count	Percentage
Extremely Advantageous (A1)	4	9.78%
Advantageous (A2)	12	29.27%
Neither advantageous or disadvantageous (A3)	11	26.83%
Disadvantageous (A4)	11	26.83%
Extremely disadvantageous (A5)	3	7.32%
No answer	0	0.00%

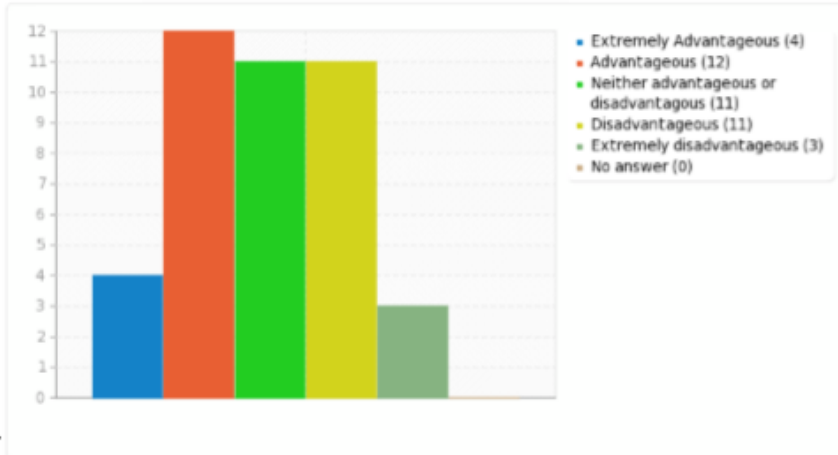


Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for J(SQ002)

In 2005, the logistics organization adjusted from the functional alignment of the Force Service Support Group (FSSG) to the current organization of the Marine Logistics Group (MLG) but the Logistics Learning Continuum did not adjust with the operational environment. There are five subordinate MOSs that feed into the 8040 MOS at Colonel (0402, 1302, 3002, 6002, and 6602). The five subordinate MOSs specialize in one aspect of the six functions of logistics throughout their careers but rarely integrate education. The lack of integration separates the officers within the six functions of logistics





Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for J(SQ003)

In 2005, the logistics organization adjusted from the functional alignment of the Force Service Support Group (FSSG) to the current organization of the Marine Logistics Group (MLG) but the Logistics Learning Continuum did not adjust with the operational environment. There are five subordinate MOSs that feed into the 8040 MOS at Colonel (0402, 1302, 3002, 6002, and 6602). The five subordinate MOSs specialize in one aspect of the six functions of logistics throughout their careers but rarely integrate education. The lack of integration segregates the officers within the six functions of logistics, permitting them to solely focus on their specialty without understanding what is being conducted by the other functions around them. For the next series of questions, please consider the following statement:

"Integrating the logistics learning continuum for officers, beginning with entry level and progressing through advanced level, will increase effectiveness of the community at the tactical level and provide better prepared logistics colonels at the operational level to advise MAGTF Commanders on all aspects of logistics." For question regarding entry level education, an example would be a two day (16 hour) education event which indoctrinates students into the logistics community and how their specific MOS operates within the community. Equal times would be provided to each of the other five functions of the community to provide additional insight. A detailed example would be a 1302 Second Lieutenant at

Engineer School receiving basic education about the other five functions of logistics to better understand the entire community and how their specific MOS supports the logistics warfighting function.

A 6602 Second Lieutenant at Aviation Supply School would receive the same, standardized, basic education about the other five functions of logistics to better understand the entire community and how their specific MOS supports the logistics warfighting function. [How advantageous is it for the Logistics Learning Continuum to have a Career MAGTF Logistics Operations Course (CMLOC) or other

replacement education opportunity for Advanced Logistics Operations Course (ALOC) / Tactical Logistics Operations Course (TLOC)?]

Answer	Count	Percentage
Extremely Advantageous (A1)	15	38.59%
Advantageous (A2)	14	34.15%
Neither advantageous or disadvantageous (A3)	8	19.51%
Disadvantageous (A4)	3	7.32%
Extremely disadvantageous (A5)	1	2.44%
No answer	0	0.00%

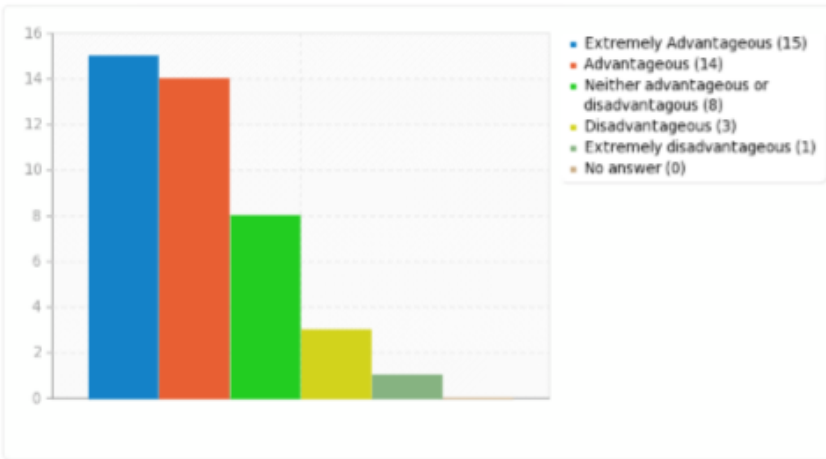


Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for J(SQ003)

In 2005, the logistics organization adjusted from the functional alignment of the Force Service Support Group (FSSG) to the current organization of the Marine Logistics Group (MLG) but the Logistics Learning Continuum did not adjust with the operational environment. There are five subordinate MOSs that feed into the 8040 MOS at Colonel (0402, 1302, 3002, 6002, and 6602). The five subordinate MOSs specialize in one aspect of the six functions of logistics throughout their careers but rarely integrate education. The lack of integration separates the officers within the six functions of logistics



Logistics Operations Course (LLOC) [J]



Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for J(SQ004)

In 2005, the logistics organization adjusted from the functional alignment of the Force Service Support Group (FSSG) to the current organization of the Marine Logistics Group (MLG) but the Logistics Learning Continuum did not adjust with the operational environment. There are five subordinate MOSs that feed into the 8040 MOS at Colonel (0402, 1302, 3002, 6002, and 6602). The five subordinate

MOSs specialize in one aspect of the six functions of logistics throughout their careers but rarely integrate education. The lack of integration segregates the officers within the six functions of logistics, permitting them to solely focus on their specialty without understanding what is being conducted by the other functions around them. For the next series of questions, please consider the following statement:

"Integrating the logistics learning continuum for officers, beginning with entry level and progressing through advanced level, will increase effectiveness of the community at the tactical level and provide better prepared logistics colonels at the operational level to advise MAGTF Commanders on all aspects of logistics." For question regarding entry level education, an example would be a two day (16 hour) education event which indoctrinates students into the logistics community and how their specific MOS operates within the community. Equal times would be provided to each of the other five functions of the community to provide additional insight. A detailed example would be a 1302 Second Lieutenant at

Engineer School receiving basic education about the other five functions of logistics to better understand the entire community and how their specific MOS supports the logistics warfighting function.

A 6602 Second Lieutenant at Aviation Supply School would receive the same, standardized, basic education about the other five functions of logistics to better understand the entire community and how their specific MOS supports the logistics warfighting function. [How advantageous is it to merge all of the MOSs during Intermediate MAGTF Logistics Operations Course (IMLOC) at Marine Corps Logistics Operations Group (MCLOG)?]

Answer	Count	Percentage
Extremely Advantageous (A1)	13	31.71%
Advantageous (A2)	10	24.39%
Neither advantageous or disadvantageous (A3)	4	9.76%
Disadvantageous (A4)	10	24.39%
Extremely disadvantageous (A5)	4	9.76%
No answer	0	0.00%

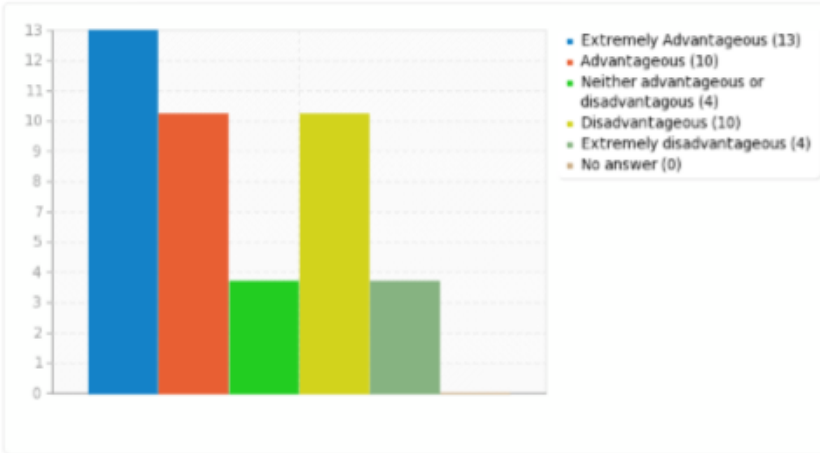


Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for J(SQ004)

In 2005, the logistics organization adjusted from the functional alignment of the Force Service Support Group (FSSG) to the current organization of the Marine Logistics Group (MLG) but the Logistics Learning Continuum did not adjust with the operational environment. There are five subordinate MOSs that feed into the 8040 MOS at Colonel (0402, 1302, 3002, 6002, and 6602). The five subordinate MOSs specialize in one aspect of the six functions of logistics throughout their careers but rarely integrate education. The lack of integration separates the officers within the six functions of logistics



**Quick statistics**

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for J(SQ005)

In 2005, the logistics organization adjusted from the functional alignment of the Force Service Support Group (FSSG) to the current organization of the Marine Logistics Group (MLG) but the Logistics Learning Continuum did not adjust with the operational environment. There are five subordinate MOSs that feed into the 8040 MOS at Colonel (0402, 1302, 3002, 6002, and 6602). The five subordinate MOSs specialize in one aspect of the six functions of logistics throughout their careers but rarely integrate education. The lack of integration segregates the officers within the six functions of logistics, permitting them to solely focus on their specialty without understanding what is being conducted by the other functions around them. For the next series of questions, please consider the following statement:

"Integrating the logistics learning continuum for officers, beginning with entry level and progressing through advanced level, will increase effectiveness of the community at the tactical level and provide better prepared logistics colonels at the operational level to advise MAGTF Commanders on all aspects of logistics." For question regarding entry level education, an example would be a two day (16 hour) education event which indoctrinates students into the logistics community and how their specific MOS operates within the community. Equal times would be provided to each of the other five functions of the community to provide additional insight. A detailed example would be a 1302 Second Lieutenant at Engineer School receiving basic education about the other five functions of logistics to better understand the entire community and how their specific MOS supports the logistics warfighting function. A 6602 Second Lieutenant at Aviation Supply School would receive the same, standardized, basic education about the other five functions of logistics to better understand the entire community and how their specific MOS supports the logistics warfighting function. [How advantageous is it for the Logistics Learning Continuum to have a one-week Logistics Leadership Symposium just prior to taking 05 or 06 command? The intent of the curriculum would be to provide the most up to date information from the community prior to taking command.]

Answer	Count	Percentage
Extremely Advantageous (A1)	17	41.46%
Advantageous (A2)	14	34.15%
Neither advantageous or disadvantageous (A3)	8	19.51%
Disadvantageous (A4)	0	0.00%
Extremely disadvantageous (A5)	2	4.88%
No answer	0	0.00%

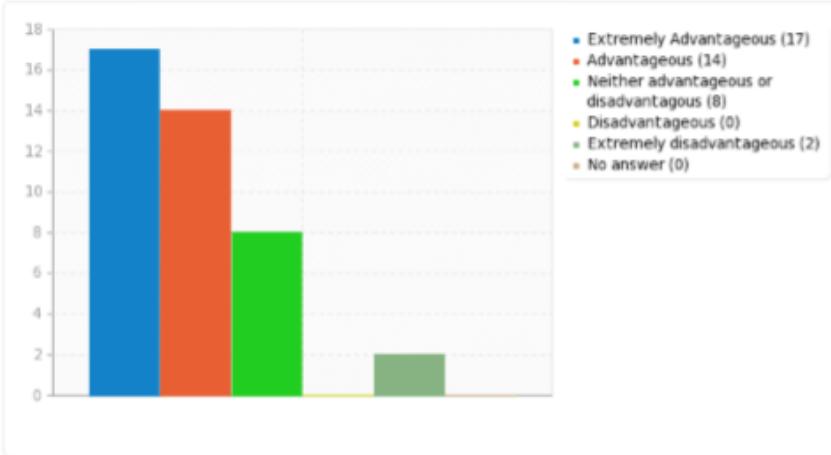


Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for J(SQ005)

In 2005, the logistics organization adjusted from the functional alignment of the Force Service Support Group (FSSG) to the current organization of the Marine Logistics Group (MLG) but the Logistics Learning Continuum did not adjust with the operational environment. There are five subordinate MOSs that feed into the 8040 MOS at Colonel (0402, 1302, 3002, 6002, and 6602). The five subordinate MOSs specialize in one aspect of the six functions of logistics throughout their careers but rarely integrate education. The lack of integration segregates the officers within the six functions of logistics



community prior to taking command.]



Field summary for J(SQ006)

In 2005, the logistics organization adjusted from the functional alignment of the Force Service Support Group (FSSG) to the current organization of the Marine Logistics Group (MLG) but the Logistics Learning Continuum did not adjust with the operational environment. There are five subordinate MOSs that feed into the 8040 MOS at Colonel (0402, 1302, 3002, 6002, and 6602). The five subordinate MOSs specialize in one aspect of the six functions of logistics throughout their careers but rarely integrate education. The lack of integration segregates the officers within the six functions of logistics, permitting them to solely focus on their specialty without understanding what is being conducted by the other functions around them. For the next series of questions, please consider the following statement:

"Integrating the logistics learning continuum for officers, beginning with entry level and progressing through advanced level, will increase effectiveness of the community at the tactical level and provide better prepared logistics colonels at the operational level to advise MAGTF Commanders on all aspects of logistics." For question regarding entry level education, an example would be a two day (16 hour) education event which indoctrinates students into the logistics community and how their specific MOS operates within the community. Equal times would be provided to each of the other five functions of the community to provide additional insight. A detailed example would be a 1302 Second Lieutenant at Engineer School receiving basic education about the other five functions of logistics to better understand the entire community and how their specific MOS supports the logistics warfighting function. A 6602 Second Lieutenant at Aviation Supply School would receive the same, standardized, basic education about the other five functions of logistics to better understand the entire community and how their specific MOS supports the logistics warfighting function. [How advantageous is tying education through the logistics learning continuum from entry level school, through CMLOC, IMLOC, and a Logistics Leadership Symposium?]

Answer	Count	Percentage
Extremely Advantageous (A1)	13	31.71%
Advantageous (A2)	19	48.34%
Neither advantageous or disadvantageous (A3)	4	9.76%
Disadvantageous (A4)	3	7.32%
Extremely disadvantageous (A5)	2	4.88%
No answer	0	0.00%

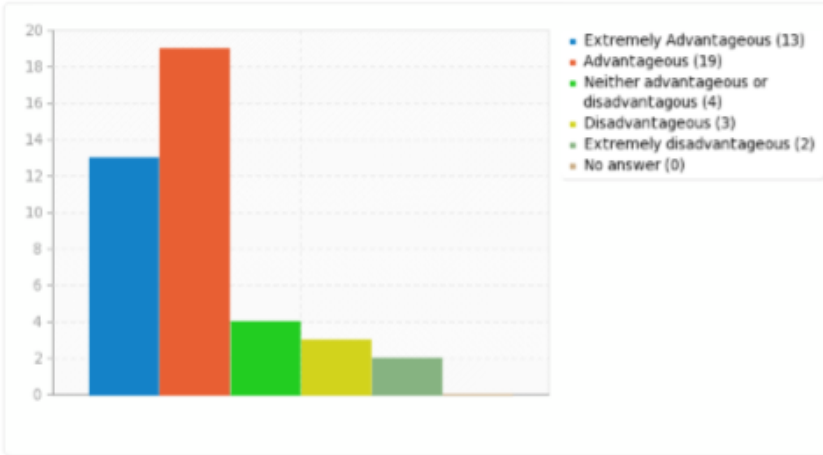


Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for J(SQ006)

In 2005, the logistics organization adjusted from the functional alignment of the Force Service Support Group (FSSG) to the current organization of the Marine Logistics Group (MLG) but the Logistics Learning Continuum did not adjust with the operational environment. There are five subordinate MOSs that feed into the 8040 MOS at Colonel (0402, 1302, 3002, 6002, and 6602). The five subordinate MOSs specialize in one aspect of the six functions of logistics throughout their careers but rarely integrate education. The lack of integration segregates the officers within the six functions of logistics





Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for K

Standardized correspondence courses should be desired over more resident courses.

Answer	Count	Percentage
Yes (1)	7	17.07%
No (2)	30	73.17%
N/A (3)	4	9.76%
No answer	0	0.00%

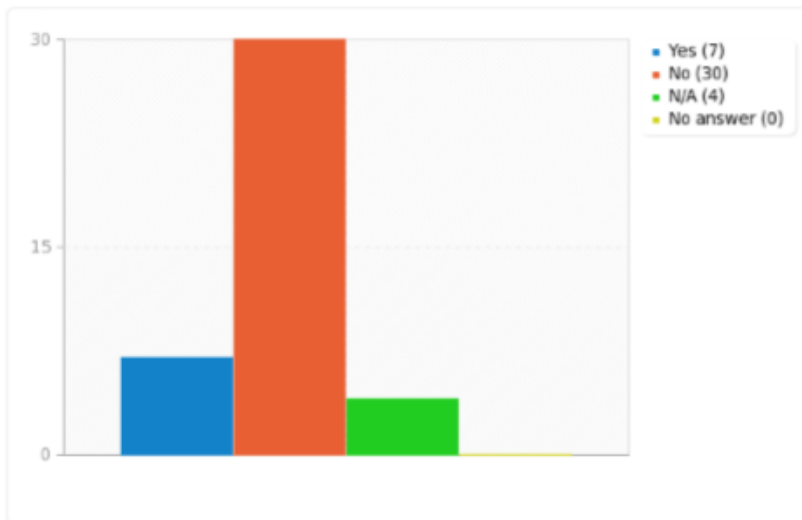


Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for K

Standardized correspondence courses should be desired over more resident courses.





Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for L

Which of the following changes would you like to see/recommend to the Logistics Learning Continuum? Please mark all that apply.

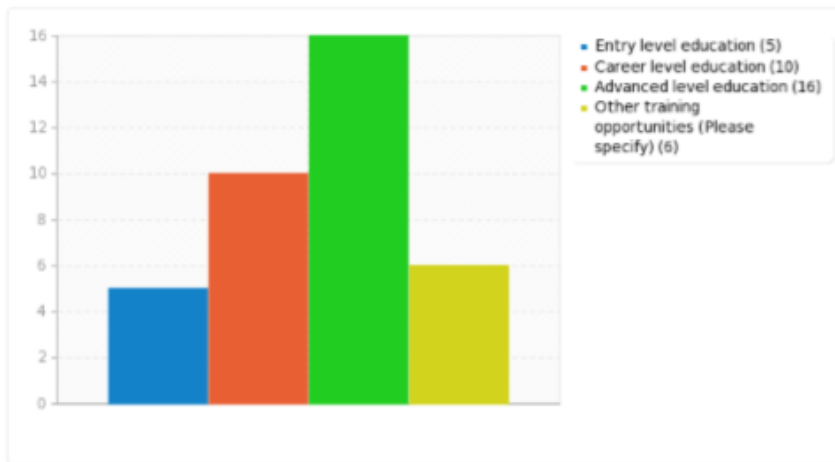


Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for L

Which of the following changes would you like to see/recommend to the Logistics Learning Continuum? Please mark all that apply.





Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for M

What are the three primary benefits resulting from integrating the Logistics Learning Continuum?

Answer	Count	Percentage
Answer	38	92.68%
No answer	3	7.32%



Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for N

What are your three primary concerns with the concept of integrating the Logistics Learning Continuum for officers?

Answer	Count	Percentage
Answer	39	95.12%
No answer	2	4.88%



Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for O

Is there any other gaps in information within the Logistics Learning Continuum that need to be addressed?

Answer	Count	Percentage
Answer	27	65.85%
No answer	14	34.15%



Quick statistics

Survey 191468 'Logistics Learning Continuum [SCN USMC-SR-18011]'

Field summary for P

Any other final comments you would like taken into consideration?

Answer	Count	Percentage
Answer	29	70.73%
No answer	12	29.27%