

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

MASTER OF MILITARY STUDIES

THE BASIC SCHOOL:

CONTINUING TO SUCCESSFULLY PREPARE SECOND LIEUTENANTS TO BE
OFFICERS

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

MAJOR W. R. SPEIGLE II

AY 07-08

Mentor and Oral Defense Committee Member:

Approved:

Date:

JW. Gordon

Oral Defense Committee Member:

Approved:

Date:

WRAY R. JOHNSON, PhD

Toko Tylh' 11 Apr' 2008

Report Documentation Page				Form Approved OMB No. 0704-0188	
Public reporting burden for the collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Washington Headquarters Services, Directorate for Information Operations and Reports, 1215 Jefferson Davis Highway, Suite 1204, Arlington VA 22202-4302. Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to a penalty for failing to comply with a collection of information if it does not display a currently valid OMB control number.					
1. REPORT DATE 2008		2. REPORT TYPE		3. DATES COVERED 00-00-2008 to 00-00-2008	
4. TITLE AND SUBTITLE The Basic School: Continuing to Successfully Prepare Second Lieutenants to be Officers				5a. CONTRACT NUMBER	
				5b. GRANT NUMBER	
				5c. PROGRAM ELEMENT NUMBER	
6. AUTHOR(S)				5d. PROJECT NUMBER	
				5e. TASK NUMBER	
				5f. WORK UNIT NUMBER	
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) United States Marine Corps Command and Staff College, Marine Corps University, 2076 South Street, Marine Corps Control Development Command, Quantico, VA, 22134-5068				8. PERFORMING ORGANIZATION REPORT NUMBER	
9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES)				10. SPONSOR/MONITOR'S ACRONYM(S)	
				11. SPONSOR/MONITOR'S REPORT NUMBER(S)	
12. DISTRIBUTION/AVAILABILITY STATEMENT Approved for public release; distribution unlimited					
13. SUPPLEMENTARY NOTES					
14. ABSTRACT					
15. SUBJECT TERMS					
16. SECURITY CLASSIFICATION OF:			17. LIMITATION OF ABSTRACT Same as Report (SAR)	18. NUMBER OF PAGES 43	19a. NAME OF RESPONSIBLE PERSON
a. REPORT unclassified	b. ABSTRACT unclassified	c. THIS PAGE unclassified			

Executive Summary

Title: The Basic School: Continuing to Successfully Prepare Second Lieutenants to be Officers

Author: Major W.R. Speigle II, United States Marine Corps

Thesis: The Basic School (TBS) successfully educates and trains Marine officers for the operating forces by focusing on leadership, and this crucial process should continue at a high level by adapting a few recommendations for improvements.

Discussion: TBS gives all young officers a common starting point to their careers, no matter what their commissioning source is, and builds bonds and memories that last their entire life. All Marines are provisional rifleman and Marine officers are provisional rifle platoon commanders. Not only do the students learn the technical aspects of being a provisional rifle platoon commander, they become Marine officers together. The school has changed many times and continually updates their Program of Instruction (POI) to reflect the ever-changing character of war. One piece that remains constant is the primacy of learning about officership. The success of the school lies in the hands of the permanent personnel stationed at TBS. These permanent personnel range from the Commanding Officer (that develops the vision and endstate that all graduates will attain) to the enlisted Marines that support the school on a daily basis in administration, maintenance, and logistics. There are constant demands on the school to make the school into a longer version of the Infantry Officers Course with a focus completely centered on the current operating environment. Part of the POI accomplishes this but; the emphasis must always remain on the basics of what it means to be an officer.

Conclusion: Marine officers are capable of what they do because they are officers first and logisticians, pilots and infantrymen second. Much of this is because of the six-month transition that takes place while at TBS, where the focus is on officership, and using infantry skills as the vehicle to instruct it. Every officer has the capability to act as a provisional rifle platoon commander. Most recently this has come to the forefront in the current operating environment where it is a non-contiguous battlefield. This capability allows the Marine Corps to be among the most, if not the most, flexible of any organization within all of DoD. The recommendations contained in this paper are in areas that can improve an already strong product.

TABLE OF CONTENTS

DISCLAIMER.....	i
PREFACE.....	ii
INTRODUCTION.....	1
HISTORY AND CHANGE.....	2
MISSION OF TBS.....	3
COMMISSIONING PATHS.....	4
EXPECTATIONS OF A TBS GRADUATE (DESIRED ENDSTATE).....	5
TBS PERMANENT PERSONNEL.....	7
Officers.....	7
Enlisted Instructors.....	8
Instructor Education Program (IEP).....	9
PROGRAM OF INSTRUCTION (POI).....	10
Methodology to the Endstate.....	10
Training Methodology.....	12
Phased Approach.....	13
Physical Fitness.....	16
Evaluations.....	17
Role of the Staff Platoon Commander (SPC).....	17
RECCOMENDATIONS.....	18
CONCLUSION.....	20
APPENDIX A: COMMISSIONING SOURCES.....	23
APPENDIX B: TRAINING COMPANIES.....	25
APPENDIX C: IEP TRAINING SCHEDULE.....	26
APPENDIX D: 5 PILLARS DEFINED.....	28
APPENDIX E: PHASED APPROACH DETAILS.....	30

APPENDIX F: TACTICAL BILLET EVALUATION FORM.....	31
ENDNOTES.....	33
BIBLIOGRAPHY.....	36

DISCLAIMER

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

QUOTATION FROM, ABSTRACTION FROM, OR REPRODUCTION OF ALL OR ANY PART OF THIS DOCUMENT IS PERMITTED PROVIDED PROPER ACKNOWLEDGEMENT IS MADE.

Preface

The following study is a result of the author's experience as the Commanding Officer, Combat Instructor Company, Instructor Battalion, Maneuver Section Head, Warfighting Department, and Commanding Officer, Company A at The Basic School from August 2004 to July 2007. This study would not have been possible without the many subsequent discussions about the school with my seniors, peers, and subordinates during and after my tour at TBS. These discussions not only provided insight into why TBS is successful but how all the pieces fit together to develop an officer. The institution of TBS is a very special unit to serve with and makes a lasting impression on not only the students but also every officer that has the privilege to serve at TBS. I cannot begin to imagine a better billet to serve in to support the operating forces. I had the privilege of instructing not only the finest men and women that have volunteered to serve this nation but also, as a field grade officer, to mentor the handpicked Captains that are the Center of Gravity for TBS. This thesis represents the culmination of a year of learning that would not have been possible without LtCol K. R. Arthur, Dr. Pauletta Otis, Dr. Richard Dinardo and my mentor Dr. J.W. Gordon.

Introduction

"Regardless of our fields, we are Marine officers first."¹

– Major General J.R. Allen, USMC
Commanding Officer,
The Basic School (1999-2001)

The United States Marine Corps represents a small number of men and women who claim the title "United States Marine," fewer still can claim the title of Marine officer. All of these Marine officers began their careers in the same location, The Basic School (TBS), located at Camp Barrett in Quantico, Virginia. TBS provides all young officers a common starting point to their careers, no matter what their commissioning source was, and builds bonds and memories that will last their entire life. By tradition and in practice, all Marines are provisional rifleman and Marine officers are provisional rifle platoon commanders. Student officers learn the technical aspects of being a provisional rifle platoon commander while they become Marine officers together. TBS teaches leadership particularly as it relates to officership, the process of commanding in combat and all that is associated with that task.²

Being a Marine officer is what TBS stands for and where the transformation from civilian or enlisted Marine occurs and an individual begins to understand what officership is about. The school has changed many times over and always updates its Program of Instruction (POI) to reflect the ever-changing character of war. As the Marine Corps moves into the 21st Century and attempts to prepare for future warfare, there are several variables. One element that is enduring is the primacy of learning about leadership and being an officer.

Currently, TBS successfully educates and trains Marine officers for the operating forces focusing on leadership, and this should continue at this high level with a few recommendations for improvement. There must always be leaders to inspire men to perform great acts in the face of adversity; that is what guides TBS.

This paper will examine The Basic School and how it accomplishes its mission in the preparation of junior officers for today's operating environment. It will discuss how the TBS staff instructs officership and how everything that occurs for a student is designed to make them better prepared to lead Marines upon graduation. There will be recommendations on ways to improve the school to ensure the Marine Corps continues to produce the best junior officers possible.

History and Change

The Basic School was established to prepare officers for promotion examinations in 1891. Prior to this, the Marine Corps did not have formal school training for officers.³ Once this school was operating, it became clear, by the product that was being produced, that it must continue to "welcome aboard" all officers prior to their Military Occupational Specialty (MOS) assignment. It was and is still today a defining moment for the young officer because of the transformation that takes place. Over the near century of its existence, the school was shut down, re-opened and moved several times due to a variety of reasons involving funding and wartime commitments. Throughout the illustrious history, there were expansions and contractions of responsibilities of TBS as well as their POI. As the Marine Corps developed new ways and means to select and screen officers TBS adjusted its training to meet those needs.⁴

John A. Lejeune knew that a Marine with a mind was significantly more valuable to the Corps and the Nation than a simple brute who could only follow orders.⁵ Upon his elevation to Commandant, LtGen Lejeune began a wide array of education reforms aimed towards improving the education level of both officers and enlisted Marines. He transformed the School of Application (founded in 1891) for newly commissioned Second Lieutenants into The Basic School in 1922. New innovative warfare doctrine would be developed and TBS would adopt its

curriculum to keep up with the changes. In the early 1920's, as amphibious warfare became a reality, TBS adjusted their curriculum to ensure all officers would be well versed in this "new" doctrine. In 1933, TBS's curriculum abandoned any dependence it previously had on the Army and Navy doctrine. TBS established Marine Corps doctrine to instruct new officers that included problems based on Marine Corps units, naval gunfire support, Spanish classes, and the study on military campaigns with an emphasis on landing operations.⁶

Adjusting to "new" doctrine was and still is a capability that TBS possesses. In the last five years since the inception of the Global War on Terrorism (GWOT) TBS has injected multiple training events to equip students for the current operating environment. The school continued to train and educate officers by adjusting their training curriculum while simultaneously generating officers at their maximum capacity rate through World War II, Korea and Vietnam. TBS currently trains and educates officers at the rate required by the Marine Corps. With the Marine Corps end strength increase, TBS will adapt its staff, schedules, and aging facilities to ensure the additional students receive the same level of instruction or better than their predecessors.⁷

Mission of TBS

"This (TBS) is what makes us unique. We are the only service that requires ALL officers, regardless of MOS, to attend a "Basic" course."⁸

– Colonel George W. Smith Jr., USMC
Commanding Officer
The Basic School (2007-Present)

The TBS mission statement states a task and purpose for the institution to execute on a daily basis:

Train and educate newly commissioned or appointed officers in the high standards of professional knowledge, esprit-de-corps, and leadership required to prepare them for duty as company grade officers in the operating forces, with

particular emphasis on the duties, responsibilities, and warfighting skills required of a rifle platoon commander.⁹

There is no other formal education for officers where the focus is on officership, leadership, and development post TBS until they reach Career Level School. The follow on school for students is an MOS producing school, which may be a joint school, and the emphasis will be on a specific skill to be developed. In his *Inc. Magazine* article "Corps Values," David Freeman describes today's version of LtGen Lejeune's vision:

The Basic School [is] a six-month course that turns raw lieutenants into functioning Marine officers....What sets The Basic School apart from other training institutions—and in particular, from an MBA program, to which The Basic School in some ways roughly corresponds—is that it unabashedly favors breeding generic, high-speed, chaos-proof leadership over imparting specific skills.¹⁰

Commissioning Paths

Officer Candidates School (OCS) is the first step taken to by a young man or woman who desires to become a Marine officer. All individuals, with the exception of students that attend the United States Naval Academy (USNA) attend OCS.

The mission of OCS is to educate, train, evaluate, and screen officer candidates to ensure they possess the moral, intellectual, and physical qualities for commissioning, and the leadership potential to serve successfully as company grade officers in the Operating Forces.¹¹

OCS's role is to screen out those who might lack the right stuff; it is essentially a 10-week, 7-day-a-week, 24-hour-a-day job interview.¹² While many people associate change with progress, the methods at OCS have not changed significantly since they were first developed. Staff Non-Commissioned Officers (SNCO) create a chaotic, stressful environment to apply pressure on candidates to make decisions and perform. Once adversity and pressure are encountered, something of a candidate's true character traits and leadership potential can be discovered. The individual who is not only capable but thrives in this environment is one who

needs to be an officer. There are several programs to go through OCS and receive a commission in the Marine Corps (See Appendix A for an explanation of commissioning sources).

Marine officers come from all walks of life. TBS takes these individuals and gives them a common baseline. All commissioning sources are treated equally. The concept of treating all new officers equally has been around since the beginning. In 1937, the dynamics of how to billet the student officers illustrates this idea. "With everybody quartered in 2-man rooms he (LtCol Jackson, CO, TBS) made the assignment of roommates, so that aviators, academy officers could not room with fellow alumni, and so on. This produced a homogenous class where we all respected each other's origins."¹³

Many of the training companies within TBS develop unique personalities based upon the preponderance of their students originating from similar commissioning sources (See Appendix B). All staffs must work to separate students that were within the same platoon at OCS or from the same university. This alleviates high school style "cliques" from forming and it gives everyone a fair chance at performing with a clean slate.

Expectations of a TBS graduate (Desired Endstate)

The expectations of a TBS graduate, the mission statement, and the five pillars of the TBS curriculum are what frame the entire process for the development of a Second Lieutenant. There will never be enough time for the TBS staff to implement the "perfect" training POI. However, as long as the TBS staff maintains what the endstate will look like, with respect to the Second Lieutenant, the institution will be successful.

The desired endstate is a Marine who has the following attributes:¹⁴

1. High moral fiber with exemplary character. The most important role model a young officer will bring to his new unit is one of sound morals and ethics. There is no more important

role they will fulfill than to be that moral compass for the Marines in their charge. High moral character is demanded and expected by their seniors, subordinates, and peers.

2. Devoted to leading Marines all the time. They will understand the commitment that they have accepted by being an officer in the Marine Corps. Selfless service is not just an act they will perform, but it will be a way of life. Graduates will begin to understand what it is like to be part of something bigger than they are and will act appropriately, as they place the needs of their Marines and their units first.

3. Decides, Communicates, and Acts. Graduates will be capable of making decisions based upon limited amounts of information using critical thinking skills in a time-compressed environment that involves the lives of their Marines. The young officers will be capable of communicating their thoughts through several types of mediums both up and down their respective chain of command. Graduates will understand that part of being able to communicate is to be a good listener. They will understand the linkage between all of these attributes and that without the appropriate action, good decisions, and communication will go unnoticed.

4. A Warfighter. Every Marine officer is expected to be capable of leading a provisional rifle platoon. All graduates will have mastered the capability to be technically and tactically proficient. Their highlights of technical proficiency will be the ability to employ platoon level weapon systems, control supporting arms, and communicate. In today's operating environment, there are no front lines. Every Marine must be able to employ their weapon, for an officer the weapon is their brain and their ability to command and control a unit under fire.

5. Mentally and Physically tough. The toughness of a Marine has never been questioned; the toughness of a Second Lieutenant will exceed that. Upon graduation, they will have completed the most demanding course in their lives. Physical accomplishments will be the norm

and will not be a challenge. The mental toughness they will develop is what will make a Second Lieutenant an asset to any unit.

TBS Permanent Personnel

Officers

The Commandant of the Marine Corps (CMC) personally selects the Commanding Officer (CO) of TBS, a Colonel's billet. As the Commandant personally selects only a handful of billets, it is clear that the CMC believes the billet is of such great importance and impact that he does not delegate the decision to a board. CMC personally bears the responsibility for selecting the individual who will guide and lead the institution that trains and educates all the Corps' new officers.

As to the trainers and educators themselves, all officers who receive orders to join the staff at TBS have been screened and evaluated by their parent command and are recommended by their units. The most prestigious slot for a Marine officer of almost any rank--the job that is hardest to get and that most clearly marks you for a likely rise to the top--is one in which he or she is entrusted with the selection and training of other Marines.¹⁵ The "occupational field monitors" that work for the Manpower Management Officer Assignments branch (MMOA) review each officer's record. MMOA next communicates with the TBS Executive Officer (XO) before an officer receives orders to TBS. Field grade officers (Majors and Lieutenant Colonels) go through a similar process. However, whenever it is possible, the CO of TBS will conduct a personal interview with the field grade officer desiring orders to TBS.

The instructors that come to TBS have a huge impact on the Marine Corps' future. During a three-year tour as an instructor, it is very likely an instructor will affect a future CMC and several General officers. Leadership by example is one of the strongest forms of leadership

there is. The instructors influence and mold the students through their daily actions. TBS staff members must always epitomize the highest levels of professional conduct. Instructors must ensure their actions are consistently moral, ethical, and professional. This is a highly desirable need. The United States Army is currently attempting to duplicate the TBS instructor model within their ROTC units.

A retired Lieutenant Colonel contracted to teach Army ROTC may be technically proficient enough to present the course material... but a young Active Duty Captain will be able to give them firsthand accounts of what will be expected of them and what they may encounter.¹⁶

The experience the instructor has developed is passed on to those that come behind them. In fiscal year 2007, at least 90% of the instructor staff at TBS had combat experience. There is no better setting to pass along this knowledge than at a formal entry-level school.

TBS is a very dynamic environment. The operational tempo that the instructor staffs, in particular the Captains find themselves in resembles the operating forces. TBS is not a place for a Marine to take a "break."

The tempo of instructor commitments both in the field and in garrison keeps the instructor staff decisively engaged. Unless an individual is at the top of his or her profession, they will quickly fall behind the pace of operations and no longer be valuable to the command.

Enlisted Instructors

Staff Non-Commissioned Officer (SNCOs) and Non-Commissioned Officer (NCOs) act as instructors for various events within the POI. These events range from tactical field exercises (FEX) to discussion groups about enlisted Marines. By observation of and interaction with enlisted Marines, students learn the roles, responsibilities, and perspectives of SNCOs, NCOs, and junior Marines; the capabilities and experiences of fleet Marines; and the level of

performance to demand of their own Marines in future assignments.¹⁷ The benefit of this over other services allows the students to make mistakes and learn before they are ultimately responsible for enlisted Marines.

NCO's typically instruct the squad level tactical evolutions. This gives the student the perspective of an NCO squad leader. The student's ability to interact with Enlisted Marines is limited prior to their arrival in the operating forces. Anytime a student can have contact with these NCO's and SNCO's is leveraged to build the students experience base. The relationship between officers and enlisted is a key ingredient to the success of the Marine Corps. The interactions while at TBS begin the development of that critical relationship.

Instructor Education Program (IEP)

Critical to the success of TBS is the requirement to have quality instruction. It is imperative that students receive the proper information. The information must be consistent, accurate, and presented in a manner that allows students to consume it in a high tempo environment. TBS accomplishes this through the Instructor Education Program for all the staff. It begins with the IEP 100 series, which is the entry-level course.¹⁸

IEP 100 is mandatory for all individuals that are going to be instructors at TBS. The course combines classroom instruction, physical training (PT), and participation in a Basic Officer Course (BOC) Field Exercise I (FEX I) as an Assistant Instructor (AI). IEP establishes the knowledge baseline required to instruct student officers. Further, the course serves as an orientation to the school itself. Instructors hear firsthand the Commander's Intent from both The Basic School and Instructor Battalion commanders. Additional instruction is devoted to learning about the standard operating procedures (SOP) and the systems approach to training. Finally, it

gives instructors the techniques required to be a successful instructor and mentor while serving in this important role. (See Appendix C for sample schedule)

The IEP 200 level series follows the 100 series. This course focuses on the instructors that have already completed the 100 series. The 200 series provides refresher training in areas that are identified as being problematic, or it introduces changes to concepts that are currently instructed. These sessions occur as needed to ensure the newly introduced instruction is consistent across the school.

The IEP 300 level course is instructed to BOC company staffs prior to the arrival of any students. It focuses on the role of the Staff Platoon Commander (SPC). Additionally, similar to the 200 level, it ensures the BOC company staffs are presenting consistent instruction in accordance with the POI.

Program of Instruction (POI)

The POI is the curricula, syllabi, and schedule of events for the BOC. The POI is what determines, effects, and affects everything that occurs at TBS. The POI communicates what the school teaches, how it is taught, who teaches, when it is executed, and why it is performed. In the bigger scheme of things, it is how a training command is staffed with personnel, equipment, and infrastructure. The TBS POI has recently been rewritten and approved. Prior to the most current re-write, it had not been "officially" updated since 1993.

Methodology to the Endstate

TBS uses infantry skills as a vehicle for teaching leadership and officership. The Marine Corps is an infantry based organization. The Marine Corps holds the standards very high with regards to developing provisional rifle platoon commanders. The standards are the ability of the

student to lead a platoon in a combat environment. At the end of the day however, no matter what your MOS is, it all comes down to leadership.

There is a constant struggle between the train versus educate model for TBS. Training and education have often been looked upon as similar, but they are different and when properly applied will complement each other. Training is the skills that are developed to deal with a certain environment and allows one to perform to a standard. Training is the building-in of preset information and procedures – the technical aspect - oriented toward providing the mechanical wherewithal necessary to perform a particular task, the product of which is skill development and proficiency¹⁹.

Education, on the other hand, is oriented toward developing leaders and decision makers who possess critical thinking skills. These skills allow the student to apply judgment and creativity in different situations. Hours of formal discussion and informal stories, volumes of reading and days of field exercises strive to achieve the goal of giving the 23-year-old lieutenant the judgment of 2,000 years of history.²⁰ Where training deals with one correct way of performing a particular task, education addresses the internal nature of a problem to be solved, dealing with numerous possibilities rather than one correct answer. An example of an outcome associated with education is the creative judgment necessary for a leader to make a decision on the battlefield regarding the appropriate time or place to engage the enemy.²¹

TBS must continue the balancing act of training and educating. A large part of the curriculum is to develop skills that will take over as part of training for combat. However, for an officer it cannot stop there. An officer is paid to think. "Leaders must be trained for certainty and educated for uncertainty."²²

The Basic School prepares officers for the demanding assignments within the Operating Forces and establishes an intellectual framework for a successful career. The goal of each course is to prepare a student officer in five critical areas. These areas, by design, are similar to what is expected out of a TBS graduate. They give a student benchmarks as to where to focus efforts during his or her time at TBS (See Appendix D for detailed explanation of pillars).

These five areas are:

1. Leader/Commander
2. Decision Maker
3. Communicator
4. Warfighter / Executor
5. Life-Long Learner

Training Methodology

The best type of methodology is one that appeals to all types of learners, which the TBS POI does successfully. The training methodology is the manner in which material is introduced and reinforced. At TBS, the POI occurs in the following cycle: student handouts, classroom instruction, small group discussions, sand table exercises / tactical decision games, and field exercises. Not all concepts will follow this exact methodology. Some may not progress any further than a classroom lecture, while some may utilize the entire cycle to reinforce the learning.²³

Confucius is attributed with having said, "I hear and I forget, I see and I remember, I do and I understand."²⁴ There is appropriate basis in fact if this assertion is properly explained: (1) Students learn to do better if they make an attempt; (2) evaluate that effort; and, (3) modify their consequent efforts in ways that increase their effectiveness.²⁵ This approach can be described as getting students involved in the learning process. The TBS training cycle attempts to follow this whenever possible with the "doing" being a field exercise or a type of simulation.

The formal feedback allows the students to modify their efforts is critical and framed within “the five pillars.” This feedback must stay focused on the learning points, officership, and decision-making. Additionally, there is informal feedback between students. In some cases, the instructor will make the students debrief each other to develop their communication skills. This is critical because the students will be the ones leading de-briefs and providing feedback to their Marines in the operating forces.

The focus on officership is not obvious for the students to grasp. Many times the student’s focus is on the tactics and the correct solution. The instructor’s job is to facilitate the debrief so all the students understand the intangible aspects of what was happening. An example of this would be when a student wants to argue the position of a machine gun based upon the doctrinal templates and definitions. In this situation, the instructor must have the ability to focus the student not on the memorized definitions but on why the position of the machine gun is where it is, and the effects he wants from the machine gun. The latter piece is what an officer focuses on, the “why.” The officer must balance the “science” and “art” of tactics.

There is no equation for a military decision. Decision-making requires both intuitive skill to recognize and analyze the essence of a given problem and the creative ability to devise a practical solution.²⁶ The essence of combat decision-making can be defined as: (1) An understanding of the impact of uncertainty on the battlefield; (2) the ability to accept risk and act quickly; and (3) an understanding of the human dimension in war. Combat decision-making should be viewed as a dynamic intellectual process that can in fact be created and shaped.²⁷

Phased approach

There are four phases of instruction that represent the “building block” approach to maintain the training methodology: (See Appendix E for detailed explanation of phases)

- Phase I - individual skills.
- Phase II - squad level operations.
- Phase III - platoon level operations.
- Phase IV - subject areas and concepts beyond conventional operations.

Total course hours for the Second Lieutenant are 1586.5 hours of which 1313 are academic hours and 273.5 are administrative hours. The academic hours include everything from lectures to PT. The administrative hours include events such as in-processing, personal admin and movements. Positive teacher-to-student interaction is more readily attained with small groups, rather than with large ones. Even more important than teacher-to-student interaction is establishing a learning environment in which significant student-to-student interaction can occur to enhance learning.²⁸

Classroom instruction accounts for 10% of the academic hours. These lectures occur in a large classroom utilizing PowerPoint slides as the method to instruct. This is the least desirable technique of education that takes place with a student to instructor ratio of 1 instructor to 270 students. TBS uses this technique to introduce large amounts of information and is only a step in the process.

Discussion groups reinforce classroom instruction on skills not executed in the field environment. Topics include but are not limited to ethics, standards of behavior, rules of engagement, and fitness reports. The student to instructor ratio is 1 to 22.

A "simulation" replicates as much as possible the requirements and conditions that will be imposed on students in real combat situations.²⁹ At TBS, one type of a simulation that takes place is in either a Tactical Decision Game (TDG) or a Sand Table Exercise (STEX). Both of these simulations place the student into a simulated combat environment and account for

approximately 3% of the total hours. These events are the intermediate step prior to execution in the field.

A tactical situation along with an operations order from their higher chain of command is issued to the student. Students then construct their "plan" using a 5-paragraph order (organized by Situation, Mission, Execution, Administration/ logistics and Command and Control) and arrive at the simulation ready to discuss their plan. These events are conducted in a small student to instructor ratio of 1 to 15. This allows for a better exchange of ideas between the students and instructors. The instructor will then select a student to brief his or her plan. The instructor will then offer feedback and in turn demand the student's peers analyze the plan. This will continue having different students brief until there is no time left in the event. Typically, the instructor chooses 3 to 4 students to brief their plans.³⁰

The amount of skills executed during this evolution goes far beyond tactics. The student will be practicing their communication skills, command presence, decision making, and improving their mental agility skills as they defend their decisions to the instructor and their peers.

Field exercises, where arguably the most learning takes place, account for 29% of the total hours. The student to instructor ratio is 1 to 13 during squad evolutions and progresses to a 1 to 45 ratio as the students begin platoon operations. A FEX is the closest simulation a student will encounter to actual combat while at TBS. Students will be placed into tactical billets and assume the roles as directed. This allows some students to experience the pressure of leadership while others experience the feeling a Private may experience in combat; they are to perform their job with little knowledge of the overall situation. The human factors affected by weather, sleep deprivation, and physical demands permit the student to learn the most about themselves and

each other. This environment will tell the instructor what a student is truly capable of accomplishing.³¹

The field exercises start at the squad level in a conventional operating environment and progress over time into rifle platoon operations reinforced with machine guns in an urban environment. The final tactical evolution will involve a reinforced squad level patrol in an urban environment where the student will face the most demanding circumstances with unknown terrain and a live thinking enemy. This final evolution will most closely resemble today's operating environment. In a FEX, a student will make the most decisions and application of everything within the POI.

The critical success of a field evolution is dependent upon the debrief. Due to the nature of the field, many students will be unaware of everything that is taking place, because they are not a billet holder. It is incumbent upon the instructor to draw out all learning points at the end of the evolution so that all students involved can learn from the event. The student who was the billet holder will receive a written tactical evaluation from the instructor at the conclusion of the FEX. (See Appendix F for an example of this evaluation)

Physical Fitness

All Marine officers must have a sound body. Several events in the POI not only enhance physical performance but also challenge it. Due to the very busy training schedule, there is little time for organized PT during the schedule. It is the student's responsibility to manage their time to PT along with the myriad of other tasks that take place after the training day is complete. The ability to manage their off duty time is a critical skill they must have as an officer and it is enhanced while at TBS.

Physical events range from the following: Marine Corps Physical Fitness Test (PFT), the double running of the Marine Corps obstacle course, a 5-mile endurance course run over varying terrain with a light combat load, and conditioning hikes that range from 6 to 15 miles with a full combat load. Scoring is done based upon a predetermined scale.³²

Evaluations

Physical events make up part of the evaluation. The overall grade point average is broken down as follows: 36% comes from leadership, which is a subjective grade assigned by the student's Staff Platoon Commander; 32% is from the academic tests taken at the midpoint and the end of the phase; and 32% is from military skills such as land navigation, weapons and PT events.³³

These evaluations will give an overall grade point average to the student, which will give them their final ranking within the company. The ranking they receive within the company will account for two significant outcomes. The first is what MOS they receive based upon the "rule of thirds." The "rule of thirds" places individuals from the top, middle, and bottom thirds of the class into all of the MOSs. This is to ensure a quality spread across all MOSs. The second item this affects is their lineal control number, which will become important as they compete for promotion later on in their career.

Role of the Staff Platoon Commander (SPC)

The SPC is the single most important instructor in the student's time at school. No other instructor will have the same impact an SPC does on a student. A Captain becomes an SPC after he or she has served as a general instructor for a year. As an SPC, he or she is the primary instructor for the student's officership syllabus. The SPC will typically be the first staff member

they see each day and the last they see at night. The SPC will affect the student before and after the training day is complete.

The SPC at TBS is charged with being that full time mentor to those young officers and devotes an extraordinary amount of time to every student. The workday for an SPC is much longer than for any other staff member at TBS. An SPC is responsible for 36% of the overall evaluation of a student. The SPC will counsel each student in his or her platoon in a one on one situation several times throughout the six-month course. When a student is struggling in any aspect of the POI or in their personal life, the SPC will see them through it. A strong SPC is critical to a student's development and success.

Recommendations

The current operating environment places a premium on the kind of top quality Captains TBS needs. The reality is that these kinds of demands will continue for the foreseeable future. As shown, this has implications for TBS. The current learning environment at TBS, while good can be better this is a critical and vital factor in the development of a student officer.

There are two key areas, pedagogy, and learning. TBS must strive to foster an environment where students can make mistakes and learn from them. Often times when a student fails to do what the doctrine states the student is simply told he or she is wrong. The instructor uses only doctrine as a basis and does not offer sound reasoning beyond that. TBS needs to expand the instructor feedback to the student, so that it must focus on the "why" for the decision. If sound reasoning is used and it is not a serious error in judgment, or a decision is made out of convenience, then the student should be educated on it. Ensuring the environment is conducive to learning is a high priority for instructors. A poor learning environment will be destructive to students. An environment that does not allow for mistakes will encourage students

to hesitate out of fear of embarrassment or failure. This represents a poor learning environment; it will also foster a "zero defects" mentality among newly commissioned officers.

This environment or approach to pedagogy will suggest a climate of learning that is collaborative (teacher to student and student to student) as opposed to authority (one-way) oriented.³⁴ This will also allow "discovery" learning to take place for students. "Discovery" learning is when a student is allowed to make mistakes and then learns a valuable lesson from the mistake. This type of learning will reinforce lessons to the students better than directive learning. The key to discovery learning, however, is a well-trained instructor that is capable of recognizing when the cost of discovery learning is coming at the cost of the other students and then rectify the situation.

The second recommendation concerns Tactical Decision Games (TDG) and Sand Table Exercises (STEX). When one looks at all of the training that takes place perhaps, none gives you the best efficiency as the TDGs and STEXs. In those training events, the student to instructor ratio is low at approximately 1 to 15 in order to maintain a positive learning environment. These "simulations" address almost all the pillars of instruction and focus on the education of students. Using discovery learning in this environment has less of an impact to other students learning. An additional benefit is minimization of the logistical support required, allowing the logistics to better support the larger field exercises. While the field is the best learning environment, and departure from it should come only as a last resort there may be training simulations such as TDGs and STEXs that could accomplish most of the learning objectives. The added advantage is that these can be achieved at a much lower cost in a resource constrained environment.

Currently, the TBS staff is stretched very thin on instructors and supporting resources. The school must get additional personnel augmentation from within the ranks of Captains for

instructors, and from within the enlisted ranks for support.³⁵ The additional enlisted Marines would allow the logistic support to be more flexible and timely. These additional support Marines would allow logistically intensive FEXs, like convoy training to expand and be realistically executed. This situation, coupled with the increase in student throughput, could become dangerous if it is not closely monitored. As the operational tempo of the staff increases, the school must guard closely the quality and consistency of the curriculum.

After mission accomplishment, ethics and morals are the number one priority for a young officer within his or her unit. Second Lieutenants compromise their mission accomplishment if such accomplishment occurs while not upholding ethics and morals. A useful step would be for Marine Corps University Ethics chair, Dr. Paolo Tripodi, to review the current TBS ethics curriculum. This review would assist TBS in collaborating with the subject matter expertise that exists within the university. One result could be that TBS could increase the training with a case study on My Lai, carried out through short readings, video presentation/lecture, and a discussion group. This is an area where expansion of the program is recommended.

An additional recommendation concerns Second Lieutenants to learn how to conduct their own unit training. Second Lieutenants need a better foundation in how to conduct useful realistic training. The current instruction does not arm the student with the ability to conduct accurate training within the operating forces. Focused instruction must be developed that demonstrates to a student how to identify standards, execute, remediate, review, and document training.³⁶

Conclusion

By tradition and by practice, the Marine Corps expects that every officer will have the capability to act as a provisional rifle platoon commander. While this has been the expectation

since the inception of the Marine Corps recently it has come to the forefront in the current operating environment where the battlefield is a non-contiguous one and under attack through the practices of "Irregular Warfare."³⁷ This allows the Marine Corps to be the most flexible organization within all of DoD. The Marine officer coupled with the finest enlisted personnel in America, forms the world's finest fighting force.

In recent years, the United States Air Force has expressed interest in TBS, conducting visits to find out how TBS trains and educates Second Lieutenants in the skills of officership and decision-making and why it is so effective at those tasks.³⁸ TBS graduates are more than capable of operating in the current environment as attained by official research. TBS interviewed operating force commanders in July 2006 to receive feedback regarding the performance of Second Lieutenant. Across the spectrum of all MOSs, commanders were extremely pleased with their young officers. They were most impressed with their tactical proficiency, moral leadership, and decision-making ability. According to the survey, Second Lieutenants continually displayed the ability to "critically think" through complex issues and did not just "duplicate doctrine."³⁹

For TBS to continue to successfully educate and train officers for duty in the operating forces, it must maintain quality instruction. The recommendations contained in this paper are in areas that can improve an already strong program. Marine officers are capable of what they do because they are officers first and logisticians, pilots and infantrymen second. This is a direct result of a high selection standard and the six-month transition that takes place while at TBS. The focus of TBS must remain on leadership, and on what an officer represents using infantry skills as the vehicle to instruct. This has a practical and very laudable purpose. They are good leaders because they have been trained and educated to perform as provisional rifle platoon

commanders, as good provisional rifle platoon commanders because they are good leaders. TBS makes this happen.

APPENDIX A

Percentages represent percent of total students per commissioning sources entering TBS for fiscal year 2007⁴⁰

1. **Naval Reserve Officers Training Corps (NROTC) – 16%** Students attend a 4 year institution as part of an NROTC unit and are Marine Options. They will attend a 6-week program at OCS called “Bulldog” upon successful completion of “Bulldog” and graduating from college they will be commissioned Second Lieutenants and receive orders to TBS.

2. **Officer Candidates Class (OCC) – 33%** These individuals are college graduates that attend a 10-week Officer Candidates Course at OCS. Upon graduation from OCC, they will be directly commissioned as Second Lieutenants and receive orders to TBS.

3. **Platoon Leaders Class (PLC) – 24%** This route consists of two 6-week programs that occur during the student’s summer between their freshman and sophomore year or between their sophomore and junior year. Upon completion of the first 6 weeks, the individual attends the Senior course, which is a mirror image of the “Bulldog” program. Upon successful completion of the Senior course and graduating from college they will be commissioned Second Lieutenants and receive orders to TBS. PLC (Combined) is a 10-week program for college juniors who did not attend the PLC Junior course. Once complete they return to college and upon graduation receive a commission.

4. **Enlisted Commissioning Programs / Meritorious Commissioning Program (ECP/MCP) – 5%** ECP provides enlisted Marines with a four-year degree from an accredited school the opportunity to become commissioned officers. MCP provides a commissioning opportunity for enlisted Marines with two-year degrees or 75 semester hours or more of college

work, which have demonstrated rare leadership qualities. If selected they will be assigned an OCC class and will attend OCS. Upon graduation from OCS they will be directly commissioned as Second Lieutenants and attend TBS.⁴¹

5. Marine Corps Enlisted Commissioning and Education Program (MECEP) - 8%

This program competitively selects Marines to become officers. The individuals that apply may or may not have some college credits already in their file. Once selected the Marine attends a university of their choice and will be affiliated with the NROTC program. The Marines that are selected for this program remain on active duty while they attend school. They will attend "Bulldog" along with other MECEP and midshipmen. Once all graduation requirements have been met, they will receive a commission.⁴²

6. United States Naval Academy (USNA) – 14% Students that attend the USNA have the opportunity through service selection to gain a commission in the Marine Corps. There is a program that they will attend and a board process to be selected to be Marine officers instead of naval officers. Each graduating class is allocated 16 2/3% of their class to Marine commissions.⁴³

APPENDIX B

Fiscal Year (FY) 2007 training companies:

1. Alpha Company - Platoon Leaders Class
 2. Bravo Company - Officer Candidates Class straight from OCS
 3. Charlie Company - Officer Candidates Class straight from OCS
 4. Delta Company - Naval Reserve Officer Training Corps
 5. Echo Company – United States Naval Academy
 6. Fox Company – Officer Candidates Class straight from OCS
- India Company is a 7th training company that is for the Warrant Officers Basic Course (WOBC), this paper is focused on commissioned officers
 - In Fiscal Year 2008 there will be a Golf Company added to the school to handle the additional throughput for the school

Appendix C

Instructor Education Program Schedule of Events

Introduction/Administration

- (1) Complete the Brain.exe (available in WF folder)
 (2) Complete the following MCTs: Systems Approach to Training (UTO1AO)
<http://www.marines.mil/portal/> Operational Risk Management (D15101C)
 Range Safety
 (3) Complete the Following: MCB Quantico RSO Test (online)
 (4) Receive the following: Student Binder, MCDP1, Map, Plt Cmdr's NB
 (5) Read the following: TBS SOP

T-Day	Date	Day	Dur	Time	Class Title	Location	Description/ Purpose	Instr	Contact	Student Req	Reading	Notes
1	8-Jan	Tuesday	2 hr	0600-0800	PT	Bulpen	PFT	Conant				Gm/Gm
1	8-Jan	Tuesday	1 hr	0800-0900	IEP 102: The Mission of The Basic School and Commander's Intent	CO's CR	Commander's guidance to new instructors	Col Smith		note taking material	Commander's Intent	
1	8-Jan	Tuesday	.5 hr	0900-0930	IEP 100: Introduction to The Basic School		Instructors will be introduced to the organization of The Basic School, command relationships, academic	Conant		IEP Binder/note taking		
1	8-Jan	Tuesday	.5 hr	0930-1000	IEP 103: The Staff Development Program		Instructors will be given an introduction The Basic School's POI and the progression of a Student Company	Conant		IEP Binder/note taking material	N/A	
1	8-Jan	Tuesday	1.5 hrs	1000-1130	IEP 104: Introduction to The Basic School Field Exercises		Instructors will be introduced to the different field and field firing exercises executed here at TBS with an emphasis on what the student learning points for each (F)/FEX are and how they are taught.	Conant		IEP Binder/note taking material	N/A	
1	8-Jan	Tuesday	1 hr	1130-1200	Lunch							
1	8-Jan	Tuesday	1 hr	1200-1300	IEP 122: Instructing on the Platform		A "how to class" on platform instruction including how to build a class, deliver the class, and how to survive a murder	Conant		IEP Binder/note taking	N/A	
1	8-Jan	Tuesday	1 hr	1300-1400	IEP 126: The Evaluation Process		The Instructors will be introduced to the evaluation process and how AI input is incorporated into SPC evaluation	Conant		IEP Binder/note taking	SHO	SHO (Testable)
1	8-Jan	Tuesday	1 hrs	1400-1500	IEP 123: Introduction to the Tactical Decision Game and other Discussion Groups		A "how to class" on tactical decision games and other discussion groups. Instructors will conduct Sqd Attack	Conant		IEP Binder/note taking	N/A	
1	8-Jan	Tuesday	1 hr	1500-1600	IEP 120: The Roles and Responsibilities of the Assistant Instructor	WFCR	The Warfighting Director addresses his expectations of new instructors & provides guidance for their success	LiCol Benfield		note taking material	N/A	
1	8-Jan	Tuesday	1 hr	1600-1700	IEP 112: Student Testing	WFCR	Instructors will be given a period of instruction on student testing including how to proctor a test, change a test	Maj Hauer	5268	IEP Binder/note taking	N/A	
2	9-Jan	Wednesday	2.5 hrs	0700-0930	IEP 124: Introduction to the Sand Table Exercise	CR 4	A "how to class" on the Sand Table Exercise including preparation, conduct and feedback. Instructors will execute	Conant		IEP Binder/note taking	N/A	
2	9-Jan	Wednesday	2 hrs	0930-1130	IEP 130: MCDP-1		This period of instruction will focus on the critical points of MCDP 1 and how to incorporate the major themes into student	Conant		IEP Binder/note taking	MCDP-1	Read MCDP-1 (Testable)
2	9-Jan	Wednesday	1 hr	1130-1230	Lunch							
2	9-Jan	Wednesday	1 hr	1230-1330	IEP 134: Introduction to Fire Support	TSFO	Instructors will be introduced to Fire Support as it is taught at The Basic School as well as receive a refresher	1st Lt Delacruz	5517	IEP Binder/note taking	N/A	SHO (Testable)
2	9-Jan	Wednesday	2 hrs	1330-1530	IEP 134PA: CFF	TSFO	Instructors will be introduced to FOPC SIM and refine CFF skills.	1st Lt Delacruz	5517	IEP Binder/note taking	N/A	SHO (Testable)
2	9-Jan	Wednesday	1 hr	1530-1630	IEP 113: Scheduling	WFCR	This period of instruction will focus on the scheduling process including the master schedule, scheduling classrooms	Maj Silva	3508	IEP Binder/note taking	N/A	
3	10-Jan	Thursday	1.5	0700-0830	IEP 101: Introduction to Instructor Battalion	Instr Bn CR	Instructors will be given an orientation of Instructor Battalion and its inner workings	LiCol Davis		note taking material	N/A	
3	10-Jan	Thursday	1 hr	0830-0930	IEP 144: Safety, RSO & ORA	CR3	Instructors will be given an overview of TBS Safety.	Ms. Smith				
3	10-Jan	Thursday	.5 hr	0930-1000	IEP 111: Introduction to Academics	WFCR	This half hour class will review lessons learned from the SAT Marine Net instruction as well as serve as an introduction to the academics section here at TBS. Topics covered include: MLEs and instructor responsibilities.	Ms. Ando-Winsland		IEP Binder/note taking material		

Appendix C

Instructor Education Program Schedule of Events

T-Day	Date	Day	Dur	Time	Class Title	Location	Description/ Purpose	Instr	Contact	Student Req	Reading	Notes
3	10-Jan	Thursday	2 hrs	1000-1200	IEP 110: Learning and Teaching	WFCR	Formerly "Learning" and "The Art of Teaching" this class will focus on learning and teaching methodology and style	Mr. DeForest		IEP Binder/note taking	SHO	Complete: Bram, etc http://www.kisa.ca/personality/resul
3	10-Jan	Thursday	1 hr	1200-1300	Lunch							
3	10-Jan	Thursday	2 hrs	1300-1500	IEP 110: Learning and Teaching	WFCR	Formerly "Learning" and "The Art of Teaching" this class will focus on learning and teaching methodology and style	Mr. DeForest		IEP Binder/note taking material	SHO	http://www.kisa.ca/personality/resul ts.htm http://typeologic.com/
3	10-Jan	Thursday	1.5 hrs	1500-1630	IEP 145: Introduction to Land Navigation	CR4	Instructors will receive a refresher course on land navigation	Capt. McClain	5517	IEP Binder/note taking material	N/A	SHO (Testable)
4	11-Jan	Friday	1.5 hrs	0700-0830	IEP 140: Introduction to Weapons Employment		The instructors will be introduced to basic automatic weapons and machine gun employment as well as basic nomenclature of the M249, M240G	Hemmer	5301	N/A	N/A	SHO (Testable)
4	11-Jan	Friday	1 hr	0830-0900	IEP 132: Combat Orders		This period of instruction will focus the instructors on the Combat Order as it is taught at The Basic School. Students will take the Combat Orders Exam & Review results.	Ward	5517	IEP Binder/note taking material	N/A	Read SHO (Testable)
4	11-Jan	Friday	1.5 hrs	0900-1030	IEP 133: Tactical Planning		This period of instruction will focus on Tactical Planning as it is taught at The Basic School.	Ward	5517	IEP Binder/note taking material	N/A	Read SHO (Testable)
4	11-Jan	Friday	.5 hrs	1030-1100	IEP 142: Introduction to Communication Equipment	Comm Shop	Instructors will be introduced and received hands on practice with the PRC 119, PRC 148, Nextel/Motorola Radios	Cook	x1185	N/A	N/A	
4	11-Jan	Friday	1 hr	1100-1130	Lunch (Bring from home)							
4	11-Jan	Friday	1 hr	1130-1230	IEP 125: The Art and Science of the Debrief		Instructors will learn how to conduct a constructive and effective debrief.	Conant		IEP Binder/note	N/A	
4	11-Jan	Friday	2 hrs	1230-1430	Computer Lab	TSFO	Instructors will be given an overview of computer based training available and	Mr. DeForest				
4	11-Jan	Friday	2.5 hrs	1430-1700	IEP 140PA: Weapons Practical Application	ARMORY	Instructors will get hands on with the M249, M240G, KM19, and M2	Hemmer	5301	IEP Binder/note	N/A	Testable
5	14-Jan	Monday	3hrs	0700-1000	IEP 140T: Weapons Test	ARMORY	Instructors will be tested on assembly and disassembly, immediate and remedial actions and load/unload	Hemmer	5301	IEP Binder/note taking	N/A	Test
5	14-Jan	Monday	1 hr	1000-1030	Test Review	WFCR		Conant		IEP Binder/note taking		
5	14-Jan	Monday	.5 hr	1030-1100	IEP: Basic Demo	WFCR	Instructors will be given a class on basic demo as it pertains to them in the role of Primary Instructor	Disney				
5	14-Jan	Monday	1 hr	1100-1200	Lunch							
5	14-Jan	Monday	2 hr	1200-1400	Exam Study Time	WFCR						
5	14-Jan	Monday	1 hr	1400-1500	Exam	WFCR	IEP Post Test	Conant		N/A		
5	14-Jan	Monday	.5 hr	1500-1530	Instructor Test Review	WFCR	The IEP instructors will review the IEP Post Test	Conant		IEP Binder/note taking	N/A	
6	22-Jan	Tuesday	all day	0645 - ENDEX	Initial Day Patrol (Snap)	LZ-7						
7	23-Jan	Wednesday	all day	0645 - ENDEX	Initial Day Patrol (Bird dog)	LZ-7						
8	25-Jan	Friday	all day	0645 - ENDEX	Day/Night (S)	LZ-7						

APPENDIX D

5 Pillars of TBS defined

Leader/ Commander. Strength of character ties directly into not only leader and commander but is the first priority of the endstate for students. Students must begin to understand the weight of the responsibility they now hold and what a heavy burden leaders carry with them. All officer students must understand the meaning of the commission and the significance of the “special trust and confidence” bestowed on them at their commissioning. Students will be taught the officer is a public figure, accountable to the American people and to their Marines for upholding the highest standards of professionalism, duty, and morality.

Decision Maker. While at TBS student will have a bias for action and demonstrate a willingness to make decisions and act. Officers will be instructed how to conduct a quick analysis of a given situation, weigh the risk associated with a particular decision and make things happen. Officers will understand their moral authority for decision making, particularly in combat, is their character.

Communicator. A goal of TBS is to train officer students to communicate clearly, both in writing and orally, in tactical or administrative settings. Officers will be taught the importance of their words and given the tools to speak confidently, issue clear, meaningful orders and guidance, formulate a Commander’s Intent, write coherently, counsel effectively, and analyze meaningfully.

Warfighter / Executor. Every student regardless of MOS will be capable of conducting realistic tactical exercises in various environments. They will be given the skills to apply the fundamentals of all MCDP-1 Warfighting. The goal is to develop competent combat leaders that are grounded in basic infantry knowledge.

Life Long Learner. The goal is to develop within each student a thirst for professional military education that will continue throughout their career, regardless of duration. The student must understand that being a Marine officer is a profession and they must continually educate themselves in preparation for the future.

APPENDIX E

Phased Approach details

Phase I is individual skills. This gives the student the ability to shoot, move and communicate as an individual. This is a large portion of the training that takes place as well as the introduction of basic concepts such as Maneuver Warfare and officership.

Phase II is squad level operations. This phase has the students work as a unit for the first time and puts them into tactical leadership billets where they must exercise leadership amongst their peers as a squad.

Phase III is platoon level operations. This phase is similar to Phase II but the size of the units are now larger and is really the heart and soul of learning the hard skills of being a provisional rifle platoon commander.

Phase IV is subject areas and concepts beyond conventional operations. During this phase, the student is introduced into the most dynamic environments. This phase that is the most fluid for TBS. Phase IV is where a student begins to learn about advanced concepts like Military Operations in Urban Terrain (MOUT), vehicle operations and counterinsurgency. This is the final phase and the students are given refinements on how to be a successful company grade officer in the operating forces.

APPENDIX F

I. Tactical Billet Evaluation Form

Name: 2ndLt Example	Company Platoon: Alpha, 1st Platoon	Billet: Squad Leader
AI: Capt Instructor	Event: FFEX-I (Night)	Date: 1 April 2005

I. Decision-maker: Officers should be able to recognize and articulate pros and cons of every decision they make, and understand the decision in terms of its actual or potential consequences. The purpose is to develop a bias for action that, in combat, will make the difference between success or failure in many circumstances.

Unsatisfactory	Below Average	Average	Above Average	Outstanding
☐ ☐	☐ ☐	☐ ☐	☒ ☐	☐ ☐

⇒ **Tactical Planning/Preparation (METT-T Analysis/Combat Order/Detailed Planning):**

- SNO had some room to make decisions even in the face of a relatively restricted live fire range.
- Night attack order was presented with good terrain models that showed both the map and the objective area in greater detail.
- SNO demonstrated a good understanding of the order's format and constructed a detailed Frago.
- SNO is perceptive. SNO applied a discussion of the different possibilities for employing the 203s for illumination in his own plan and latched on to information presented by the AI earlier in the day.
- SNO identified a purpose for his illumination in addition to a purpose for his indirect fires. He also went through an illumination plan in his coordinating instructions.
- He neglected a signal plan because he wished to leave it the same... no one recalled what it had been earlier in the day. He also had his rehearsals in reverse order in terms of the most important (actions on the objective) being last.
- The order represented a cohesive and thought out tactical decision.

⇒ **Bias for Action/Execution Phase (Decisiveness in a Changing Situation/Risk Assessment):**

- Decisions throughout the dry run were rapid and appropriate.
- During the dry run assault, SNO ranged behind his base unit. Most of the squad was more focused on the illumination plan overhead than on execution. Weather conditions prevented the actual live fire execution.

II. Communicator: The ability to communicate effectively is an integral part of being a competent and effective officer; it enables the officer to put a decision into action. Instructors will consider the officer student's communications skills when determining leadership abilities and potential.

Unsatisfactory	Below Average	Average	Above Average	Outstanding
☐ ☐	☐ ☐	☒ ☐	☐ ☐	☐ ☐

⇒ **Order Delivery (Command Presence/Confidence/Comfort Level-Presentation/Forcefulness/Poise):**

- Delivery of order was effective if not efficient. SNO displayed some command presence and appeared comfortable issuing an order to his peers, but he paced back and forth across the terrain model the entire time. This pacing served to be distracting.
- SNO interacted with the terrain models correctly. Good walk the dog and task breakdown on the terrain model when issuing his order, but he became awkward when no cards for units were to be found. Walk the dog can be done with cards with or without unit numbers for the appropriate walk the dog. For instance "three fire teams on line (can of dip, magazine, and a MRE spoon—or whatever) all anonymous... Those same objects in Tasks become more specific. "1st fire team... you're the can of dip..."
- SNO elaborated numerous times during the order, which detracted from his efficiency in completing his order.

⇒ **Execution (Directive-ness/Implicit & Explicit Communication/Control):**

- SNO communication on the dry run was effective and employed a basic signal plan revolving around voice (no pyro was available for training signals) and hand/ arm signals.
- SNO was able to mix and effectively apply implicit and direct verbal communication in the control of his assault.
- SNO utilized solid ADDRACs on contact with the enemy as well as during enemy counter attack

III. Executor/Warfighter: The ability to evaluate information, develop a plan of action, issue an order, and organize/lead a tactical unit for combat. Leaders are expected to perform under stressful conditions, thrive on chaos, overcome fog and friction, and adapt to ever changing situations.

Unsatisfactory	Below Average	Average	Above Average	Outstanding
☐ ☐	☐ ☐	☐ ☒	☐ ☐	☐ ☐

⇒ **Mission Accomplishment (Initiative/Application of Maneuver Warfare/Organize & lead):**

- Dry execution went fair most likely due to the challenging wind and illumination situation.
- Fire and movement was good throughout and had the benefit of the previous day attacks to build on.

IV. Leader/Commander: The ability to lead others in the performance of unit tasks and objectives, organize resources, plan effectively, and supervise thoroughly. Students are evaluated for their selflessness, determination, and results. Command involves the application of rules and regulations to execute their duties fairly and effectively.

Unsatisfactory	Below Average	Average	Above Average	Outstanding
☐ ☐	☐ ☐	☐ ☒	☐ ☐	☐ ☐

⇒ **Leadership Effectiveness (Character/Leadership Traits & Principles):**

- SNO displayed excellent command presence in a tactical and live fire environment.
- SNO set the example, led with motivation, energy, and capped off his order with a solid dry run illuminated attack
- Had the range continued, SNO would have been able to demonstrate more leadership skills.
- It is interesting to note that earlier in the day SNO was a vital part of the terrain model generation. SNO motivated his crew and was engaged in personally leading by example to complete the terrain models as rapidly as possible.

V. Tactical/Technical Proficiency: Officer students must demonstrate leadership skills and potential in tactical situations. For the purpose of evaluating leadership, the student's ability to transform classroom instruction and assigned readings into a plan of action will be thoroughly evaluated.

Unsatisfactory	Below Average	Average	Above Average	Outstanding
☐ ☐	☐ ☐	☐ ☐	☒ ☐	☐ ☐

⇒ **Mastery/Competency of the POI Material (Comprehension & Application of the POI) :**

- Solid understanding of the combat order and fire support plan.
- Work on orders delivery and further study of the nuances of the combat order will serve SNO well for future use.

Overall Leadership Performance:

Unsatisfactory	Below Average	Average	Above Average	Outstanding
☐ ☐	☐ ☐	☐ ☐	☒ ☐	☐ ☐

⇒ **Overall Character & Leadership Summary (Compare to peers & Address strengths/weaknesses):**

- SNO has good decision-making, hands on leadership, and sound technical proficiency for this stage of the POI. Some key areas indicate a communications weakness when in the spotlight. All considered he is still above the expected level at this stage of the POI.

SNO Signature and date _____

Notes

1. Major Rocky E. Criss, and Major Lee C. Whalen. The Basic School. The Basic School History, Quantico: Marine Corps University Foundation, No year, Forward ii.
2. Colonel George W. Smith Jr. "TBS Command Brief." Powerpoint Brief, Quantico, VA, 2007, slide 2 Notes.
3. Criss, Whalen, Introduction.
4. Criss, Whalen, p4.
5. Bartlett, Merrill L. Lejeune: A Marine's Life. Columbia, SC: University of South Carolina Press, 1991.
6. Criss, Whalen, p10.
7. Interview between TBS XO and the author.
8. Smith, slide 2 Notes.
9. Smith, slide 2.
10. Freedman, David H. "Corps Values" *Inc. Magazine*. 1 Apr 1998.
http://www.inc.com/magazine/19980401/906_pagen_3.html
11. United States Marine Corps. Officer Candidates School. (Accessed 9 February 2008).
<http://www.ocs.usmc.mil/>
12. Freedman, 2.
13. Smith, slide 4.
14. 1st Lt Wayne M. Brown. "Basic School With 'Capting' Puller." Marine Corps Gazette (2006): 54.
15. Smith, slide 3.
16. Freedman, 2.

-
17. Lieutenant Colonel Eric A. Wiedemann, USA. The United States Army Reserve Officers Training Corps: Providing the Right Leader for the Transforming Force. U.S. Army War College, Carlisle Barracks, Carlisle, PA. 2005.
 18. Instructor Education Program Officer. "The Basic School IEP." Education Program, Quantico, 2007, 6.
 19. Instructor Education Program Officer. "The Basic School IEP." Education Program, Quantico, 2007, 6.
 20. LtCol Philip Anderson . "Foundations For Teaching: A Philosophy for the Marine Corps University." UNK.
 21. IOC Staff, The Basic School. "A Question of Moral Authority." Marine Corps Gazette (2006): 63-65.
 22. Anderson 2.
 23. Smith, Slide 7.
 24. Peter J. Munson. "Education for Uncertainty." Marine Corps Gazette (2007): 64-67.
 25. T.E. Sheets. Training and Educating Marine Corps Officers for the Future. U.S. Army War College Military Studies Program Paper: Carlisle, PA.1992, 1.
 26. Anderson, 3.
 27. United States Marine Corps *Warfighting (MCDP-1)*. Washington D.C.: United States Government, 1997, 86.
 28. Anderson, 3.
 29. Anderson, 4.
 30. The Basic School Course Card B3J3778 "Rifle Platoon in the Offense" 2007. Evaluation Instructions.
 31. Instructor Education Program, p 8.

-
32. The Basic School "Standard Operating Procedures". Academic Regulations. Physical Fitness Scoring Annex.
 33. The Basic School, "Standard Operating Procedures". Evaluation Annex
 34. Anderson, 3.
 35. Based upon a manning study that is currently under review from Manpower USMC
 36. Recommendations from the Institutional Effectiveness Survey team to II Marine Expeditionary Force in July 2006.
 37. Alan R. Millet. Semper Fidelis. New York: Macmillan Publishing Co., Inc., 1980. "Introduction."
 38. Personal Interview between the TBS Executive Officer and the author
 39. The author was the lead member of the Institutional Effectiveness Survey team to II Marine Expeditionary Force in July 2006.
 40. Smith, Slide 4
 41. United States Marine Corps. Enlisted to Officer Commissioning Programs. Marine Corps Order 1040.43A, Quantico : Marine Corps Recruiting Command, 2000.
 42. United States Marine Corps. Marine Corps Enlisted Commissioning Education Program (MECEP). Marine Corps Order 1560.15L, Washington D. C.: Manpower, 1994.
 43. Robert S Burrell and Ted Veggeberg. "Finding the Best Relationship With The U.S. Naval Academy." Marine Corps Gazette (2004): 31-36.

Bibliography

Anderson, LtCol Philip. "Foundations For Teaching: A Philosophy for the Marine Corps University." UNK.

Bartlett, Merrill L. Lejeune: A Marines's Life. Columbia: University of South Carolina, 1991.

Brown, Wayne M. 1stLt. "Basic School With 'Capting' Puller." Marine Corps Gazette (2006): 53-56.

Burrell, Robert S and Ted Veggeberg. "Finding the Best Relationship With The U.S. Naval Academy." Marine Corps Gazette (2004): 31-36.

Corps, United States Marine. Enlisted to Officer Commissioning Programs. Marine Corps Order 1040.43A. Quantico : Marine Corps Recuriting Command, 2000.

—. Marine Corps Enlisted Commissioning Education Program (MECEP). Marine Corps Order 1560.15L. Washington D. C.: Manpower, 1994.

—. USMC Officer Candidates School (OCS). 9 February 2008 <www.ocs.usmc.mil>.

—. Warfighting (MCDP-1). Washington D.C.: United States Government, 1997.

Criss, Major Rocky E. and Major Lee C. Whalen. The Basic School. The Basic School History. Quantico: Marine Corps University Foundation, No year.

Cuomo, Scott A. "Will We Be Prepared for What's Next?" Marine Corps Gazette (2007): 64-67.

Donovan, Eileen C. "Basic Lessons From The Basic School." Marine Corps Gazette (2005): 43-44.

Freedman, David H. 1 April 1998. Inc. Magazine. 9 February 2008 <www.inc.com/magazine/19980401/906_pagen_3.html>.

Hetherington, Alexander G. "Wisdom Beyond Their Experience." Marine Corps Gazette (2006): 66-68.

Hilgartner, Peter L, R. James Caswell and Richard Zell. "Leading From the Front." Marine Corps Gazette (2006): 38-40.

IOC Staff, The Basic School. "A Question of Moral Authority." Marine Corps Gazette (2006): 63-65.

Millett, Alan R. Semper Fidelis. New York: Macmillan Publishing Co., Inc., 1980.

Munson, Peter J. "Education for Uncertainty." Marine Corps Gazette (2007): 64-67.

Sheets, T.E. "Training and Educating Marine Corps Officers for the Future." Carlisle: U.S. Army War College Military Studies Program Paper, 1992.

Shusko, Joseph C. "The Ethical Warrior of the 21st Century." Marine Corps Gazette (2007): 64-67.

Silver, Stephen M. "Ethics and Combat." Marine Corps Gazette (2006): 76-78.

Smith, Colonel George W. TBS Command Brief. Powerpoint Brief. Quantico, VA, 2007.

Staff, The Basic School Instructor. The Basic School IEP. Education Program. Quantico, 2007.

Tsirlis, Christopher S. "The MAGTF Officer in Iraq." Marine Corps Gazette (2004): 16-18.

Wiedemann, LtCol Eric, A. "The United States Army Reserve Officer's Training Corps: Providing the Right Leader for the Transforming Force." Carlisle: U. S. Army War College, 1 March 2005.