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14. ABSTRACT
This essay examines the Marine Corps' current leadership development model and proposes changes to make the Corps' leaders more successful in guiding, coaching, and inspiring a new generation of Marines. It does not propose a paradigm shift; rather, it builds on an already strong tradition of leadership. By adapting current leadership practices, the aptitude of the Marine leaders will be enhanced, making the Marine Corps even more effective as America's 911 force in the 21st century. The foundation of this 21st century leadership development program is built upon a leadership brand, nested in the science of leadership, and made firm by providing coaching methods to leaders for development in the Fleet Marine Force.

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MASTER OF MILITARY STUDIES

TITLE:

**Developing Leaders for the Future: A Marine Corps Leadership Development Model for
the 21st Century**

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

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Executive Summary

Title: Developing Leaders for the Future: A Marine Corps Leadership Development Model for the 21st Century

Author: Major Clinton W. Sovie, United States Marine Corps

Thesis: To bring the Marine Corps' leadership development program into the 21st Century it must meet the needs of new generations by first determining its leadership brand, providing leaders of all ranks instruction on the science of leadership, and introducing coaching methods to improve leadership education and performance. To do so, will enhance the aptitude of Marine leaders.

Discussion: The Marine Corps is and has been experiencing a cultural shift in the way subordinates respond to leadership techniques and development. For decades, the Marine Corps has developed leaders through an industrial age model and must change to meet both the needs of new generations and enhance leadership capabilities throughout the force. This paper explores the Marine Corps' current leadership development model, identifies gaps, and proposes recommendations to improve the Marine Corps' leadership development program through modernization. This is not to say that the Marine Corps is not currently developing leaders, quite the contrary. The intent of this study is to enhance Marine leader development and ensure that the Marine Corps maintains its competitive edge on our adversaries.

The Marine Corps currently utilized three lines of effort to train and develop leaders: 1) Institutional Professional Training; 2) Unit Training and Education Programs; 3) Self-study. This document will discuss these three lines of effort, indicating gaps along the way. It will then explore the importance of branding a leadership philosophy for the Marine Corps, using historical examples to discover the appropriate brand (Servant Leadership). The reader will then be introduced to the importance of teaching and understanding emotional intelligence and generational differences, as well as the positive effects coaching can have on an organization. This study does not seek to modify current Marine Corps Schools or recommend a paradigm shift for the Marine Corps; rather, it seeks to recommend a process which will bolster the leadership qualities in all Marine leaders through the implementation of a process for continuous improvement.

Conclusion: Leadership development is the foundation for the Marine Corps' success. Moving the Marine Corps' leadership development model from the industrial to information age, will only help to increase effectiveness and efficiencies across the force. Implementing the proposed leadership development model of this sort will require the Marine Corps to brand its leadership model and establish a dedicated cell of Marines to establish and carryout leadership development instruction throughout the Fleet Marine Force.

DISCLAIMER

THE OPINIONS AND CONCLUSIONS EXPRESSED HEREIN ARE THOSE OF THE INDIVIDUAL STUDENT AUTHOR AND DO NOT NECESSARILY REPRESENT THE VIEWS OF EITHER THE MARINE CORPS COMMAND AND STAFF COLLEGE OR ANY OTHER GOVERNMENTAL AGENCY. REFERENCES TO THIS STUDY SHOULD INCLUDE THE FOREGOING STATEMENT.

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Preface

Previously, while in company command, I noticed a growing disparity between Marines and their leaders. This gap often results in groups of officers and senior enlisted gathering together to pontificate about what to do with “these Generation (Gen) Y Marines.” The problem was, there were more Gen Yers in the group of officers and senior enlisted than their Marines. The Marines they were complaining about were Gen Z. Funny as this is, this example underscores a major problem facing the Marine Corps. Generational gaps are creating a divide between ranks, making it more difficult for leaders to lead. Why is this? How does the Marine Corps get ahead of these changes? Does the Marine Corps need to adjust the current leadership development model to match this problem? These are the questions I set out to answer.

Throughout my research for this paper, I found myself going through a period of self-discovery. After all, I was one of those officers complaining about Gen Y. I have reflected on a variety of leadership experiences from the past and began to identify times I faced a generational divide, or personality conflict, that knowing what I do now, I might have made a different decision.

It is my hope that the information presented in the following pages sparks discussion at the highest ranks. That this document results in the establishment of a leadership development program of continuous improvement.

I would be remiss if I did not thank those I have worked with in the past and the many senior enlisted who have helped me become a better leader throughout my career. I would like to say thank you to Chris Hartley, my leadership professor for the Foundational Dynamics of Leadership Effectiveness elective. His instruction, course material, and discussion helped me to formulate research and ideas. Thank you to my mentors, Dr. Jonathan Phillips and Lieutenant

Colonel Bradley Pennella, for their steady guidance and patience throughout this process.

Brigadier General (Ret.) Kevin “Baja” Killea, I greatly appreciate your mentorship, guidance and advice which I will continue to seek for many years to come. To my mother and father, Connie and Greg Sovie, thank you for always being a sounding board for my leadership thoughts, trials and tribulations, and assisting me in homing in on my ideas for this paper. Lastly, I must thank my wife, Allie, and children Liam and Sadie for putting up with the late nights and missed days throughout my career, and while I formulated this thesis.

New Generations Join the Force

“The only way to attract and retain Marines capable of winning on the new battlefield is to compete with the tools and incentives available to them in the marketplace.”

General Berger, Commandant’s Planning Guidance

“For our officer corps, I require that you... teach, coach, and mentor. Our maneuver warfare doctrine depends on [it].”

General Berger, Commandant’s Planning Guidance

The Marine Corps prides itself in developing highly effective leaders. But is the Marine Corps making the best leaders it can? And what does “best” look like, especially when it comes to leading Generation Z (Gen Z), or even Generation Y (Gen Y)?¹ The Marine Corps currently teaches leadership through three lines of effort – Institutional Professional Training, Unit Training and Education Programs (formal and informal), and Self-study. Are these methods still effective or does the Marine Corps need to change its approach to leadership training? What would a new approach look like?

This essay will examine the Marine Corps’ current leadership development model and propose changes that I believe will make the Corps’ leaders more successful in guiding, coaching, and inspiring this new generation of Marines. This is about more than a “kids these days” generational divide between leaders and their Marines. Profound societal and technological changes (such as the smart phone and social media) have impacted the psyche of lower and mid-level leadership. The current generation of recruits transmit and receive information with a frequency never experienced before. As a result, both Gen Y (26-43) and Gen Z (under 25) are more likely to challenge hierarchies and want to be part of the decision-making process, in part because technology has provided them with greater access to information than previous generations.¹ At the same time, and very much in line with Marine Corps values,

¹ For the purposes of this document, individuals from Generation Y are commonly referred to as Millennials and Generation Z as Post-millennials.

they embrace teamwork (and leverage technology to enhance collaboration), have an adventurous spirit, and want their work to be more than just a job, to have a deeper meaning.² As just one example of the disconnect between generations, staring at a phone may seem like antisocial behavior to a baby boomer. For a Gen Zer, the phone is the way to stay connected, in other words, to be social.

The generational shift is not news to Marine Corps leaders. The Commandant has called on the Corps to make significant changes in policy, procedure, and technology to make the Marine Corps more compatible with the world view of both Gen Y and Gen Z. He further emphasized that these changes will likely occur in areas where tradition has ruled, requiring a change in the mindset of older Marines.³ Some of the required changes General Berger has identified may simply bring the Marine Corps back to a time lost. A former Commandant remarked in an address to the Army Command and General Staff College that leaders must become students of human nature, to display virtues such as unselfishness, to express interest in their Marine's welfare, and to explain the hows and whys of tasks and missions—all language that Gen Y and Gen Z would appreciate. The former Commandant was General Lejeune and the year was 1921.⁴ This is not about making the Marine Corps a “kinder and gentler” institution or seeking a paradigm shift in Marine Corps leadership. It is about building on an already very strong leadership tradition and adapting leadership practices to make the Marine Corps even more effective as America's 911 force in the 21st century. To bring the Marine Corps' leadership development program into the 21st Century it must meet the needs of new generations by first determining its leadership brand, providing leaders of all ranks instruction on the science of leadership, and introducing coaching methods to better leaders within the Corps. To do so, will enhance the aptitude of Marine leaders.

Currently the Marine Corps leadership development model mirrors the industrial age process, where most of the leadership development occurs through “on-the-job” training. To demonstrate this, the reader will first be introduced to a brief overview of the Marine Corps’ current leadership development model, stressing gaps in education. A new concept of leadership branding will then be introduced, followed by the recommended leadership brand for the Marine Corps. Derived through historical examples, this brand lays the foundation for a leadership development model, and demonstrates its relevance for today’s Corps. The traits and characteristics of the brand have not changed since General Lejeune was the Commandant, but generational norms have. These norms are discussed in limited detail, stressing generational differences and how an understanding of these differences can assist leaders to reach their Marines. To engage all generations effectively, leaders must obtain a foundational level of emotional intelligence (EQ), which is broken into two categories (Human Nature and Personality Profiles). Generational aptitude and EQ enhance a leader’s toolbox, but coaching helps leaders effectively influence their subordinates. Coaching is discussed in detail, laying out its requirement, effectiveness and successes. In conclusion, a new practice for the Marine Corps’ leadership development model is introduced to the reader.

Before introducing change, it is imperative to identify a requirement by first determining if the Marine Corps provides its leaders with training in accordance with its stated purpose.

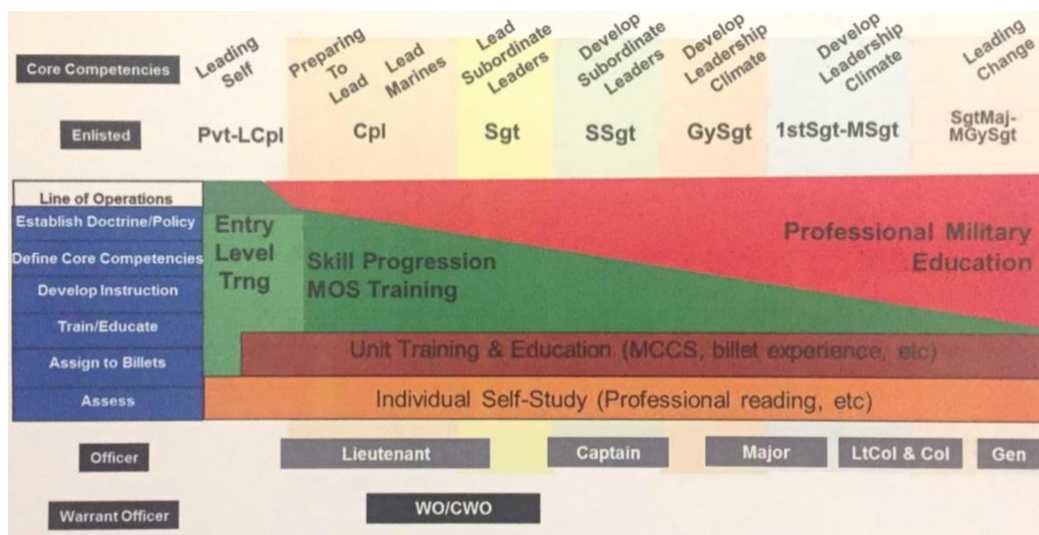
Marine Corps’ Current Leadership Development Model

The Marine Corps Manual states that the “objective of Marine Corps Leadership is to develop the leadership qualities of Marines to enable them to assume progressively greater responsibilities to the Marine Corps and society.”⁵ This is conducted through a three pronged approach, as depicted in the Lejeune Leadership Institute’s (LLI) diagram provided in Figure 1:

1) Institutional Professional Training; 2) Unit Training and Education Programs; 3) Self-study.

While entry level training is extremely beneficial to leadership development, its primary focus is on building basic Marines, and is therefore not discussed in detail in this document; however, Marines do receive instruction on the Marine Corps’ leadership principles and traits during entry level training, therefore providing them the foundation for what is expected of Marine Corps leaders.⁶

Figure 1: Leadership Development Model Provided by the Lejeune Leadership Institute⁷



The LLI’s depiction of the education continuum for the Marine Corps clearly sketches the lines of effort for the Marine Corps’ education continuum; however, there is a disparity in the portrayal of institutional professional training – military occupational specialty (MOS) and professional military education (PME). While extremely important to the professional development of a skilled Marine and professional warfighter, these training and education opportunities are less frequent than the figure indicates, as seen in Figure 3. Furthermore, MOS training increases individual technical proficiency and the aim of PME is to develop more proficient rank appropriate leaders (tactical, operational, strategic); therefore, the remainder of this document will focus on PME rather than MOS training. The mission statements, provided in

Figure 2, clearly demonstrate the purpose of Marine Corps schools. Note, the College of Enlisted Military Education is not separated into its individual schools because of the similarities between subordinate school mission statements.

Figure 2: Marine Corps Schools Continuum Mission Statements

School	Mission Statement
College of Enlisted Military Education	The College of Enlisted Military Education provides a continuum of education to improve leadership, sharpen critical and creative thinking skills, and deepen Marines' understanding of warfighting concepts in distributed/joint environments in order to foster ethical, professional leaders who make sound decisions in complex operational situations. ⁸
Expeditionary Warfare School	Expeditionary Warfare School educates and trains company grade officers in order to prepare them mentally, morally, and physically for billets of increased leadership responsibility across the Marine Corps and the Joint Force, with emphasis on the warfighting capabilities of a Marine Air Ground Task Force operating within a complex and distributed Naval expeditionary environment. ⁹
Command and Staff College	The Marine Corps Command and Staff College provides graduate level education and training in order to develop critical thinkers, innovative problem solvers, and ethical leaders who will serve as commanders and staff officers with Marine Air Ground Task Forces (MAGTF) and with service, joint, interagency, intergovernmental and multinational organizations confronting complex and uncertain security environments. ¹⁰

Each of these schools provide multipronged leadership development programs which instruct on all things associated with leadership (ethics, organizational culture and change, profession of arms, etc); however, they do not dedicate extensive time to developing leadership skills. The intent here is not to denigrate the courses provided within the leadership curriculums, but rather to indicate the specific purpose of the leadership curriculum for the schools. The Marine Corps' Command and Staff College invests 41 weeks into the development of critical thinkers who are better prepared to serve as both high-level staff officers, and/or commanders; moreover, students are expected to conduct coursework at a graduate level. Six of the 41 weeks of Command and Staff are dedicated to leadership education, and of those six weeks, six days are

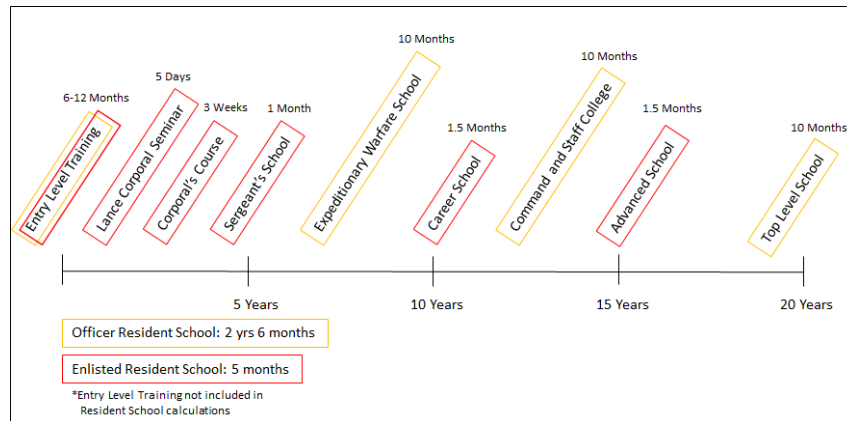
dedicated to developing more savvy leaders. Additionally, during a one-month elective session, students have the opportunity to attend a leadership development course. Adding a leadership development course would be beneficial during the normal course of study but could have a negative effect on the existing structure by decreasing student receptivity and degrading the existing course material. A review of other Marine Corps schools reveals the same trend, respective to each school.

Command and Staff College is but one example of Marine Corps schools. For more information regarding enlisted and officer PME throughout a 20-year career, reference Appendices A, B, C, D, E, and F. These appendices outline the leadership development programs for the identified Marine Corps schools, and has either a red box or yellow star next to the material which directly relates to the development of leadership skills. Through examination of the appendices and Figure 3, one will notice that Marines receive very little development of leadership skills throughout their career. Furthermore, the development of these skills in an isolated, school environment, and does not allow for immediate practical application; thus, potentially resulting in skill atrophy or loss upon return to the Fleet Marine Force.

Figure 3 displays current mandatory PME provided to both officers and enlisted in a 20-year career; officers are eligible for 30 months of residential PME, and enlisted are eligible for four months and one week. Of note, figure 3 does not depict exact attendance years, but roughly when Marines would attend these courses (ie. one could attend Advanced School between 14 and 20 years). These numbers do not account for the non-residential courses provided by the Marine Corps, as residential courses enable Marines to focus on studies uninterrupted by work. Were the Marine Corps to incorporate the Training Exercise Employment Plan (TEEP) framework for leadership development, it would identify major gaps in the leadership development training

continuation. The answer to this problem has been to establish an order, and task battalion commanders with developing the leadership skills of their subordinates. The question then becomes, are commanders both equipped to do so, and do they have the time in their schedule to establish such a robust program?

Figure 3: Marine Corps Resident Schools Timeline



In 2017 the Marine Corps canceled Marine Corps Order (MCO) 1500.58 and Navy Marine Corps (NAVMC) Directive 1500.58, both ordering commanders to implement mentorship programs within their commands. The new order, MCO 1500.61 (Marine Leader Development) then went into effect. The Marine Leader Development order sets forth the requirement for commanders, Lieutenant Colonels and above, to establish leadership development programs within their commands.¹¹ In the order, leaders are tasked with developing leadership development programs that focus on the six functional areas of Marine Leader Development: Fidelity, Fighter, Fitness, Family, Finance, and Future (see Appendix G for a complete description of each area). Of the six developmental areas, Fidelity and Fighter are the only two categories that focus on the development of leadership skills. Fidelity addresses the Marine Corps leadership traits and principles, and Fighter addresses interpersonal communication skills.¹² While the order does state that commanders should utilize their subject

matter experts (SME) for the six functional areas, it does not address the most critical aspect of the order in great detail.¹³ The order expressly states that the “best leaders coach every day,”¹⁴ but does not provide instruction on how to coach for each level of leadership. This leads one to believe that Marine leaders learn new skills and behaviors as they climb the organizational ladder.¹⁵ Furthermore, the primary purpose of this order is for junior leaders to develop their Marines into better individuals, not as much on the development of leaders. MCO 1500.61 directs commanders to the LLI website for developmental materials, and requests that commanders share best practices throughout the force, utilizing the LLI as the conduit. The LLI provides tools and Marine Corps publications to assist leaders in organizing group discussion; however, the development and sustainment of an effective leadership development program is time consuming. Commanders do not have the time to dedicate to such an endeavor and often give the task to one of their subordinates as an ancillary task; thus, both messaging a low priority for the program and delegating developmental responsibilities. As a result, these leadership development programs often become a task for the individual, to read on his or her own time, or observe and learn from the good and bad qualities of their leaders.

Self-study is the third line of effort for leadership development. Reading from the Commandant’s Reading List, the Marine Corps Gazette, and many other sources is the “staple of self-paced professional development.”¹⁶ Many would say the mark of a true military leader is his or her intellectual aptitude, gained through self-study, resulting in leaders never being “caught flat-footed by any situation.”¹⁷ Reading is valuable for developing the mind and opening perspectives, but it is the discussion that follows which truly brings intellectual growth and development to another level. This form of learning should and will remain the staple of individual growth throughout the Marine Corps but should not be the primary leadership

development learning source, for it is through discussion, in a seminar-like environment, when ideas are shared and explored, that one is able to grow in thought.

Just as the Marine Corps continuously improves the warfighting abilities of its Marines, it must develop a 21st Century leadership development model that meets the needs of a new generation; a development model of continuous improvement, teaching the science of leadership, and instructing leaders how to coach their subordinates. To establish a solid foundation, the Marine Corps must brand its leadership model prior to establishing a development program. Fortunate for the Marine Corps, the foundation has been set, the servant leader model has been and continues to be emulated throughout the Marine Corps, making it an outstanding platform for the Marine Corps leadership brand. The next section will argue the benefits of branding and provide a brief history of the Marine Corps brand, setting the foundation for the recommended Marine Corps leadership development model and bringing this model into the 21st Century.

21st Century Leadership Development

As Commandant General Berger stated, the Marine Corps must make “changes in [...] traditions and mindset,”¹⁸ and should begin in the arena of human capital. This should be accomplished by changing both the “Training and Education Continuum from an industrial age model, to an information age model,”¹⁹ and revolutionizing the manner in which leaders develop their subordinate leaders. Keeping the strategic competitive edge on our adversaries requires the Marine Corps to offer programs for self-improvement and new methods of leader-engagement.²⁰ The proposed development model would effectively meet the Commandant’s directive to minimize micromanagement and allow junior leaders to lead without interference by enhancing communication skills through formal education and active engagement.²¹ However, a model for

the development of Marine leaders will not be effective without first defining what that model should represent, a brand that the Marine Corps can live by.

On Branding

The use of branding for leadership models and ideals has produced “positive results” throughout industry by building “sustainability through accountability.”²² Leadership branding focuses on the leadership qualities within an organization rather than individual expectations. The premise of leadership branding is that by defining the desired organizational behaviors a positive effect on the behaviors of individuals will occur.²³ Leadership branding provides the “missing link’ that often exists between ‘internal’ leadership development... and ‘external’” leadership expectations.²⁴ In essence, leadership branding provides the framework for organizations to create the appropriate leadership development program to match the desired leadership traits and principles of the organization; thus instilling these principles into the workforce and future recruits. Brands can create and reinforce organizational culture, but it must “emerge from many consistent actions that communicate and embed a brand promise.”²⁵

Leadership branding enables organizations to articulate what they want to be known for, and done effectively, create a shared identity among leaders within the organization.²⁶ Leadership development professionals, Dave Ulrich and Norm Smallwood, have found that leadership development programs tend to fail when leadership development training is detached from organizational values, and when leadership practices “are piecemeal and are seldom integrated with the firm’s brand.”²⁷ Ulrich and Smallwood utilize a price/earnings ratio to compare and contrast companies with strong leadership brands against conglomerates without leadership brands (see Appendix H). They found that companies with strong leadership brands had higher ratios because their brand was also “embedded into the organization’s culture,

through its policies and its requirements for employees.”²⁸ Lexus’ “the pursuit of perfection,” is one example of a successful leadership brand.²⁹ This brand is appealing to the customer, but also “translates that promise into the expectation that managers will excel at managing quality processes, including lean manufacturing and Six Sigma.”³⁰ Figure 4 provides more examples of successful company brands. This is to say, a leadership brand provides organizations the foundation to establish development programs which both attract and produce individuals who embody the desired characteristics.

Figure 4: Corporate Leadership Brands³¹

	This organization is known for...	Leaders at this organization are known for...
Wal-Mart	Always low prices	Managing costs efficiently, getting things done on time
FedEx	Absolutely, positively, doing whatever it takes	Managing logistics, meeting deadlines, solving problems quickly
Lexus	Pursuit of perfection	Managing quality processes (lean manufacturing and design, Six Sigma) for continuous improvement
Procter & Gamble	Brands you know and trust	Developing consumer insights, precisely targeted marketing, product innovation
McKinsey	Being a CEO’s trusted adviser	Leading teams that deconstruct business problems, synthesize data, and develop solutions
Boeing	People working together as a global enterprise for aerospace leadership	Solving global problems, working as teams, possessing technical excellence in aerospace
Apple	Innovation and design	Creating new products and services that break the industry norms
PepsiCo	Appealing to the younger generation	Building the next generation of talent

Branding the Marine Corps Leadership model would assist in the fields of both recruiting and retention, drawing and retaining the leaders the Marine Corps wants in its ranks. People want to make an impact, and there is no better way than in the field of leadership. Marines lead and breed leaders, for Marines are servant leaders. One does not have to dig deep to discover historical examples of Marine Corps servant leaders. A brief look at previous Marine leaders will establish Servant Leadership as the leadership brand for the Marine Corps.

History of Marine Corps Leadership: Servant Leaders

Defining the leadership model for an organization enables it to brand its leadership ethos, grow the appropriate development model to shape leaders as desired by the service, and utilize it to build the force required to fight in the 21st Century. The proposed brand is one of historical significance, and one that all Marines, old and young, can associate with. The mark of a true Marine leader is one who will endure hardships with their Marines. They pride themselves in taking care of their Marines mentally and physically, being both decisive in action, and decentralized in command. History proves this Marine Leadership model to be the rule, not the exception.

For ages, theorists have been dissecting leadership and attempting to place leadership models into theoretical foundations such as the Great Man Theories, Trait Theories, and Transactional Theories (leadership theory definitions can be found in Appendix I). In 1970, Robert Greenleaf discovered the Servant Leader model.³² Since its creation, there have been many theorists who have dissected the Servant Leader model to determine its most applicable traits. Dirk van Dierendonck synthesized the multiple theories of servant leadership very well, honing them in on six key characteristics: 1) *Empowering and developing people*: increasing self-confidence and initiative among the force; 2) *Humility*: giving credit to the team, receive contributions from others; 3) *Authenticity*: being true to one's self and others; 4) *Interpersonal Acceptance*: emotional intelligence (EQ), being able to relate to others feelings and moderate one's own; 5) *Provides Direction*: providing sufficient information to effectively and efficiently complete a task, without overburdening individuals; 6) *Stewardship*: a willingness to serve others over self.³³ Though Robert Greenleaf pronounced the discovery of Servant Leadership, the Marine Corps had been practicing this style of leadership for decades, and still does today.

The Marine Corps is an organization that prides itself in being able to do more with less. Marines of all ranks frequently conduct duties expected of senior ranking individuals. Why does this happen? How do leaders motivate their subordinates to do this? It's a sense of loyalty, a commitment to the team, and pride in self. This sense of loyalty and commitment to the team is widespread in the Marine Corps, largely because the leadership qualities listed above reverberate throughout. This is a leadership foundation which was codified in the early 20th Century by the 13th Commandant of the Marine Corps, General John A. Lejeune.

General Lejeune's teacher-scholar model was progressive for his time. This model would transcend the ages, and although directed towards officers, it has also been adopted by enlisted Marines. Teacher-scholar is best defined as an individual who is dedicated to self-education and the development of his or her troops, but it is much more than simply educating one's troops. It is about dedicating time and affections to those one leads.

In a speech given to the Army General Staff College in 1921, General Lejeune stated that leaders should display virtues such as, "unselfishness, self-control, energy, honor and courage,"³⁴ and mingle with their troops, expressing genuine "interest in [their] personal welfare."³⁵ He also expressed that leaders must keep their troops informed, providing the why and how for all tasks and missions. To do these things will make a great leader, one who can deal with the "emotions, the spirit, and the souls"³⁶ of the troops, and is able to "create and maintain this living thing which [Marines] call 'esprit' in [their] hearts."³⁷ To be certain, General Lejeune did not make these statements lightly, for to be a great leader, to reach the spirit of each Marine, there is a level of sincerity that must accompany the leader. Sincerity to put his troops before himself, to serve their very needs. For if a leader can accomplish this feat, provide sincere concern for the wellbeing and development of his subordinates, he may find himself as successful as the gloried

generals of the past. Napoleon and the Roman armies were victorious against forces much larger than their own because of their discipline and esprit.³⁸ Throughout his speech, the 13th Commandant focuses on the importance of leaders developing themselves and their subordinates, being authentic, building relationships with subordinates, providing all information and direction required for a mission, and serving the troops, not self.

Brigadier General Evans Carlson, commander of the 2nd Raider Battalion at its inception, is an exemplar of the leader General Lejeune was speaking of. Though not directly influenced by General Lejeune, much of what he did with the 2nd Raider Battalion exemplifies the teachings of the 13th Commandant. General Carlson demonstrated a leadership style far ahead of his time. An astute student of the military profession, when serving with the Chinese during their civil war, he adopted the Chinese Communist militia's "Gung Ho" leadership philosophy, meaning to "work together."³⁹ It was this motto that led him to incorporate unorthodox practices within the Raider Battalion. General Carlson did not see his troops as a means to an end, but rather his troops were the ends, "full of potential and intelligence."⁴⁰ As a result of this perspective, the chain of command within the Battalion was flat, one where all members' voices were heard. At the end of every week, he would host a battalion discussion, where everyone "was encouraged to speak.... Criticism, even of higher ranks, was encouraged."⁴¹ These open discussions were meant to be productive, to increase the training experience for the whole. If there was a better way to train or conduct garrison operations, he wanted to know because it would ensure success in battle. He genuinely cared for his Marines, their ideas and thoughts. He longed to serve his Marines and expected that his subordinate leaders would do the same. Faced with extreme difficulties during their raid on Makin Atoll, his empowerment and development of subordinates, authenticity, interpersonal acceptance, stewardship, and direction enabled the

battalion to coordinate efforts in a decentralized manner.⁴² The leadership style found in both Major General Lejeune and Brigadier General Carlson is still echoed throughout the Marine Corps.

Marines of the 21st Century continue calling for “Servant Leaders” with resounding resolve. The 3rd Marine Aircraft Wing (MAW) implemented a program for a “committed and engaged leadership framework,” with five pillars of success: 1) *Warriors Ethos: Who We Are*; 2) *Empower Leaders at all Levels*; 3) *Accountability*; 4) *Take Initiative and A Stand*; 5) *The Ins: Core Values*.⁴³ The core of this program is its engaged leadership which focuses on increasing development and decreasing micromanagement; consequently, gaining trust and confidence up and down the chain of command. Master Gunnery Sergeant (MGySgt) Walker, in his article “Servant Leadership,” provides an example of a squad leader who selflessly missed chow to prepare his patrol order for an upcoming mission, only for his Marines to bring him chow when they returned. That Corporal had earned the “loyalty and admiration”⁴⁴ of his Marines through dedication to unit and selflessness. Furthermore, Servant Leadership was commonplace in this company, all leaders throughout the Company demonstrated the same selflessness of the squad leader.⁴⁵ Examples like this could go on for pages. Many Marine Corps Gazettes have an article, or multiple, about leadership. Each article has some resemblance of Servant Leadership in it. But what makes this idea of Servant Leaders relevant in the Marine Corps? How does it benefit the force?

The Marine Corps is designed for and employed to help keep peace or win wars throughout the world. Men and women of all ranks are expected to carry out missions in both non-kinetic and kinetic environments, and “capabilities are being pushed to lower and lower levels, further necessitating the need for judgement and [critical] thinking at all levels.”⁴⁶ This

sentiment is no different than that of General Krulak, in his publication of the “Strategic Corporal: Leader in the Three Block War.” Increasingly placed in difficult situations away from their leadership, junior leaders will find themselves having to both lead their subordinates and decide on the right course of action. Leaders, now more than ever, must listen to and develop their Marines technically and emotionally. To echo General Lejeune, leaders must become students of humanity. Leaders now must be capable of leading across multiple domains, generations, and cultures. The Servant Leader model provides the framework for the 21st Century military leader. It has been prevalent throughout the service as far back as General Lejeune, placed into practice during the Second World War, and is still prevalent throughout the force; furthermore, servant leadership is exemplified in multiple Marine Corps doctrinal publications: Warfighting (MCDP-1), Command and Control (MCDP-6), Leading Marines (MCWP 6-10), Sustaining the Transformation (MCRP 6-10A), and Marine Corps Values: A User’s Guide for Discussion and Leaders (MCRP 6-10B). Unfortunately, this model is not taught in all formal institutions throughout the Corps. As a result, the servant leader model is either a learned action, or unfortunately never learned at all.

To retain the new and old talent, the Marine Corps must invest in leadership development. Servant Leadership parallels not only the Marine Corps’ leadership traits, but also universally favorable leadership characteristics. Figure 5 displays the current Marine Corps leadership traits, Servant Leadership traits, and the desired leadership characteristics within global corporations. Leaders and organizations of the “21st Century... who realize that recruiting and retention are not separate strategies... will thrive”⁴⁷ because they understand that leadership development programs are one of the top priorities for Generation Y and Z.⁴⁸

Committing the Marine Corps to this brand, will assist in building and retaining the culture it has worked to create throughout the centuries.

Figure 5: Leadership Traits Across Domains⁴⁹

USMC Leadership Traits	Servant Leadership Traits	Universal Leadership Attributes
Justice	Empowering and developing people	Trustworthy
Judgement	Humility	Dynamic
Dependability	Authenticity	Decisive
Initiative	Interpersonal Acceptance	Intelligent
Decisiveness	Provides Direction	Dependable
Tact	Stewardship	Plans Ahead
Integrity		Excellence Oriented
Enthusiasm		Team Builder
Bearing		Encouraging
Unselfishness		Confidence Builder
Courage		Informed
Knowledge		Honest
Loyalty		Effective Bargainer
Endurance		Motive Arouser

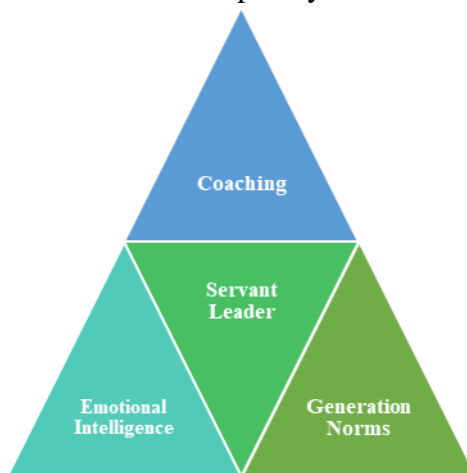
How do Marines learn these traits, or develop personal leadership models that mirror the traits of the Servant Leadership theory? Right now, the answer is through self-paced study and potentially unit level training; however, there is a better way to develop leaders. As previously stated, the Marine Corps develops excellent leaders. The question now is, how can the Marine Corps develop even better leaders?

Leadership Education

Are leaders made or are they born? Studies show that 30% of leadership capabilities are hereditary, the other 70% of leadership capabilities are attributed to development through either education and/or active learning (on-the-job training).⁵⁰ Leadership development can be both good and bad. Leaders left to their own, will inherit good habits and bad habits. Unfortunately, bad habits are often reinforced; therefore, it is imperative that leaders continue to be developed.

Increasing leadership aptitude through the instruction of effective leadership techniques. This is why corporations invest a significant amount of time and money into the leadership development skills of their people, spending an annual amount of \$1,000 to \$1,200 on leadership training per individual. Corporate United States spends an astounding \$60 to \$80 billion a year on leadership development, dedicating nearly 40 hours of leadership development training for one individual a year.⁵¹ To be clear, this training is not to develop more technically savvy leaders, it is simply to develop leadership skills. Not all leadership training is successful at making leaders for various reasons. The students at leadership sessions must be loose, able to communicate freely, and not get offended or fear retribution following instruction. Most importantly, leadership development programs must not attempt to change leadership styles; rather, they should enhance the positive leadership traits of the students. The proposed leadership development model focuses on three lines of effort: 1) Emotional Intelligence (Human Nature and Personalities); 2) Generational Norms; 3) Effective Coaching methods.

Figure 6: Servant Leadership Development Triangle
Model developed by author.



As seen in Figure 6, the Servant Leader's leadership skills are nested in his or her understanding of EQ and Generational Norms. These skills help the leader to make and maintain interpersonal connections with his or her Marines. Interpersonal connections are then capped by

the development of personal coaching skills, enabling the leader to effectively reach and develop subordinates to create a better core of leaders within his or her organization. The following sections will explain in greater detail the importance of EQ, generational differences, and coaching.

Emotional Intelligence

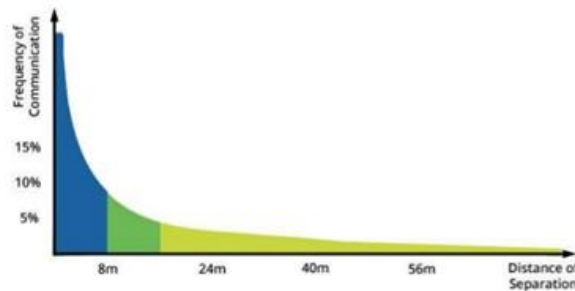
Daniel Goleman has proclaimed that emotional intelligence is the “sine qua non of leadership,”⁵² that to maintain a high emotional intelligence is to have a high sense of “self-awareness, self-regulation, motivation, empathy, and social skill.”⁵³ His assertion is spot on. The self-aware leader who understands the very nature of human interaction and differences in personalities maintains a high EQ and can efficiently and effectively lead a group toward a unified end.

Human Nature

General Lejeune rightly stated that a student of leadership must be a student of human nature;⁵⁴ however, his assertion that formal education was of little assistance in the matter is outdated and inaccurate.⁵⁵ Psychologists have dedicated much time and study to understand how individuals influence others, underscoring the basics of human nature, and enhancing leaders’ effectiveness. In the first chapter of his book, *The Culture Code: The Secret of Highly Successful Groups*, Daniel Coyle quickly establishes that the human condition, in its most ancient and modern form, on initial interaction with new individuals, subconsciously determines the following: “*Are we safe here? What’s our future with these people? Are there dangers lurking?*”⁵⁶ The overarching theme of his book is that organizations must gain trust prior to reaching optimum potential, and that trust is gained when leaders, or members of a group, allow themselves to be vulnerable. Provided below are a few major themes of the book that would

enhance leadership: 1) People naturally yearn for a sense of belonging; 2) Belonging cues can be practiced and mastered; 3) Proximity matters, teams benefit from increased interaction. (See Figure 7); 4) Vulnerability comes before trust.⁵⁷

Figure 7: Allen Curve⁵⁸



Connecting with the team is not a science but an art. Understanding the science behind the art, however, allows leaders to “recognize patterns, react quickly, and deliver the right signal at the right time” to create that sense of belonging.⁵⁹ Needless to say, there is “strong scientific support” that providing a simple thank you to others “ignites cooperative behavior.”⁶⁰ Coyle uncovers multiple studies determining effective programs utilized by various organizations. For example, one study conducted on 200 tech start-up companies determined that companies who built teams around “shared values and strong emotional bonds” both survived the “tech-bubble burst of 2000” and “achieved initial public offerings three time more often” than those who built their teams around specific skill sets or high talent.⁶¹ In a similar study Coyle demonstrated the effects of creating a high-purpose environment, in which by doing so, a company increased productivity by 142% and revenues by 172%.⁶² To be sure, the leaders of these organizations both understood the nature of human interaction, but achieving this understanding is just the beginning. The next step is to understand the personalities within one’s organization. Personalities have a profound impact on interpersonal communication skills and are important to serving other people’s needs.

Personality Profiles

Know thyself and seek self-improvement. A sentiment echoed throughout the Marine Corps and one of the 11 leadership principles.⁶³ Effective leaders know who they are and seek to understand themselves better. Equally important is a leader who knows and understands his subordinates and can drive a team of individuals toward a unified goal. In other words, “a leader must learn how to communicate with coworkers [and subordinates] and foster optimum teamwork.”⁶⁴ Each member can complete a personality profile to quickly and easily break down barriers within a planning team, peer to peer, or leader-follower relationship. There are many effective personality profiles tests available at no cost; however, in order to create commonality across the force, there should be one medium utilized. An effective tool used by the Federal Bureau of Investigation (FBI) is the DISC (Dominance, Influence, Compliance, Steadiness) method.

The FBI totes the DISC method not as a personality test, but more of a skills and assessment model, furthering that the “DISC model acknowledges the innate elements of human behavior, such as those measured by [Meyers-Briggs Type Indicator], while recognizing the influence of environment.”⁶⁵ Stated differently, the DISC model measures both an individual’s personality profile and his or her perception of surroundings. Easy to administer and interpret, the DISC model could provide the Marine Corps a common, inexpensive platform for implementation and standardization. Furthermore, the FBI would gladly provide their DISC model to the Marine Corps free of charge. The DISC model can easily be administered as low as the fireteam, enabling the Marine Corps to establish a cognitive understanding of the various personalities across all ranks. Through its use, the DISC method helps individuals to better understand themselves, subordinates and superiors.

Once administered, team members should study each personality profile, and share their profiles up and down the chain of command, enabling the team “to resolve internal and external conflicts”⁶⁶ with relative rapidity. The DISC method increases a leader’s self-awareness and the speed for which a leader understands his or her subordinates, thus expediting the time between initial interaction and positive mentoring. Implementing this throughout the force would both allow operational planning team (OPT) leaders to optimize team interactions and provide commanders of all ranks an understanding of the personalities on their team and how to employ them. Utilization of personality profiles at the lowest level can benefit operational performance; however, implementation without proper instruction could be catastrophic, so young leaders must understand its benefits and learn how to employ it. This is the type of next level leadership training the new generations need and desire. It provides the “game film”⁶⁷ that both leaders and their subordinates need. Personality profiles transcend generational boundaries; however, each generation possesses unique quirks which effect personal interactions.

Most astute leaders can transcend the human landscape with relative ease, but sometimes even the best cannot bridge the gap between generations; furthermore, failing to understand the differences in generations can result in an immovable gap between leadership and subordinates.⁶⁸ Many factors effect generational differences from parenting to world events. Providing leaders instruction on these differences will result in a more effective, efficient, and innovative workplace for all.

Generational Norms

Generational norms are shifting and continue to shift with a new generation joining the force. The Marine Corps must adjust to these norms before it is too late, otherwise the Corps may experience an irreversible divide within the force. In his book, *Gen Y Now: Millennials and*

the Evolution of Leadership, Buddy Hobart, an internationally renowned expert on generational leadership,⁶⁹ stated that what “worked in the past and passed for leadership will no longer work.”⁷⁰ Junior leaders are tiring of the old model of leadership development which has not experienced a significant change since the Traditionalist Generation. In the old model, bosses did not speak with their junior employees, but Gen Y and Z want to speak with their superiors; to them, this is how they get better.⁷¹ Many junior leaders, as well as their Marines, echo the sentiments of First Lieutenant Joe Work, that dedicated PME (most often at the Battalion level) inevitably devolves “into the older generations lamenting the difficulties of dealing with junior members.”⁷² This is both counterproductive and stifling to leadership development, creating an environment where younger Marines do not value the opinions of older Marines and vice versa. Figure 8 provides a comparison for the major differences between generations. It is worth noting the rank/generation correlation: Traditionalists, are out of the Marine Corps; Baby Boomer, O-7 to O-9 or E-9; Generation X, O-5 to O-8 or E-8 to E-9; Generation Y, O-3 to O-5 or E-5 to E-8; Generation Z, O-1 to O-2 or E-1 to E-5.

Figure 8: Generational Differences⁷³

Generation	Dates	Views of Work	Work Ethics	Work/Life Balance	Views of Recognition
Traditionalist	1922-1944	An obligation	Work hard	What is that?!	No news is good news
Baby Boomers	1945-1964	A lifelong quest	Time equals commitment	Live to work; balance when I retire	Don't tell me - pay me
Generation X	1965-1976	An employment contract	Self-reliance	Balance now; not at retirement	Freedom is the best reward
Generation Y	1977-1995	A place to make a difference	What's next?	Everything should fit	Real-time feedback
Generation Z	1995-2012	A place to impact society	Multiple customized tasks	Family first, everything should fit	Real-time feedback

When Gen X hit the workforce, their senior cohorts and bosses thought them as “materialistic, slacker[s], [and] disenfranchised.”⁷⁴ Every new generation incurs a certain level of scrutiny from previous generations; however, forward thinking organizations embrace the

changes without decreasing discipline. Leaders of a multigenerational force must understand the complexities that exist between generations and how to motivate them, while simultaneously maintaining the disciplines held dear to the organization. Leaders who understand the motivations of other generations can apply comprehensive rewards programs, form a more balanced command culture, and create a more meaningful workplace for his or her subordinates.

Gen Yers are not slackers or lazy. They do not need instant gratification or a trophy for showing up. They are not disloyal, self-centered, pampered. They do not lack respect, nor do they feel entitled.⁷⁵ They want to be motivated, to feel as if they are an integral part of the team, that they have a purpose, and they want constructive criticism.⁷⁶ To accomplish this leaders must: 1) Explain the “why” behind tasks, 2) Provide supervision from a distance, providing the “rope” to complete tasks individually, and follow-up with an engagement for progress up-dates, 3) Provide confirmation for task completion (good or bad, does not matter). Adjusting to the requirements of Gen Y is long overdue, still required, and just as a new generation is joining the force.

Gen Z poses new challenges for leaders. Raised in a technical age, not able to recall a time without cell phones, the oldest of this generation were 12 years of age when the first iPhone hit the market. As a result, they are technically sophisticated, their digital world is customized to their individual needs, and they have a fear of missing out. Leaders will need to create “a personal experience that really makes [Gen Zers] feel like they know [them].”⁷⁷ Eighty-four percent of Gen Zers see technology as more of a tool than a barrier for communication with their bosses;⁷⁸ however, it should be used as an enabler, not a replacement for face-to-face communication, as 84 percent indicated that they would rather communicate face-to-face with their boss.⁷⁹ Leadership engagement still matters to Gen Z. To them, leadership is a quality,

leaders inspire and empower, they coach and mentor.⁸⁰ How does the Marine Corps shift its leadership development model to adjust for both Gen Y and Gen Z?

The solution is simple, but complex. Theorists have dedicated years to the study of generational norms, and although there are slight variations, the resulting ideas parallel quite well. To lead in the 21st Century, leaders must gain a sound understanding of generational differences and how to reach and motivate those in different generations. An effective method for teaching this is through open, digitally enhanced instructor-led discussion groups. Discussion groups should be comprised of multiple generations, which would assist in dispelling myths, and enhancing truth. Gen Y expects more “feedback, clear goals, structure, and mentoring.”⁸¹ They want to be better and to make a change. Gen Y “wants and needs [coaching], *and* it is a critical ingredient to organizational and leadership success.”⁸² Generation Y understands that people do not get better without coaching or instruction. Gen Y constitutes an overwhelming majority of today’s workforce;⁸³ however, Gen Z is hot on their heels and wants “constant feedback, clear goals, rewards, and personal challenges.”⁸⁴ Dedicating instruction on generational differences is a requirement for all ranks, junior and senior, to lessen leadership challenges as younger generations join the fleet, becoming both subordinates and leaders of four different generations.

Both Gen Y and Gen Z need coaching, not because they lack confidence or are lazy, but because they understand the key to success is knowing strengths and weaknesses. These two generations will not accept annual or semiannual performance reports. Sit down counseling sessions with the boss are nice, but active coaching is the key to improving performance, and they know this. Coaching is not a new concept, nor are these two generations the first to want it, these are just the first to demand it.⁸⁵ Coaching lets them know their leader is paying attention, that what they do matters, and that they are making an impact.

Coaching

Coaching is the glue that holds this leadership development model in place, real-time feedback to increase leadership effectiveness. Corporate coaching has experienced an increase in executive development. An article published in the *Consulting Psychology Journal: Practice and Research*, found that of 114 executive participants in a coaching study 72% noticed an increase in confidence, a 78% increase in company contributions, and an astounding 88% of the participants found coaching to be “just common sense.”⁸⁶ Although most corporations hire consulting firms to coach their executives, internal coaching benefits the Marine Corps’ model much better. Coaching “is the key to creating a more open organization, one that values people - their skills, ideas and contribution - and genuinely seeks to empower individuals.”⁸⁷ A genuine desire to empower and grow requires the leader to perform two-way conversations with subordinate team-members. There are various types of coaching: self-coaching, peer coaching (internal), peer coaching (external), boss coaching, and expert coaching (see Appendix J for brief descriptions). Either method works, but it is important to note that “without an overarching framework, coaching will not be sustainable.”⁸⁸ The boss coaching method falls in line with the Servant Leader model, and “personalizes and reinforces a leader’s intent for the future.”⁸⁹

A boss coach, or servant leader, simultaneously empowers and develops, seeks to understand subordinates’ thought processes, and provides input (not direction) for solutions; thus, is more engaged, but not micromanaging. Active development, empowerment, and discussion helps to increase productivity, grow the intellectual and self-thought of an organization, and helps leaders build relationships based off trust and loyalty. When leaders coach they increase their own knowledge for new and old processes, absorb efficiencies they otherwise would not have been aware of, and gain a better understanding for their subordinates.

Leaders must gain the skillset to coach; but rest assured, leaders can learn and practice coaching prior to implementation. Coaching is not an “exact science, and all leaders have to develop their own style,”⁹⁰ but learning to master three specific categories will help leaders coach their subordinates: Questioning, Listening, and Empathizing.⁹¹ Successful coaches maintain high EQ and a clear understanding of different generations. These leaders understand themselves and others better and are capable of teaching across generations.

Leaders at the lowest level should learn this skillset, as it would benefit both the Marine Corps and the individual Marines as they move up in the rank structure, from doers to leaders. The old model of “no news is good news”⁹² does not work anymore, Gen Y and Z want feedback and want it real time, that is to say;

“if there is good news to discuss, discuss it. If there is something to be improved, tell them and they will work on it. Either way, just provide input. Real-time feedback is the best reward.”⁹³

Coaching opens a feedback loop up and down the chain of command. It makes leaders, their domain, and ultimately the entire organization better. Through active coaching, or servant leadership, followers get better and leaders gain trust and loyalty from their subordinates. The desired end-state for the leader and organization is decentralized command, where time invested in subordinates increases productivity in the long run for both self and organization, as illustrated in Figure 9.

Figure 9: Coaching Continuum⁹⁴



Regardless of generational differences, “world-class performers find a coach or mentor and then thoughtfully consider the advice they receive.”⁹⁵ An organization proud of its world-class performance and fueled by world class performers can only benefit from active coaching from its leaders. This is a learned skill, which through proper instruction and practical application can only get better. All generations have wanted this, now Gen Y and Gen Z are demanding it. It is time to bring the Marine Corps leadership development model into the 21st Century by developing leadership aptitude.

Recommended Vision for the Future

Times and norms change, that is for certain, but at its very core, human nature does not. Subordinates have always wanted leaders who both empower and develop, leaders who are humble and authentic, who guide them in the right direction with clarity and their best interest in mind. This is the time-tested Marine Corps leadership model, “**Servant Leadership.**” It is time to brand Servant Leadership, which encourages “teamwork, problem solving,” and enables “our Marines to cycle through the OODA (Observe, Orient, Decide, Act) loop faster than any opponent we may face with a bias for intelligent action becoming second nature to all Marines.”⁹⁶ Branding establishes a definite standard, a foundation for development programs. Establishing a leadership development program that teaches leaders emotional intelligence, differences in generations, and how to coach effectively both empowers leaders and enables them to reach a multigenerational force.

To implement a program of this sort, the Marine Corps must dedicate a cell to both its development and sustainment. It is recommended that this cell be resident within the Lejeune Leadership Institute in Quantico, VA, with the sole task and purpose of developing and providing leadership development training to the Fleet Marine Force and supporting installations.

This cell need not be comprised of more than eight individuals, and equal in officer and enlisted. These individuals should be selected through a board process and receive a Leadership Masters from an accredited university. Their annual schedules should be comprised of attending corporate leadership seminars (for best practices), creating an annual leadership development curriculum, providing classes to Marine Corps formal schools, holding leadership development curriculum workshops with leaders of all ranks at each Marine Expeditionary Force (MEF), and providing leadership development seminars to each MEF.

The leadership development curriculum should focus on the three lines of effort – 1) emotional intelligence, 2) generational norms, 3) coaching – and should be developed for three tiers (small unit, middle, and senior leadership). Courses should not last for more than one week, and daily seminars should not last longer than three hours per day. Training of this sort should be scheduled and conducted no more than once a year and should not be gapped in excess of two years for any Marine (Noncommissioned Officer and above). Training should be interactive and engaging and should not be the same from one year to the next.

Leadership styles and practices vary with individuals; therefore, it is not the intent of this recommended program to create “one-type leader.” The focus of the training would be to develop leaders who are better informed about the intricacies of human nature, personalities, and generational differences between them, their subordinates, and their superiors. This would allow for more fluid interpersonal communication and more efficient units. The intent for this training is to develop leaders who are capable of actively growing the leadership aptitude of the Marine Corps through coaching and are better prepared to navigate the emotional landscape within their units and abroad.

Conclusion

Norms are changing and the Marine Corps must change with the times. The oldest members of Generation Y are now Battalion Commanders and the majority of young enlisted and officers are from Generation Z. Many have said that Generation Y has changed the workforce in ways previous generations have never seen. These changes are good; new generations are “*not* afraid of challenges, input, feedback, and strong leadership.... They are looking for it.”⁹⁷ In fact, this is not new to the workforce, multiple generations have wanted better coaching, these are just the first two generations to demand it. Psychologists and leadership consultants have conducted multiple studies to determine best practices and effective interpersonal communication. It is time the Marine Corps start teaching its people this.

The Marine Corps has a proud tradition of servant leaders, from Major General Lejeune to General Krulak, but has not fully capitalized on this tradition. To do so, the Marine Corps must brand Servant Leadership as its leadership model; thus, establishing a foundation for a program to develop leaders. Servant leaders are imbued with humility and authenticity, they provide clear direction, empower and develop their subordinates, enabling them to gain interpersonal acceptance. It is time for the Marine Corps to modernize its leadership development model through first branding its leadership model (Servant Leadership), followed by providing instruction on the science of leadership (emotional intelligence and generational differences), and teaching leaders coaching methods for practical use. To do so, will enhance Marine leader aptitude throughout the Corps.

If people are our most valued asset, let us invest the money and time into them, and align our words with our actions. After all, warfighting is the most people-oriented business in the world. Those who can navigate the emotions of the human landscape can win hearts and minds in any climb and place.

Appendix A: Corporals Course Program of Instruction⁹⁸

This content was received from the Marine Corps College of Enlisted Education

Date: 20180614

CORPORALS COURSE - PROGRAM OF INSTRUCTION v 1.18 - WORKING SECTION IV - CONCEPT CARDS

Academic Summary

IDENTIFIER	TITLE	HOUR	TYPE	CAT	INIT RAC	RESID RAC
ANNEX A Admin & Comm						
CPL-ADMN-2442A	Proficiency and Conduct Marks	2.00	T	EDU	RAC5	RAC4
CPL-ADMN-2442B	The Promotion System	3.00	T	EDU	RAC5	RAC4
CPL-COMM-2461A	Introduction to Professional Communications	5.00	T	EDU	RAC5	RAC4
CPL-COMM-2462A	Interact with Social Media	1.50	LP	EDU	RAC5	RAC4
Total Annex A Hours		11.50				
ANNEX B Leadership						
CPL-LDR-2401	Leadership Time	13.00	LP	EDU	RAC5	RAC4
CPL-LDR-2401A	Foundation of Marine Corps Leadership	12.00	T	EDU	RAC5	RAC4
CPL-LDR-2401B	Keepers of Tradition	16.50	T	EDU	RAC5	RAC4
CPL-LDR-2401C	Career Progression	5.00	T	EDU	RAC5	RAC4
CPL-LDR-2401D	Combat and Operational Stress Control	1.50	T	EDU	RAC4	RAC5
CPL-LDR-2401E	Philosophy of Combat Conditioning	22.00	T	EDU	RAC4	RAC3 IV
CPL-LDR-2401F	Operational Culture	2.50	T	EDU	RAC5	RAC4
Total Annex B Hours		72.50				
ANNEX C Warfighting						
CPL-WRFG-2421A	Introduction to Warfighting	3.50	T	EDU	RAC5	RAC4
CPL-WRFG-2421B	Irregular Warfare	2.00	T	EDU	RAC5	RAC4
CPL-WRFG-2422A	Land Navigation	8.50	T	EDU	RAC4	RAC3 IV
CPL-WRFG-2422B	Tactical Communications	3.50	T	EDU	RAC5	RAC4
CPL-WRFG-2422C	Operations I	8.50	T	EDU	RAC4	RAC3 IV
CPL-WRFG-2422D	Operations II	5.50	T	EDU	RAC4	RAC3 IV
CPL-WRFG-2422E	Operations III	7.50	T	EDU	RAC4	RAC3 IV
CPL-WRFG-2423A	Introduction to Marine Corps Organization and the MAGTF	1.50	T	EDU	RAC5	RAC4
CPL-WRFG-2424A	Joint Operations	1.50	LP	EDU	RAC5	RAC4
Total Annex C Hours		42.00				
ANNEX X Comprehensive Exam						
Comp I	Comprehensive Examination I	1.00	E	EDU	RAC5	RAC4
Comp II	Comprehensive Examination II	1.00	E	EDU		
Total Annex X Hours		2.00				
Total Academic Hours		128.00				

Appendix B: Sergeants School Program of Instruction⁹⁹

This content was received from the Marine Corps College of Enlisted Education

Communications		
Lesson	Title	Contact Hours
5110	Principles of Interpersonal Communication	3 hr
5111	Fundamentals of Writing and Editing	6 hr
5112	Reading Critically	1.5 hr
5113	Analytical Writing	15 hr
5114	Oral Communication	15 hr
5115	Intercultural Communication	4.5 hr
	Total	45 hr
Warfighting		
Lesson	Title	Contact Hours
5210	Intro to Marine Corps Warfighting Philosophy	6 hr
5211	Outpost Battles in Korea Battle Study	6 hr
5212	Joint Operations and Spec Ops Forces Integration	3 hr
5213	Into to the Marine Corps Planning Process	6 hr
5214	Planning	6 hr
5215	Small Unit Leadership Evaluation	18 hr
	Total	45 hr
Sustaining the Transformation		
Lesson	Title	Contact Hours
5310	Principles of Marine Corps Physical Fitness Program	27 hr
5311	Nutrition	3 hr
5312	Marine Corps Heritage	3 hr
5313	Overview of Performance Evaluation & Master Brief Sheet	3 hr
5314	Mess Night	9 hr
	Total	45 hr
Leadership Philosophy		
Lesson	Title	Contact Hours
5410	Fundamentals of Critical Thinking	6 hr
5411	Ethical Decision Making	9 hr
5412	US Constitution & Oath of Enlistment	3 hr
5413	Academy Selected Case Study	6 hr
5414	Intro to Commander's Leadership Philosophy	3 hr
5415	Pusan Perimeter	9 hr
5416	Career Progression	6 hr
5417	Leadership Programs & Resources	1.5 hr
5418	Social Media Literacy in Leadership	1.5 hr
	Total	45 hr

Appendix C: Career School Program of Instruction¹⁰⁰

This content was received from the Marine Corps College of Enlisted Education

Communications		
Lesson	Title	Contact Hours
6100A	Personality Profiles and Emotional Intelligence	6 hr
6100B	Fundamentals of Communication	4.5 hr
6100C	Intermediate Writing Skills	7.5 hr
6100D	Briefing Fundamentals	3 hr
6100E	Listening Styles & Groups as a Human Laboratory	3 hr
6100F	Small Groups as a System	3 hr
6100G	Evolution of a Group	6 hr
6100H	Symbolic Convergence	6 hr
6100I	Managing Secondary Tension and Mediating Conflict	6 hr
	Total	45 hr
Warfighting Phylosophy		
Lesson	Title	Contact Hours
6200A	Marine Corps Donctrine	3 hr
6200B	Maneuver Warfare	3 hr
6200C	Warfighting Functions	3 hr
6200D	MAGTF Operations	1.5 hr
6200E	Marine Corps Planning Process	10.5 hr
6200F	Joint Operations	9 hr
6200G	Wargame	15 hr
	Total	45 hr
Profession of Arms		
Lesson	Title	Contact Hours
6300A	Introduction to the Profession of Arms	16.5 hr
6300B	Nutrition	3 hr
6300C	Marine Corps Physical Fitness Program	3 hr
6300D	Organizational Culture	3 hr
6300E	Diagnosis and Change Command Climate	3 hr
6300F	College Selected Case Study	3 hr
6300G	Supporting Commander's Leadership Philosophy	3 hr
6300H	Career Progression	7.5 hr
6300I	U.S. Constitution and Title X	3 hr
	Total	45 hr
Leadership Philosophy		
Lesson	Title	Contact Hours
6400A	Intermediate Critical and Creative Thinking	10.5 hr
6400B	Ethical Leadership	9 hr
6400C	Academy Selected Case Study	3 hr
6400D	Professional Leadership Ride	16.5 hr
6400E	Ethics Case Study	1.5 hr
6400F	Reflective Journaling	4.5 hr
	Total	45 hr

Appendix D: Advanced Course School Program of Instruction¹⁰¹

This content was received from the Marine Corps College of Enlisted Education

ANNEX A		ADMINISTRATION AND COMMUNICATION		
IDENTIFIER	TITLE	HOURS	TYPE	CATEGORY
E7 AD 4305	Process Administrative Correspondence	3.50	E	ED
E7 AD 4310	Identify Unit Personnel Advanced Reports	5.00	E	ED
E7 AD 4315	Administration of Justice	4.00	E	ED
E7 AD 4320	Supervise and Lawful Search and Seizure	2.00	E	ED
E7 AD 4325	Conduct a JAGMAN Investigation	3.00	E	ED
E7 COM 4355	Communicating Effectively to an Audience	4.50	E	ED
E7 COM 4360	Analyze the Influence of Social Media	0.50	E	ED
E7 COM 4365	Conduct a Brief	1.50	E	ED
Annex A Total Hours:		24.00		

ANNEX B		LEADERSHIP AND PROFESSIONAL ETHICS		
IDENTIFIER	TITLE	HOURS	TYPE	CATEGORY
E7 PE 4110A	Impacting Command Climate	3.00	E	ED
E7 PE 4110B	Leadership Dilemmas	4.00	E	ED
E7 PE 4110C	Unit Functions	5.00	E	ED
E7 PE 4110D	Ethical Decision Making Process	6.00	E	ED
E7 PE 4110E	Leadership Panels	10.00	E	ED
E7 LDR 4130	Support the Commander's Leadership Philosophy	2.00	E	ED
E7 LDR 4150A	Support OSCAR Program	2.00	E	ED
E7 LDR 4150B	Support SAPR Program	2.00	E	ED
E7 LDR 4150C	Support Additional Programs and Resources	2.00	E	ED
E7 LDR 4170A	Manage HITT	56.00	E	ED
E7 LDR 4170B	Mange BCP/MAP	2.50	E	ED
E7 LDR 4170C	Manage a Remedial Conditioning Program	1.00	E	ED
E7 LDR 4190A	Apply Critical Thinking Skills While Defending a Well-Reasoned Position	3.50	E	ED
E7 LDR 4190B	Implement the Elements of Thought in Support of your Opinion	5.00	E	ED
Annex B Total Hours:		104.00		

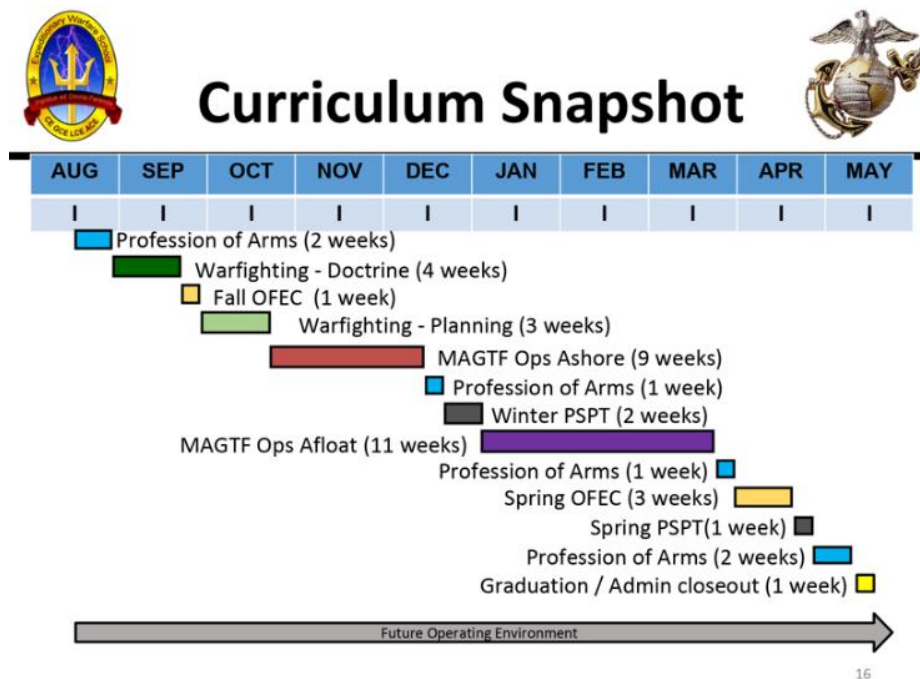
Appendix D: Advanced Course School Program of Instruction

This content was received from the Marine Corps College of Enlisted Education

ANNEX C	WARFIGHTING - JOINT OPERATIONS -TRAINING			
IDENTIFIER	TITLE	HOURS	TYPE	CATEGORY
E7 WRF 4205A	Warfighting Doctrine (Battle Study)	10.00	E	ED
E7 WRF 4205B	Warfighting Doctrine (Staff Ride)	11.00	E	ED
E7 WRF 4210A	Doctrinal Publications that Support Operational Planning	2.00	E	ED
E7 WRF 4210B	Relating Tactics to Warfighting	3.00	E	ED
E7 WRF 4210C	Relating Planning to Warfighting	4.00	E	ED
E7 WRF 4210D	Relating Command and Control to Warfighting	4.00	E	ED
E7 WRF 4210E	Relating Operations in Support of Warfighting	8.00	E	ED
E7 WRF 4215A	Intro to MCPP	2.50	E	ED
E7 WRF 4215B	Problem Framing	5.50	E	ED
E7 WRF 4215C	COA Development	9.50	E	ED
E7 WRF 4215D	COA Wargame	5.00	E	ED
E7 WRF 4215E	COA Comparison and Decision	3.00	E	ED
E7 WRF 4215F	Orders Development	1.00	E	ED
E7 WRF 4215G	Transitions	2.00	E	ED
E7 WRF 4215H	Intro to R2P2	1.00	E	ED
E7 WRF 4215I	Intro to Red Teaming	2.00	E	ED
E7 WRF 4220A	Intro to URP	1.50	E	ED
E7 WRF 4220B	METL	2.00	E	ED
E7 WRF 4220C	Training Assessment	2.00	E	ED
E7 WRF 4220D	Commander's Training Guidance and Strategy	2.00	E	ED
E7 WRF 4220E	Training Plans and Schedules	7.50	E	ED
E7 WRF 4220F	Unit Readiness Reporting Procedure	2.00	E	ED
E7 JO 4255A	Joint Ops and "Operation Urgent Fury"	1.00	E	ED
E7 JO 4255B	Joint Ops in Support of National Mil Strategy	9.00	E	ED
Annex C Total Hours:		100.50		

Appendix E: Expeditionary Warfare School Leadership Instruction¹⁰²

This content was received from the Marine Corps Expeditionary Warfare School



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Profession of Arms: Officership		
Officership Development	Effective Decision-Making	Small Group Dynamics
★ First to Fight Discussion	Foundations of Critical Thinking	★ Into to Small Group Dynamics
The Endeavor	Influences on Decision-making	★ Intro to Communication Privacy Management
★ Leadership Guest Lectures	Innovation and Adaptation	★ Small Groups as a System
Foundations of Officership	3/2 Snipers Ethical Decision Forcing	★ Core Vocabulary of Small Group Dynamics
Developing Organizations and Leaders	Haditha Discussion	Symbolic Convergence
★ Cross-Cultural Competency	Black Hearts Case Study	★ Leadership Emergence
★ Leading Change		★ Managing Conflict
Panama Canal Case Study		
Preparing for the Next Assignment		
Officership Book Review		
Military Law, Investigations, UCMJ		
Punishments and ADSEP Process		
Awards Board, iAPS, and Best Practices for Writing		
Accepting and Managing an Account and Integrating GCSS-MC		
MMRP MBS & FitReps		
Continuing Education		
Continuing Education Ops		

Appendix F: Command and Staff College Leadership Instruction¹⁰³

This content was received from the Marine Corps Command and Staff College

Leadership in the Profession of Arms I		
Lesson	Title	Contact Hours
1100A	Initial Assessment	3 hr
1101	Thinking and Reading Critically	3 hr
1102	Writing and Research Skills	3 hr
2100A	Leadership Writing Assignment #1 (Critical Reading Essay)	0 hr
2100B	Leadership Writing Assignment #2 (Moral Dilemma Essay)	0 hr
2101	Profession of Arms	3 hr
★ 2102	Leader's and Thinker's Self-Awareness - Temperment Theory	3 hr
★ 2103	Perception, Cognition, and Unintentional Bias	2 hr
2104A/B	Origins and Evolutions of U.S. Government	5.5 hr
2105	Operational Art and the Relationship Among Strategy, Operations, and Tactics	3 hr
★ 2106	Group Dynamics	4 hr
★ 2107	Organizational Culture	3 hr
★ 2108A	Organizational Change	2 hr
★ 2108B	Organizational Change Practical Application	2 hr
2109	Moral Elements of War	2.5 hr
2110	Moral Decisions	3 hr
2111	Moral Universalism & Relativism	2 hr
2112	Western Just War Theory	2 hr
2113	Islamic National Security Framework	2.5 hr
2114	Chinese National Security Framework	2.5 hr
2115A	Civil War Leadership: Chancellorsville	2 hr
2115B	Chancellorsville Staff Ride	6 hr
★ 2161	Leading Analysis	8 hr
Leadership in the Profession of Arms II		
2200	Leadership in the Profession of Arms II Writing Assignment	0 hr
2202	The Commander's Role in Communication	3.5 hr
2203	Communication Strategy and Operations (COMSTRAT) & Media Engagement Practical Application	4 hr
2204	Ethics and Human Behavior	4 hr
2205	Moral Courage and Ethics of Dissent	3 hr
2206	Cultivating Ethics within Commands	2 hr
2207A/B	Persuasion/Negotiating & Practical Application	4 hr
2208	Operational Combat Leadership: Gettysburg Staff Ride	13 hr
2209	Leadership and Command Philosophies	2 hr
2210	Future Challenges	3 hr
★ 2261	Leading Analysis	7 hr
	Total	112.5 hr

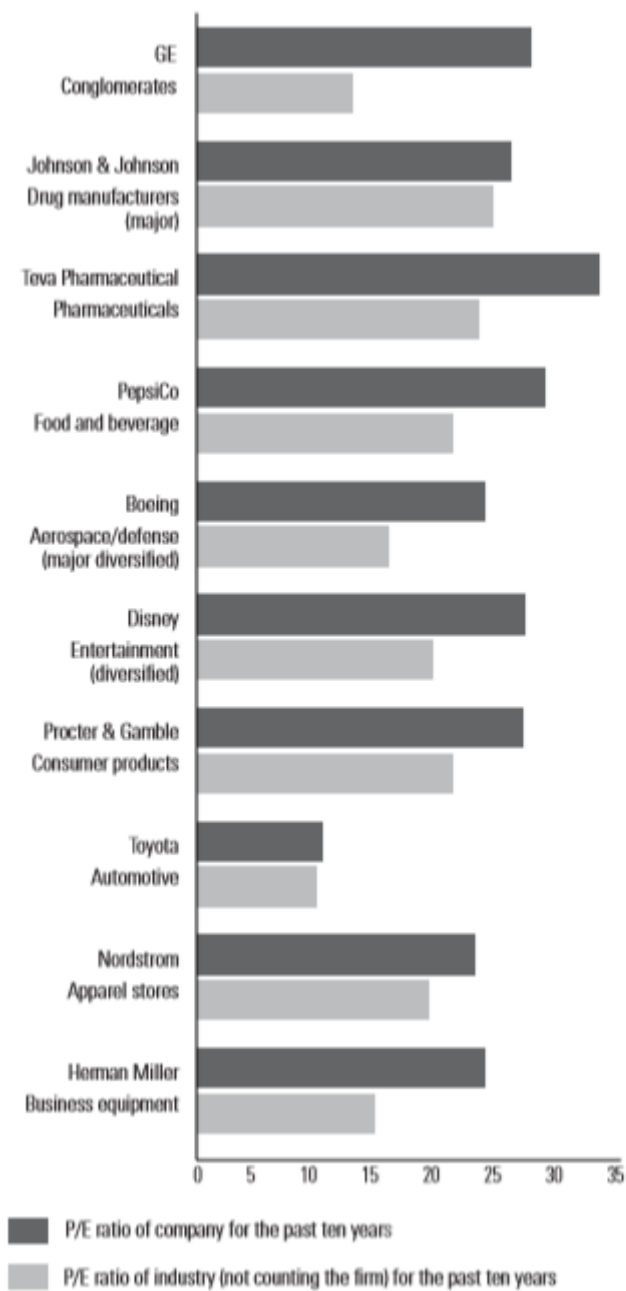
Appendix G: Six Functional Areas of Marine Corps Leadership Development

Content of this table is taken from MCO 1500.61, “Marine Leader Development.”¹⁰⁴

Functional Area	Description
Fidelity	Faithfulness to one another, our Corps, and the Nation. It is expressed through our motto, “Semper Fidelis,” meaning “Always Faithful,” as well as our core values, leadership traits and principles, heritage, and high standards of ethical conduct.
Fighter	The cumulative skill-sets and knowledge that make Marines well-rounded warriors. This addresses Professional Military Education (PME), as well as the classifications of duties, such as Military Occupational Specialty (MOS)/Navy Enlisted Code (NEC)/Navy Officer Billet Classification (NOBC), and corresponding standards of performance, interpersonal communication skills, and on and off-duty education. This area also helps focus training of both individuals and the team.
Fitness	Physical, mental, spiritual, and social health and well-being. Ensuring holistic well-being boosts morale, cohesiveness, and resiliency – enabling Marines to execute the toughest challenges and recuperate in shorter time.
Family	The bedrock, fundamental social relationships from which Marines draw strength, and cumulatively make a stronger Corps. The challenges of military life require families to be resilient like the Marines they support.
Finance	The disciplined practice of personal financial responsibility. Marines and Sailors who are financially responsible mitigate stress and are better prepared for deployments, family changes, big financial decisions (e.g., buying a home or vehicle), and transition to civilian life.
Fighter	The practice of setting and accomplishing goals in all of the other five functional areas of leader development. Goalsetting maximizes the likelihood of personal and professional success, which carries through to civilian life.

Appendix H: Leadership Brand and P/E Ratio

Contents were found in the *Harvard Business Review* article, “Building a Leadership Brand.”¹⁰⁵



Appendix I: Leadership Theories

Content for this table is taken from *A Review of Leadership Theory and Competency Frameworks*.¹⁰⁶

Leadership Theory	Description
Great Man	Based on the belief that leaders are exceptional people, born with innate qualities, destined to lead. The use of the term 'man' was intentional since until the latter part of the twentieth century leadership was thought of as a concept which is primarily male, military and Western. This led to the next school of Trait Theories.
Trait	The lists of traits or qualities associated with leadership exist in abundance and continue to be produced. They draw on virtually all the adjectives in the dictionary which describe some positive or virtuous human attribute, from ambition to zest for life
Behaviorist	These concentrate on what leaders actually do rather than on their qualities. Different patterns of behavior are observed and categorized as 'styles of leadership'. This area has probably attracted most attention from practicing managers.
Situational	This approach sees leadership as specific to the situation in which it is being exercised. For example, whilst some situations may require an autocratic style, others may need a more participative approach. It also proposes that there may be differences in required leadership styles at different levels in the same organization.
Contingency	This is a refinement of the situational viewpoint and focuses on identifying the situational variables which best predict the most appropriate or effective leadership style to fit the particular circumstances.
Transactional	This approach emphasizes the importance of the relationship between leader and followers, focusing on the mutual benefits derived from a form of 'contract' through which the leader delivers such things as rewards or recognition in return for the commitment or loyalty of the followers.
Transformational	The central concept here is change and the role of leadership in envisioning and implementing the transformation of organizational performance.

Appendix J: Coaching Models

Content for this table is taken from “Leadership Sustainability: Seven Disciplines to Achieve the Changes Great Leaders Know and Must Make.”¹⁰⁷

Method	Description
Self-coaching	Leaders coach themselves by being self-aware of their behaviors and desired performance.
Peer coaching (Internal)	Leaders find allies or friends inside their organizations who can advise and guide them.
Peer coaching (External)	Leaders join networks of like-minded professionals outside their organizations for mutual help.
Boss coaching	A leader’s direct supervisor coaches behavior and guides changes in results.
Expert coaching	A leader hires a professional coach who has credentials and experience to inform behavior and improve results.

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