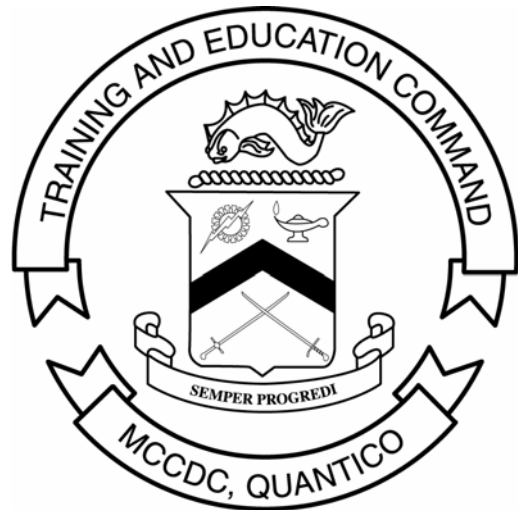# MARINE CORPS INSTITUTE

LEADING MARINES

MARINE BARRACKS
WASHINGTON, DC

UNITED STATES MARINE CORPS
MARINE CORPS INSTITUTE
912 CHARLES POOR STREET SE
WASHINGTON NAVY YARD DC 20391-5680

From: Director
To: Marine Corps Institute Student

Subj: LEADING MARINES (MCI 0037)

1. <u>Purpose</u>. The subject course provides instruction on preparing Marines in the rank of lance corporal to become future leaders.

2. <u>Scope</u>. This course teaches the Marine Corps leadership traits and principles, ethics, communication skills, and other subjects to help develop new leaders.

3. <u>Applicability</u>. This course is intended for instructional purposes only. This course is designed for all Marine Corps lance corporals.

4. <u>Recommendations</u>. Comments and recommendations on the contents of the course are invited and will aid in subsequent course revisions. Please complete the course evaluation questionnaire at the end of the final examination. Return the questionnaire and the examination booklet to your proctor.

                                                T.M. FRANUS
                                                By direction

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Table of Contents

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Student Information

Number and Title	MCI 0037 LEADING MARINES
Study Hours	15
Course Materials	Text
Review Agency	Marine Corps Education Command Marine Corps University 2076 South Street Quantico, Virginia 22134
Reserve Retirement Credits (RRC)	5
ACE	Not applicable to civilian training/education
Assistance	For administrative assistance, have your training officer or NCO log on to the MCI home page at www.mci.usmc.mil. Marines CONUS may call toll free 1-800-MCI-USMC. Marines worldwide may call commercial (202) 685-7596 or DSN 325-7596.

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Study Guide

Congratulations Congratulations on your enrollment in a distance education course from the Distance Learning and Technologies Department (DLTD) of the Marine Corps Institute (MCI). Since 1920, the Marine Corps Institute has been helping tens of thousands of hard-charging Marines, like you, improve their technical job performance skills through distance learning. By enrolling in this course, you have shown a desire to improve the skills you have and master new skills to enhance your job performance. The distance learning course you have chosen, MCI 0037, *Leading Marines,* provides instruction on preparing Marines in the rank of lance corporal to become future leaders. This course will teach Marine Corps leadership traits and principles, ethics, communication skills, and other subjects to help develop lance corporals into new leaders.

Your Personal Characteristics

- **YOU ARE PROPERLY MOTIVATED.** You have made a positive decision to get training on your own. Self-motivation is perhaps the most important force in learning or achieving anything. Doing whatever is necessary to learn is motivation. You have it!

- **YOU SEEK TO IMPROVE YOURSELF.** You are enrolled to improve those skills you already possess, and to learn new skills. When you improve yourself, you improve the Corps!

- **YOU HAVE THE INITIATIVE TO ACT.** By acting on your own, you have shown you are a self-starter, willing to reach out for opportunities to learn and grow.

- **YOU ACCEPT CHALLENGES.** You have self-confidence and believe in your ability to acquire knowledge and skills. You have the self-confidence to set goals and the ability to achieve them, enabling you to meet every challenge.

- **YOU ARE ABLE TO SET AND ACCOMPLISH PRACTICAL GOALS.** You are willing to commit time, effort, and the resources necessary to set and accomplish your goals. These professional traits will help you successfully complete this distance learning course.

Study Guide, Continued

Beginning Your Course

Before you actually begin this course of study, read the student information page. If you find any course materials missing, notify your training officer or training NCO. If you have all the required materials, you are ready to begin.

To begin your course of study, familiarize yourself with the structure of the course text. One way to do this is to read the table of contents. Notice the table of contents covers specific areas of study and the order in which they are presented. You will find the text divided into several study units. Each study unit is comprised of two or more lessons and lesson exercises.

Leafing Through the Text

Leaf through the text and look at the course. Read a few lesson exercise questions to get an idea of the type of material in the course. If the course has additional study aids, such as a handbook or plotting board, familiarize yourself with them.

The First Study Unit

Turn to the first page of study unit 1. On this page, you will find an introduction to the study unit and generally the first study unit lesson. Study unit lessons contain learning objectives, lesson text, and exercises.

Reading the Learning Objectives

Learning objectives describe in concise terms what the successful learner, you, will be able to do as a result of mastering the content of the lesson text. Read the objectives for each lesson and then read the lesson text. As you read the lesson text, make notes on the points you feel are important.

Completing the Exercises

To determine your mastery of the learning objectives and text, complete the exercises developed for you. Exercises are located at the end of each lesson, and at the end of each study unit. Without referring to the text, complete the exercise questions and then check your responses against those provided.

Study Guide, Continued

Continuing to March	Continue on to the next lesson, repeating the above process until you have completed all lessons in the study unit. Follow the same procedures for each study unit in the course.

Preparing for the Final Exam	To prepare for your final exam, you must review what you learned in the course. The following suggestions will help make the review interesting and challenging.

- **CHALLENGE YOURSELF.** Try to recall the entire learning sequence without referring to the text. Can you do it? Now look back at the text to see if you have left anything out. This review should be interesting. Undoubtedly, you'll find you were not able to recall everything. But with a little effort, you'll be able to recall a great deal of the information.

- **USE UNUSED MINUTES.** Use your spare moments to review. Read your notes or a part of a study unit, rework exercise items, review again; you can do many of these things during the unused minutes of every day.

- **APPLY WHAT YOU HAVE LEARNED.** It is always best to use the skill or knowledge you've learned as soon as possible. If it isn't possible to actually use the skill or knowledge, at least try to imagine a situation in which you would apply this learning. For example make up and solve your own problems. Or, better still, make up and solve problems that use most of the elements of a study unit.

- **USE THE "SHAKEDOWN CRUISE" TECHNIQUE.** Ask another Marine to lend a hand by asking you questions about the course. Choose a particular study unit and let your buddy "fire away." This technique can be interesting and challenging for both of you!

- **MAKE REVIEWS FUN AND BENEFICIAL.** Reviews are good habits that enhance learning. They don't have to be long and tedious. In fact, some learners find short reviews conducted more often prove more beneficial.

Study Guide, Continued

Tackling the Final Exam   When you have completed your study of the course material and are confident with the results attained on your study unit exercises, take the sealed envelope marked **"FINAL EXAM"** to your unit training NCO or training officer. Your training NCO or officer will administer the final examination and return the examination and the answer sheet to MCI for grading. Before taking your final examination, read the directions on the DP-37 answer sheet carefully.

Completing Your Course   The sooner you complete your course, the sooner you can better yourself by applying what you've learned! HOWEVER--you do have 2 years from the date of enrollment to complete this course.

Graduating!   As a graduate of this distance education course and as a dedicated Marine, your job performance skills will improve, benefiting you, your unit, and the Marine Corps.

Semper Fidelis!

STUDY UNIT 1

DEVELOPING LEADERS

Overview

Purpose
In the private sector, one of the first things a newly hired person receives is an employee handbook. That handbook covers what is considered acceptable and unacceptable behavior in the work place. It may also disclose the company's policies on diversity. The Marine Corps applies the same process, but with emphasis on leadership traits and principles. This is what distinguishes the Marine Corps from the private sector. The Marine Corps' goal is to develop Marines with a 24/7-mindset who will model our core values in every aspect of their lives. This study unit will provide you the tools necessary to practically implement our ethos.

Scope
You will learn how to practically employ the core values, leadership traits and principles, values, ethical leadership, and cultural awareness.

This study unit provides scenarios that describe ethical dilemmas. While the Marine Corps typically defines a dilemma as a no-win situation, you must understand there are different perspectives when dealing with ethical behavior—you can win, but it may be unpopular. In this study unit, a dilemma refers to the choice between equally unfavorable options. The wrong choice may be popular amongst your Marines, but the correct ethical decision, while unpopular, will ensure your integrity as a leader.

In This Study Unit
This study unit contains the following lessons:

Lesson	See Page
Understanding Values	1-3
Marine Corps Core Values	1-15
Leadership Traits	1-23
Examining the Leadership Principles	1-43
Ethical Leadership	1-61
Cultural Awareness	1-79

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LESSON 1

UNDERSTANDING VALUES

Introduction

Scope	Where do values come from? …society, childrearing, school, relatives, etc. What types of values are important to you? If you ask 10 people, you will get 10 different answers. Why? Our values have been shaped by our culture and environment and normally at a young age. Our values cause us to respond differently to certain situations. What may be unacceptable to one person is acceptable to another. Thus, it is imperative for Marines to have an all-encompassing perspective of the word, *values*. This lesson will describe the importance of values and how they are developed. While studying this lesson, think about the lessons learned and values that you brought into the Marine Corps.

Learning Objectives	On completion of this lesson, you will be able to

- Identify three sources that influence values.

- Match categories of values to their descriptions.

- Identify the relationship between character and values.

- Identify the relationship between values and leadership.

- Identify the meaning of a value conflict.

- Given a situation, determine if a value conflict exists.

References	The references listed below were used in the development of this lesson:

- Marine Corps Reference Publication (MCRP) 6-11B w/ch 1.
- Parameters, Sorley, Lewis. "Doing What's Right: Shaping the Army's Professional Environment." March 1989, pp. 11-15

Introduction, Continued

In This Lesson   The following topics are in this lesson:

Values, Attitudes, and Behavior

Development of Values and Attitudes

Most researchers agree that we obtain our values through the influence of our parents, teachers, and peers; and earlier experiences have more of an effect than later experiences.

Our attitudes are strongly influenced by our experiences in society. These experiences tend to establish early attitudes, likes, and dislikes. As these attitudes are reinforced by successive similar experiences, they become our basic foundational values. Conversely, our values can have a direct effect on our attitudes.

Values Defined

Values are basic ideas about the worth or importance of people, concepts, or things. You may place a high value on a family heirloom such as your grandfather's watch or on a clean, well maintained car. You may value personal comfort or freedom to travel. You may value a friendship, a relative, or an adult who helped you as you were growing up.

Importance of Values

Values are the center of a person's character. Values affect our everyday life and help determine our attitudes and behavior. The influence of values on human behavior is so great that people will fight and sometimes die for their values.

Values Influence on Behavior

Values influence your behavior because you use them to weigh the importance of alternatives. For example, a person who values personal pleasure more than a trim, healthy body continually makes choices between eating and exercising that will ultimately result in becoming overweight and out of shape. Your values guide you in choosing whether to go with your friends to a concert or to a family gathering on your grandfather's 75th birthday.

Values, Attitudes, and Behavior, Continued

Attitudes	Attitudes are an individual's or a group's feelings toward something or someone, and are usually expressed or demonstrated in likes and dislikes. Attitudes are not as deeply held as values. Attitudes could possibly be values in the making.
Behavior	An individual's or group's behavior is their outward manifestation of either attitudes or values—the way they act, dress, or speak.

Category of Values

Introduction   Values are organized into the following five categories:

- Personal
- Social
- Economic
- Political
- Religious

Personal   Personal values are traits that are representative of a person's moral character such as honesty, responsibility, loyalty, moral courage, and friendliness.

Social   Social values are learned and involve one's relationship to society and to other people such as social responsibility, social consciousness, healthy interpersonal relationships, equality, justice, liberty, freedom, and patriotism. There are four classes of social values:

Social Value	Description
Folk ways	Values people accept out of habit
Mores	Morality governs values
Institutional ways	Practices set up under law
Taboos	The emphatic do's and don'ts of a particular society

Economic   Economic values are identified through such mediums as equal employment, stable economy, balancing of supply and demand of productive goods, money, private property, pride of ownership, and taxes. Many believe that value is a commodity. An automobile, a house, or a TV set may have certain values to them and the item's price is an economic value.

Political   Political values include loyalty to country, concern for national welfare, democracy, public service, voting, elections, and civic responsibility.

Religious   Religious values are characterized by reverence for life, human dignity, and freedom to worship.

Continued on next page

Category of Values, Continued

Relationship Between Character and Values	Character is related to values by our *....commitment to an admirable set of values, and the courage to manifest those values in one's life, no matter the cost in terms of personal success or popularity.* (Sorley, 1989).

Building Character	Developing true character happens when we focus on character qualities such as truthfulness, diligence, obedience, loyalty and courage. Each quality overlaps the other. For example, you cannot be truthful and dishonest at the same time. Some characteristic, such as punctuality, can be developed through practice. This practice will require one to have discipline, which is also a desirable character quality.

Relationship Between Values and Leadership	Values are the benchmark for leadership. They are guides to our thinking and behavior and that of our subordinates. If a Marine is left without any guidance or supervision, then personal values will determine what that Marine will or will not do. Leaders must provide guidance and supervision to inspire (reinforce organizational values) and to influence (effect behavior) our Marines. As a leader, you have the ability to influence the beliefs and values of your Marines by setting the example, rewarding behavior that support military values and attitudes, and planning and conducting tough individual and collective training.

Organizational Values Versus Individual Values

Group Attitudes and Values	Group attitudes and values usually reflect a consensus of the attitudes and values of the individuals that make up the group. In the case of the Marine Corps, values such as honesty, integrity, and loyalty have been desired traits for many years and have been proven necessary in battle. Keep in mind it is these and other values which initially attract many young people to join the Marine Corps.
Marine Corps Values	Marine Corps values include, but are not limited to • Embodying the leadership traits • Living the leadership principles • Being prompt • Maintaining a neat personal appearance and soldierly bearing • Accomplishing the mission • Ensuring troop welfare • Maintaining discipline and obedience to orders • Sacrificing individual needs for the benefit of the group • Working until the job is completed
Recruit Attitudes	Many young men and women come into the Marine Corps with predetermined attitudes which may or may not correlate with our organizational values. Regardless of their prevalent attitudes, recruit training produces a motivated, disciplined, and patriotic Marine.
Leadership Dilemma	Graduated recruits are highly motivated towards the Corps and the standards it represents. They leave the recruit depots with great expectations of receiving from and giving a lot to their Corps. They seek tough training and dynamic leadership. Too often, after reporting to their units, leadership by example diminishes; standards become lowered; training becomes routine and boring; expectations dim; motivation drops; and tarnishing sets in.

Organizational Values Versus Individual Values, Continued

Leadership Role

With the quality of Marines in the Corps today, we must be prepared to challenge these disciplined and spirited Marines who respond magnificently to positive leadership. Boot camp must not be the only significant event in a Marine's active duty experience. Team leaders must set the example and ensure the continual development of their Marines. New Marines assigned to the team must be able to see sound leadership qualities in their team leaders, as well as experience a sense of belonging. Training must be challenging, demanding, interesting, and with a clearly discernible purpose. Leadership by example is a must!

Conflict of Values

When a Marine's personal values and attitudes differ from those of their leader or the Marine Corps to such an extent that it affects their performance of duty, there is a conflict of values. For example, a young Marine who decides that the use of illegal drugs is more important to him than his duty as a Marine is experiencing a conflict of values with the Corps.

Awareness of Value Conflicts

As leaders, an awareness of value conflicts is important because such a conflict adversely affects mission accomplishment. It makes up one of the greatest challenges facing someone who genuinely disagrees or dislikes what they are required to do (not to use drugs).

Effects on the Mission

A Marine with a value conflict may become a disciplinary problem if his or her behavior reflects an indifferent or a hostile attitude towards the Corps' authority. Disciplinary problems require a considerable amount of the leader's time and effort, and ultimately affect their time and ability to train good Marines.

Consider the case of a Marine who is continually involved in disciplinary problems. This Marine requires a great deal of the leader's time because he or she must be counseled, watched closely, given office hours, and sometimes discharged—all of which takes time away from the leader; time which should be devoted to their good Marines.

Marines whose values and attitudes are either parallel to the Corps' or who are self-disciplined enough to "keep themselves in line" are generally the strength of the unit.

Organizational Values Versus Individual Values, Continued

**Examples of
Value Conflicts**

Two examples of value conflicts are listed below:

- A Marine "moonlighting" to give their family more, but allowing it to
  interfere with his or her Marine Corps career.

- A Marine working out to get in shape for a marathon to the extent it is
  impacting on his or her job performance and interfering with work
  schedules.

**Resolving
Value Conflicts**

Peer pressure is particularly effective in resolving conflicts. The emphasis on
resolving value conflicts should be at the section, platoon, or company level
where the needs of the group must come before the needs of the individual.
Marines must know if they wish to belong to a unit, then they must conform.
It is up to their fellow Marines to make this clear by not tolerating attitudes or
behaviors which interfere with unit integrity and mission accomplishment or
which bring dishonor to the unit.

Lesson 1 Exercise

Directions	Complete exercise items 1 through 10 by choosing the correct answer. Check them against the answers listed at the end of the items.

Item 1	According to researchers, what three categories of people influence our values?

a.   _____

b.   _____

c.   _____

Item 2 Through Item 6	Matching: For items 2 through 6, match the value category in column 1 with the description n in column 2. Place your answers in the space provided

Column 1

Value Category

___ 2. Political
___ 3. Social
___ 4. Economic
___ 5. Personal
___ 6. Religious

Column 2

Description

a. Honesty, responsibility, loyalty, moral courage, and friendliness
b. Healthy interpersonal relationships, patriotism, and liberty
c. Equal employment, balancing of supply and demand of productive goods, and money
d. Loyalty to country, concern for national welfare, and democracy
e. Reverence for life, human dignity, and freedom to worship

Item 7	Character is related to values by our _____ to a set of values and the _____ to manifest those values in life.

a. determination; courage
b. courage; commitment
c. commitment; courage
d. courage; determination

Continued on next page

Lesson 1 Exercise, Continued

Item 8   As a leader, you have the power to influence the beliefs and _____ of your
                  Marines by setting the example, rewarding behavior that supports military
                  values and attitudes, and planning and conducting tough individual and
                  collective training.

         a. values
         b. traits
         c. principles
         d. attitudes

Item 9   When a Marine's personal _____ differ from those of their
                  _____ or the Marine Corps to such an extent that it affects their
                  performance or duty, there is a conflict of values.

         a. values and attitudes; subordinates
         b. beliefs and attitudes; leader
         c. values and beliefs; subordinates
         d. values and attitudes; leader

Item 10   Scenario: A young Marine was given a 96-hour liberty pass from his
                  commanding officer. The Marine was to return to work 1200 the following
                  Tuesday, but decided that he would return 1200 on Wednesday. The Marine
                  was given office hours by the commanding officer for violating the UCMJ,
                  article 86; unauthorized absence. What kind of conflict exists in the above
                  scenario?

         a. Ethics
         b. Value
         c. Leadership
         d. Individual

Lesson 1 Exercise, Continued

Answers   The table below lists the answers to the lesson exercise. If you have questions about these items, refer to the reference page.

Item Number	Answer	Reference Page
1	• Parents • Teachers • Peers	1-5
2	d	1-7
3	b	1-7
4	c	1-7
5	a	1-7
6	e	1-7
7	c	1-8
8	a	1-8
9	d	1-10
10	b	1-10

LESSON 2

MARINE CORPS CORE VALUES

Introduction

Scope
Every organization has values. Those values are derived from various sources—many come from moral and civil laws passed down throughout history. A value common to many organizations is integrity. Integrity is viewed as a value vital to the success of the organization. Likewise, the Marine Corps has core values, which are vital to its success home and abroad. Every Marine is responsible for knowing and applying the core values to every aspect of his or her life. This lesson will describe the Marine Corps core values and provide examples of how they are practiced.

Learning Objectives
On completion of this lesson, you will be able to

- Identify the importance of Marine Corps core values.

- Given a scenario, identify which core value is in use.

Reference
The Marine Corps Reference Publication (MCRP) 6-11B w/ch 1 was used in the development of this lesson.

In This Lesson
The following topics are in this lesson:

Core Values

Introduction   Everyone lives according to what they feel is worthwhile or according to their value system. A person's value system motivates their thinking and actions. Values and leadership are closely linked. By exploring this connection and understanding the enormous impact of personal values on individual behavior, you will be better equipped to lead Marines. By understanding human behavior, you are more able to analyze, predict, and influence the behavior of your Marines.

Purpose   Groups function well when all members of the group accept the ideals and goals of the group. Individuals have impact, but a team working together is stronger than the individual members of the team. Members of a team with a common mission, function more effectively if they all believe in the team, its mission, and have a common set of ideals.

Importance of Marine Corps Core Values   The Marine Corps Core Values of Honor, Courage, and Commitment are important because

- They provide a common set of values for acceptable behavior on or off duty.

- They provide a foundation to build strong teams.

- Fellow Marines are willing to place trust and confidence in the Marine who upholds the core values.

Strive to adhere to the values that make Marines unique, and you will not let the Corps, fellow Marines, your family, or your country down.

Honor

Characteristics   The Marine Corps is a unique institution, not just to the military, but to the nation and the world. As the guardians of the standards of excellence for our society, Marines must possess the highest sense of gallantry in serving the United States of America and embody responsibility to duty above self. Characteristics of behavior displayed by honorable Marines include, but are not limited to examples listed in the table below:

Characteristic	Description
Integrity	Demonstrating the highest standards of consistent adherence to correct, legal, and ethical conduct.
Responsibility	Accepting the consequences for decisions and actions. Coaching right decisions of subordinates. A chain is only as strong as the weakest individual link, but a battalion of Marines is more like a cable. Together we are stronger than any individual strand, but one strand may hold us together in a crisis if it is strong enough. One Marine taking responsibility for a situation may save the day.
Honesty	Telling the truth in word and action or clarifying possible misunderstanding or misrepresentation caused by silence or inaction. Respecting other's property and demonstrating fairness in all actions. Marines do not lie, cheat, or steal.
Tradition	Demonstrating respect for the customs, courtesies, and traditions developed over many years for good reason, which produce a common Marine Corps history and identity. Respect for the heritage and traditions of others, especially those we encounter in duty around the world.

Scenario   While walking through the first deck barracks hallway LCpl Myers came upon a wallet with another Marine's I.D. card and $400. He immediately took the wallet, placed it into his pocket, and then proceeded to the duty hut. The duty NCO made a logbook entry so the wallet could be returned to its rightful owner. The duty NCO then told LCpl Myers that he should be proud of himself for demonstrating this kind of moral conduct.

Courage

Characteristics   Courage is the moral, mental, and physical strength to resist opposition, face danger, and endure hardship. Characteristics of behavior displayed by a courageous Marine include but are not limited to the examples listed in the table below:

Characteristic	Description
Self-Discipline	Marines hold themselves responsible for their own actions and others responsible for their actions. Marines are committed to maintaining physical, moral, and mental health. They continually pursue fitness through exercise, as well as life-long learning.
Patriotism	Devotion to and defense of one's country. The freely chosen, informed, willingness to support and defend the Constitution of the United States.
Loyalty	Steady reliability to do one's duty in service to the United States of America, the United States Marine Corps, one's command, fellow Marines, other service members, citizens, family and self.
Valor	Boldness and determination in facing danger in battle, and the daily commitment to excellence and honesty in actions small and large.

Scenario   LCpls Johnson and Frolick did everything together. They even joined the Marine Corps together, and after graduating boot camp they were even assigned to the same unit. During a small battle in a town outside of Camp Fallujah, Iraq, LCpl Frolick was wounded and lay in the middle of the road motionless. When LCpl Johnson noticed his buddy lying in the middle of the road, without hesitation and thought for his own safety, he dashed out and pulled him to safety. Shortly thereafter the platoon sergeant told LCpl Johnson, "next time you need to wait for the all clear or cease fire before running out under fire—you could have been killed!"

Commitment

Characteristics   Commitment is the promise or pledge to complete a goal. It requires you to identify with that goal and is demonstrated by your actions to support that goal. Characteristics of behavior displayed by a committed Marine include, but are not limited to the examples listed in the table below:

Characteristic	Description
Competence	Maintaining and improving one's skill level to support the team. Commitment to moving toward a standard of excellence second to none.
Teamwork	Individual effort in support of other team members in accomplishing the team's mission. Marines take care of their own. All worthwhile accomplishments are the result of team effort.
Selflessness	Marines take care of their subordinates, families, and fellow Marines before themselves. The welfare of our country and our Corps is more important than our individual welfare.
Concern for People	The Marine Corps is the custodian of this nation's future; her young people. We exist to defend the nation, but just as importantly, we are in the business of creating honorable citizens. Everyone has value, regardless of race, nation or origin, religion, or gender. Concern includes a commitment to improving the level of education, skill, self-esteem, and quality of life for Marines and their families. On the battlefield, a Marine is the fiercest of all warriors, and the most benevolent of conquerors.

Scenario   Sgt Mack was the NCOIC of a team of administrators that were just given short fuse notice on Friday that they would be inspected the upcoming Monday by the Marine Corps Administrative Analysis Team (MCCAAT). LCpl Cobb approached Sgt Mack and stated that he was speaking for the team. The team wanted to know if the Sergeant would consider giving the team a pre-inspection over the weekend to ensure the shop was prepared for the MCCAAT on Monday. The selfless dedication shown by the team was reflected in the noteworthy rating received from the inspectors.

Lesson 2 Exercise

Directions	Complete items 1 through 2 by choosing the correct answer. Check your answers against those listed at the end of the items.

Item 1

Which statement is a reason why Marine Corps core values are important?

a. Groups function well when all members of the group accept the ideals and goals of the group.
b. Members of a team with a common mission function more effectively.
c. Build trust and confidence amongst fellow Marines that upholds the core values.
d. A person's value system motivates their thinking and actions.

Item 2

Scenario: You are an alternate on a squad that has just completed a 30-day training exercise for an upcoming squad competition. The commanding officer has authorized the team 10 days annual leave before the competition, which is to be held in 3 weeks. The day prior to departing on leave, you find out the competition has been rescheduled to begin next week. Though you are only an alternate on the squad, you quickly cancel your leave and begin preparation for the competition. Which one of the core values is demonstrated in the scenario?

a. Honor
b. Courage
c. Commitment
d. Loyalty

Lesson 2 Exercise, Continued

Answers   The table below lists the answers to the lesson exercise. If you have
questions about these items, refer to the reference page.

Item Number	Answer	Reference Page
1	c	1-16
2	c	1-19

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LESSON 3

LEADERSHIP TRAITS

Introduction

Scope
The 14 leadership traits are qualities of thought and action, that when demonstrated in daily activities, help Marines earn the respect, confidence, and loyal cooperation of other Marines. It is extremely important that you understand the meaning of each leadership trait and how to develop it. Doing so will help you become a good leader and a good follower. This lesson will describe the leadership traits and provide solutions to develop these traits.

Learning Objective
On completion of this lesson, you will be able to

- Match the leadership trait to its definition.

- Match the leadership trait to its solution for self-improvement.

Reference
The Marine Corps Reference Publication (MCRP) 6-11B w/ch 1 was used in the development of this lesson.

Introduction, Continued

In This Lesson   The following topics are in this lesson:

Justice

Introduction The quality of displaying fairness and impartiality is critical in order to gain the trust and respect of subordinates and maintain discipline and unit cohesion, particularly in exercising your responsibilities as a leader.

Definition Justice is the practice of being fair and consistent. A just person gives consideration to each side of a situation and bases rewards or punishments on merit.

Example LCpl Kirk was placed in charge of the 3rd deck during Thursday evening's field day formation. Under his charge were 21 Marines who resided on the 3rd deck. While going over the additional duty roster, he noticed that PFC Moore was the only Marine assigned the duty of stripping, waxing, and buffing the deck for the last 3 months. When LCpl Kirk inquired into the matter, he learned that the last Marine in charge did not like PFC Moore and, therefore, assigned him the same duty every week. LCpl Kirk immediately rectified the situation by destroying the old roster and creating a more consistent one.

Suggestions for Self-Improvement Be honest with yourself about why you make a particular decision. Avoid favoritism. Try to be fair at all times and treat all things and people in an equal manner.

Judgment

Introduction   Sound judgment allows a leader to make appropriate decisions in the guidance and training of their Marines and the employment of their unit. A Marine who exercises good judgment weighs all factors to arrive at an appropriate decision or take proper action.

Definition   Judgment is the ability to think about things clearly, calmly, and in an orderly fashion so you can make good decisions.

Example   Cpl James loves to PT his Marines. He is a good NCO who knows that daily PT enhances unit readiness and moral. So while preparing for the next day's session, Cpl James checked the news for the weather and created an alternate course of action in case of inclement weather.

Suggestions   You can improve your judgment by avoiding rash decisions. Think before
for Self-   you act, and approach problems with common sense.
Improvement

Bearing

Introduction   The ability to look, act, and speak like a leader whether or not these manifestations indicate one's true feelings is important. Some signs of these traits are clear and plain speech, an erect gait, and impeccable personal appearance.

Definition   Bearing is the way you conduct and carry yourself. Your manner should reflect alertness, competence, confidence, and control.

Example   Standing erect and looking a person in the eye, and expressing oneself in clear straightforward language. Conducting yourself in a manner that is beyond reproach at all times is an example of bearing.

Suggestions for Self-Improvement   To develop bearing, you should hold yourself to the highest standards of personal conduct. Never be content with meeting only the minimum requirements.

Courage

Introduction

Knowing and standing for what is right, even in the face of popular dissent, is often the leader's lot. The business of fighting and winning wars is a dangerous one; the importance of courage on the battlefield is obvious.

Definition

Courage is what allows you to remain calm while recognizing fear. Moral courage means having the inner strength to stand up for what is right and to accept responsibility for your actions. Physical courage means you can continue to function effectively when there is physical danger present.

Example

During a routine barracks cleanup, LCpl Cali, a 6'5" 240-pound athlete, inappropriately touched a female Marine who was visibly shaken. LCpl Rogers, 5'2" and 110 pounds, witnessed the event and immediately stepped in, telling him to knock it off. She then called the Duty NCO to report the incident.

Suggestions for Self-Improvement

You can begin to control fear by practicing self-discipline and calmness. If you are afraid to do certain things required in your daily life, force yourself to do them until you can control your reaction. For example, if you have a fear of public speaking, seek out opportunities to speak or take a class in communications.

Decisiveness

Introduction   The quality of character which guides a person to accumulate all available facts in a circumstance, weigh the facts, choose and announce an alternative that seems best. It is often better that a decision be made promptly than a potentially better one be made at the expense of more time.

Definition   Decisiveness means you are able to make good decisions without delay. Get all the facts and weigh them against each other. By acting calmly and quickly, you should arrive at a sound decision. You announce your decisions in a clear, firm, professional manner.

Example   To prevent a potentially dangerous situation from developing, take immediate action. For example, if you saw a vehicle driving through a field exercise without a ground guide, you should immediately stop the vehicle to inform the driver of the oversight. If you are senior to that individual, direct proper precaution be taken in the future.

Suggestion for Self-Improvement   Practice being positive in your actions instead of acting half-heartedly or changing your mind on an issue.

Dependability

Introduction The quality which permits a senior to assign a task to a junior with the understanding it will be accomplished with minimum supervision. This understanding includes the assumption that initiative will be taken on small matters not covered by instructions.

Definition Dependability means you can be relied upon to perform your duties properly. You can be trusted to complete a job. It is the willing and voluntary support of the policies and orders of the chain of command. Dependability also means consistently putting forth your best effort in an attempt to achieve the highest standards of performance.

Examples Examples of dependability are listed below:

- The squad leader ensures the squad falls out in the proper uniform without having been told to by the platoon sergeant.

- A corporal ensures that he does not consume alcohol 8 hours prior to assuming duties as the duty NCO.

Suggestions for Self-Improvement You can increase your dependability by forming the habit of being where you are supposed to be on time, not making excuses, and carrying out every task to the best of your ability regardless of whether you like it or agree with it.

Endurance

Introduction   The quality of withstanding pain during a conditioning hike in order to improve stamina is crucial in the development of leadership. Leaders are responsible for leading their units in physical endeavors and for motivating them as well.

Definition   Endurance is the mental and physical stamina that is measured by your ability to withstand pain, fatigue, stress, and hardship. For example, enduring pain during a conditioning march in order to improve stamina is crucial in the development of leadership.

Examples   Two examples of endurance are listed below:

- LCpl Rigby struggled to keep up with his platoon during forced marches when he was a recruit. During MCT, he made a point of not falling back and never lagged behind.

- An admin clerk that works all night to ensure promotion and pay problems are run on unit diary in a timely manner. He or she realizes that only through this effort can a Marine receive needed back-pay the following morning.

Suggestions for Self-Improvement   Develop your endurance by engaging in physical training that will strengthen your body. Finish every task to the best of your ability by forcing yourself to continue when you are physically tired and your mind is sluggish.

Enthusiasm

Introduction	Displaying interest in a task and optimism that it can be successfully completed, greatly enhances the likelihood of mission accomplishment.
Definition	Enthusiasm is defined as a sincere interest and exuberance in the performance of your duties. If you are enthusiastic, you are optimistic, cheerful, and willing to accept the challenges.
Example	A Marine who leads a chant or offers to help carry a load that is giving someone great difficulty while on a hike, despite being physically tired, encourages fellow Marines to persevere.
Suggestions for Self-Improvement	Understanding and belief in your mission will add to your enthusiasm for your job. Try to understand why even uninteresting jobs must be done.

Initiative

Introduction   Since an NCO often works without close supervision, emphasis is placed on being a self-starter.   Initiative is a founding principle of Marine Corps Warfighting philosophy.

Definition   Initiative is taking action even though you have not been given orders. It means meeting new and unexpected situations with prompt action. It includes using resourcefulness to get something done without the normal material or methods being available to you.

Example   In the absence of the platoon sergeant, a corporal takes charge of the platoon—calls roll, performs the morning inspections, and reports the status of the platoon to the company gunnery sergeant all without being told to do so. When the company gunnery sergeant saw the corporal reporting the platoon, he immediately praised him.

Suggestions for Self-Improvement   To improve your initiative, work on staying mentally and physically alert. Be aware of things that need to be done and do them without having to be told. Lookout for potential problems and present possible solutions for them before they become an issue.

Integrity

Introduction   A Marine's word is his or her bond. Nothing less than complete honesty in all of your dealings with subordinates, peers, and superiors is acceptable.

Definition   Integrity means you are honest and truthful in what you say or do. You put honesty, sense of duty, and sound moral principle above all else.

When people have integrity, what they think, promise, say and do are identical. They have unshakable character. They have our trust and respect. They also have a good reputation because they are reliable and responsible.

Example   LCpl Fletcher is a married Marine receiving COMRATS. During a recent deployment, she ate in the ship's mess hall. When she checked her LES, she noticed that her COMRATS had not been stopped, and she was still receiving the allowance. She immediately notified her admin section that she was being overpaid.

Suggestions for Self-Improvement   Be absolutely honest and truthful at all times. Stand up for what you believe to be right.

Knowledge

Introduction   The gaining and retention of current developments in military and naval science and world affairs is important for your growth and development.

Definition   Knowledge is the understanding of a science or art. Knowledge means you have acquired information and understand people. Your knowledge should be broad and in addition to knowing your job, you should know your unit's policies and keep up with current events.

Example   The Marine who not only knows how to maintain and operate his/her assigned weapon, but also knows how to use the other weapons and equipment in the unit.

Suggestions for Self-Improvement   Increase your knowledge by remaining alert. Listen, observe, and find out about things you do not understand. Study field manuals and other military literature. Consult your MOS Roadmap to see what courses you should take. Enroll in college courses in your off-duty time. Seek out more senior Marines, and use your mentor for advice and guidance.

Loyalty

Introduction   The motto of our Corps is *Semper Fidelis,* "Always Faithful." You owe
unwavering loyalty up and down the chain of command to seniors,
subordinates, and peers.

Definition   Loyalty means you are devoted to your country, the Corps, and to your
seniors, peers, and subordinates.

Example   A Marine displaying enthusiasm in carrying out an order of a senior, though
he may privately disagree with it. The order may be to conduct a particularly
dangerous patrol. The job must be done, and even if the patrol leader
disagrees, he must impart confidence and enthusiasm for the mission to his or
her Marines.

**Suggestions
for Self-
Improvement**   Show your loyalty by never discussing the problems of the Marine Corps or
your unit with outsiders. Do not talk about seniors unfavorably in front of
your subordinates. Once a decision is made and the order is given to execute,
carry out the order willingly as if it were your own.

Tact

Introduction   The quality of consistently treating peers, seniors, and subordinates with respect and courtesy is a sign of maturity. Tact allows commands, guidance, and opinions to be expressed in a constructive and beneficial manner. This deference must be extended under all conditions regardless of true feelings.

Definition   Tact means you can deal with people in a manner that will maintain good relations and avoid problems. Tact requires politeness, calmness, and firmness.

Example   A Marine discreetly points out a mistake in drill to an NCO by waiting until after the unit has been dismissed and privately asking which of the two methods are correct. He or she anticipates the NCO will realize the correct method when shown, and later provide correct instruction to the unit.

Suggestion for Self-Improvement   Begin to develop your tact by trying to be courteous and cheerful at all times. Treat others as you would like to be treated. When correcting superiors, do so in private and in a non-confrontational manner.

Unselfishness

Introduction   The quality of looking out for the needs of your subordinates before your own is the essence of leadership. Do not confuse this quality with putting these matters ahead of the accomplishment of the mission.

Definition   Unselfishness means you avoid making yourself comfortable at the expense of others. Be considerate of others. Give credit to those who deserve it.

Examples   Three examples of unselfishness are listed below:

- An NCO makes sure all members of their unit have eaten before he or she does or if water is scarce, will share what he or she has and ensure others do the same.

- When a Marine receives a package of food from home, the delicacies are shared with everyone in the squad.

- If a Marine needs extra instruction or guidance, the leader makes their free time available whenever a need arises.

Suggestion for Self-Improvement   Do not use your position or rank for personal gain, safety, or pleasure at the expense of others.

Lesson 3 Exercise

Directions	Complete exercise items 1 through 14 by choosing the correct answer. Check them against the answers listed at the end of the items.

Item 1 Through Item 7	<u>Matching</u>: For items 1 through 7, match the trait in column 1 with the definition in column 2. Place your answers in the space provided.

Column 1

Trait

___ 1. Decisiveness
___ 2. Dependability
___ 3. Enthusiasm
___ 4. Unselfishness
___ 5. Initiative
___ 6. Knowledge
___ 7. Justice

Column 2

Definition

a. Take action even though you have not been given orders.
b. The practice of being fair and consistent.
c. Relied upon to complete your duties properly.
d. A sincere interest and exuberance in the performance of your duties.
e. The understanding of a science or art.
f. Avoid making yourself comfortable at the expense of others.
g. Make good decisions without delay.

Lesson 3 Exercise, Continued

**Item 8
Through
Item 14**

<u>Matching</u>: For items 8 through 14 match the leadership trait in column 1 with the solution for self-improvement in column 2. Place your answers in the spaces provided.

Column 1

<u>Trait</u>

___ 8.   Loyalty
___ 9.   Endurance
___ 10. Integrity
___ 11. Bearing
___ 12. Judgment
___ 13. Tact
___ 14. Courage

Column 2

<u>Suggestion for Self-Improvement</u>

a. Avoid making rash decisions.
b. Try to be courteous and cheerful at all times.
c. Be absolutely honest and truthful at all times.
d. Hold yourself to the highest standards of personal conduct.
e. Practice self-discipline and calmness.
f. Never discuss the problems of the Marine Corps or your unit with outsiders.
g. Engage in physical training that will strengthen your body.

Continued on next page

Lesson 3 Exercise, Continued

Answers   The table below lists the answers to the lesson exercise. If you have
questions about these items, refer to the reference page.

Item Number	Answer	Reference Page
1	g	1-29
2	c	1-30
3	d	1-32
4	f	1-38
5	a	1-33
6	e	1-35
7	b	1-25
8	f	1-36
9	g	1-31
10	c	1-34
11	d	1-27
12	a	1-26
13	b	1-37
14	e	1-28

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LESSON 4

EXAMINING THE LEADERSHIP PRINCIPLES

Introduction

Scope
All successful leaders continuously refine their leadership abilities. Many self-assessment processes have been developed to assist a leader in a proper evaluation. The Marine Corps uses the leadership principles to properly assess one's leadership capabilities. The leadership principles are measurable for development of increasing responsibility and can be practically implemented. This lesson will provide suggestions for developing each principle.

Learning Objectives
On completion of this lesson, you will be able to

- Match the leadership principle to its description.

- Match the leadership principle to its suggestion for development.

Reference
The Marine Corps Reference Publication (MCRP) 6-11B w/ch 1 was used in the development of this lesson.

Introduction, Continued

In This Lesson The following topics are in this lesson:

Principle One: Know Yourself and Seek Self-Improvement

Description This principle is developed by use of the leadership traits. Evaluate yourself by using the leadership traits and determine your strengths and weaknesses. Work to improve your weaknesses and use your strengths. With a knowledge of yourself, and your experience and knowledge of group behavior, you can determine the best way to deal with any given situation. For some Marines and in certain situations, the firm hard stand may be most effective. In other situations, the "big brother" approach may work better. Self-improvement can be achieved by reading and observing. Ask your friends and seniors, and mentors for an honest evaluation of your leadership ability. This will help you to identify your weaknesses and strengths.

Suggestions for Development Several suggestions for development are listed below:

- Seek the honest opinions of your peers, superiors, and mentors to show you how to improve your leadership ability.

- Make an honest evaluation of yourself to determine your strong and weak personal qualities. Strive to overcome your weak qualities and further strengthen those in which you are strong.

- Learn by studying the causes for the success or the failure of other leaders.

- Develop a genuine interest in people. Acquire an understanding of human nature.

- Master the art of effective writing and speech.

- Have a definite goal and plan to attain your goal.

Principle Two: Be Technically and Tactically Proficient

Description   Before you can lead, you must be able to do the job. As a Marine, you must demonstrate your ability to accomplish the mission. To do this, you must be capable of answering questions and demonstrating competence in your MOS. Respect is the reward of the Marine who shows competence. You can learn tactical and technical competence from books and on the job training.

Suggestions for Development   Several suggestions for development are listed below:

- Try to find a well-rounded military education by

  - Attending service schools
  - Doing independent reading and research
  - Seeking off-duty education
  - Taking correspondence courses from MCI, colleges, or correspondence schools
  - Attending PME schools when appropriate

- Seek out and associate with capable leaders. Observe and study their actions.

- Broaden your knowledge through association with members of other branches of the U. S. armed services.

- Seek opportunities to apply knowledge through practical application exercises. Good leadership is acquired only through practice.

- Prepare yourself for the job of leader at the next higher rank.

- Join a professional organization that promotes excellence in your MOS.

Principle Three: Know Your Marines and Look Out for Their Welfare

Description

You should know your Marines and how they react to different situations. This knowledge can save lives. Never put a Marine who is nervous and lacks self-confidence in a situation where an important, instant decision must be made. Knowledge of your Marines' personalities will enable you, as the leader, to decide how to best handle each Marine and determine when close supervision is needed.

Suggestions for Development

Several suggestions for development are listed below:

- Put your Marines' welfare before your own—correct grievances and remove discontent.
- Be approachable. See the members of your unit and let them see you so every Marine may know you and feel that you know them.
- Get to know and understand the Marines you serve with.
- Let them see you are determined that they be fully prepared for battle.
- Concern yourself with the living conditions of the members of your unit.
- Help your Marines get needed support from available personal services.
- Protect the health of your unit by active supervision of hygiene and sanitation.
- Determine what your unit's mental attitude is by keeping in touch with their thoughts.
- Ensure fair and equal distribution of rewards.
- Encourage individual development.
- Provide sufficient recreational time and insist on participation.

Principle Four: Keep Your Marines Informed

Description   To promote efficiency and morale, a leader should inform Marines of all happenings and give reasons why things are done. This, of course, is done when time and security permit. Informing your Marines of the situation makes them feel they are part of the team and not just a cog in a wheel. Informed Marines perform better and, if knowledgeable of the situation, can carry on without your personal supervision. The key to giving out information is to ensure your Marines have enough information to do their job intelligently, and to inspire their initiative, enthusiasm, loyalty, and convictions.

Suggestions for Development   Several suggestions for development are listed below:

- Whenever possible, explain why tasks must be performed and how you intend to do them.

- Assure yourself by frequent inspections that immediate subordinates are passing on necessary information.

- Be alert to detect the spread of rumors. Stop rumors by replacing them with the truth.

- Keep your Marines under your charge informed about current regulations affecting their pay, promotion, privileges, and other benefits.

Principle Five: Set the Example

Description   As Marines progress through the ranks, too often they take on a "Do as I say, not as I do" attitude.   Nothing turns Marines off faster! As a Marine leader your duty is to set the standards for your Marines by personal example. Your appearance, attitude, physical fitness, and personal example are watched by the Marines in your unit. If your personal standards are low and you demand high standards from your Marines, you are setting a double standard for your Marines, and you will rapidly lose their respect and confidence. Remember your Marines reflect your image! Leadership is taught by example.

Suggestions for Development   Several suggestions for development are listed below:

- Show your Marines you are willing to do the same things you ask of them.

- Be physically fit, well groomed, and correctly dressed.

- Maintain an optimistic outlook. Develop the will to win by capitalizing on your unit's abilities. The more difficult the situation, the better your chance is to display an attitude of calmness and confidence.

- Conduct yourself so your personal habits are not open to criticism.

- Exercise and promote the spirit of initiative.

- Avoid showing favoritism to any subordinate.

- Share danger and hardship with your Marines to demonstrate your willingness to assume your share of the difficulties.

- By your performance, develop the thought within your Marines that you are the best Marine for the position you hold.

- Delegate authority and avoid over-supervision in order to develop leadership among subordinates.

Principle Six: Make Sure the Task is Understood, Supervised, and Accomplished

Description   This principle is necessary in the exercise of command.

- *Understanding*: Make sure your Marines know what is expected of them. Communicate your instructions in a clear, concise manner. Talk at a level that your Marines are sure to understand, but not a level so low that would insult their intelligence. Allow them a chance to ask questions or seek advice before starting the task.

- *Supervision*: Without supervision you cannot know if the assigned task is being properly accomplished. Over supervision is viewed by subordinates as harassment and effectively stops their initiative. Allow subordinates to use their own techniques, and periodically check their progress.

- *Accomplishment*: The most important part of this principle is the accomplishment of the mission. Leadership, supervision, and guidance are wasted if the result is not the successful accomplishment of the mission.

Suggestions for Development   Several suggestions for development are listed below:

- Make sure the need for an order exists before issuing the order.

- Use the established chain of command.

- Through study and practice, issue clear, concise, and positive orders.

- Encourage subordinates to ask questions concerning any point in your orders or directives they do not understand.

- Question your Marines to determine if there is any doubt or misunderstanding in regard to the task to be accomplished.

- Supervise the execution of your orders.

- Make sure your Marines have the resources needed to accomplish the mission.

- Vary your supervisory routine and the points which you emphasize during inspections.

- Exercise care and thought in supervision. Over supervision hurts initiative and creates resentment. Under supervision will not get the job done.

Principle Seven: Train Your Marines as a Team

Description   Marines should be trained, schooled, challenged, tested, corrected, and encouraged with perfection and teamwork as a goal. In peacetime, Marines are judged in the roles of perfection in drill, dress, bearing and demeanor, marksmanship, self-improvement, and most importantly, performance. Leaders must train Marines to the highest state of physical condition and instruct them to be the very best in the profession of arms. Train with a purpose and emphasize the essential element of teamwork.

Suggestions for Development   Several suggestions for development are listed below:

- Train, study and prepare, thoroughly and endlessly.

- Strive to maintain individual stability and unit integrity. Keep the same squad leader and fire team leaders as long as possible if they are effective. Needless transfers disrupt teamwork.

- Emphasize use of the "buddy" system.

- Encourage unit participation in recreational and military events.

- Never publicly blame an individual for the team's failure nor praise one individual for the team's success.

- Provide the best available facilities for unit training and make maximum use of teamwork.

- Make sure all training is meaningful, and the purpose is clear.

- Acquaint each Marine in your unit with the capabilities and limitations of all other units, thereby developing mutual trust and understanding.

- Make sure each junior leader understands the mechanics of tactical control for the unit.

- Base team training on realistic, current, and probable conditions.

- Insist that every Marine understands the functions of the other members of the team and how the team functions as a part of the unit.

- Seek opportunities to train with other units.

- Whenever possible, train competitively.

Principle Eight: Make Sound and Timely Decisions

Description   As a leader, you must be able to rapidly estimate a situation and make a sound decision based on that estimation. Hesitation or a reluctance to make a decision leads subordinates to lose confidence in your abilities as a leader. Loss of confidence in turn creates confusion and hesitation within the unit.

Suggestions for Development   Several suggestions for development are listed below:

• Develop a logical and orderly thought process by practicing objective estimates of the situation.

• When time and situation permit, plan for every possible event that can reasonably be foreseen.

• Consider the advice and suggestions of your subordinates whenever possible before making decisions.

• Announce decisions in time to allow subordinates to make necessary plans.

• Encourage subordinates to estimate and make plans at the same time you do.

• Consider the effects of your decisions on all members of your team.

Principle Nine: Develop a Sense of Responsibility Among Your Subordinates

Description   Another way to show your Marines you are interested in their welfare is to give them the opportunity for professional development. Assigning tasks and delegating the authority to accomplish tasks promotes mutual confidence and respect between the leader and subordinates. Also, it encourages subordinates to exercise initiative and give wholehearted cooperation in the accomplishment of unit tasks. When you properly delegate authority, you demonstrate faith in your Marines and increase their desire for greater responsibilities. If you fail to delegate authority, you indicate a lack of leadership, and your subordinates may take it to be a lack of trust in their abilities.

Suggestions for Development   Several suggestions for development are listed below:

- Operate through the chain of command.

- Provide clear, well thought directions. Tell your subordinates what to do, not how to do it. Hold them responsible for results, although overall responsibility remains yours. Delegate enough authority to them to enable them to accomplish the task.

- Give your Marines frequent opportunities to perform duties usually performed by the next higher ranks.

- Be quick to recognize your subordinates' accomplishments when they demonstrate initiative and resourcefulness.

- Correct errors in judgment and initiative in a way which will encourage your Marine to try harder. Avoid public criticism or condemnation.

- Give advice and assistance freely when it is requested by your subordinates.

- Let your Marines know you will accept honest errors without punishment in return. Teach from these mistakes by critique and constructive guidance.

- Mentor your Marines.

Continued on next page

Principle Nine: Develop a Sense of Responsibility Among Your Subordinates, Continued

Suggestions for Development, continued

- Accept responsibility willingly and insist that your subordinates live by the same standards.

- Provide specific guidance and instruction when available. This builds initiative, drive, innovation, enthusiasm and creates a positive environment.

- Assign your Marines to positions in accordance with demonstrated or potential ability.

- Be prompt and fair in backing subordinates. Until convinced otherwise, have faith in each subordinate.

Principle Ten: Employ Your Team in Accordance with Its Capabilities

Description   Successful completion of a task depends upon how well you know your Marines' capabilities. If the task assigned is one your team has not been trained to do, failure is very likely to result. Failures lower your team's morale and self-esteem.

You would not send three Marines to do the job of ten. Seek out challenging tasks for your Marines, but be sure they are prepared for and have the ability to successfully complete the mission.

Suggestions for Development   Several suggestions for development are listed below:

- Do not volunteer your team for tasks it is not capable of completing. Not only will the team fail, but your Marines will think you are seeking personal glory.

- Keep yourself informed as to the operational effectiveness of your team.

- Ensure that tasks assigned to subordinates are reasonable. Do not hesitate to demand their utmost in an emergency.

- Analyze all assigned tasks. If the means at your disposal are inadequate, inform your immediate supervisor and request the necessary support.

- Assign tasks equally among your Marines.

- Use the full capabilities of your team before requesting assistance.

Principle Eleven: Seek Responsibility and Take Responsibility for Your Actions

Description

For professional development, you must actively seek out challenging assignments. Use initiative and sound judgment when trying to accomplish jobs that are not required by your grade. Seeking responsibilities also means you take responsibility for your actions. You are responsible for all of what your Marines do or fail to do. Regardless of the actions of your subordinates, the responsibility for decisions and their application falls on you. You must issue all orders in your name. Stick by your convictions and do what you think is right, but accept justified and constructive criticism. Never belittle a subordinate for a failure that is the result of your own mistake.

Suggestions for Development

Several suggestions for development are listed below:

- Learn the duties of your immediate senior, and be prepared to accept the responsibilities of these duties.

- Seek different leadership positions that will give you experience in accepting responsibility in different fields.

- Take every opportunity that offers increased responsibility.

- Perform every act, large or small, to the best of your ability. Your reward will be increased opportunity to perform bigger and more important tasks.

- Stand up for what you think is right; have the courage of your convictions.

- Carefully evaluate a subordinate's failure before taking action. Make sure the apparent shortcomings are not due to an error on your part. Consider the Marines that are available, work to salvage a Marine if possible, and replace a Marine when necessary.

- In the absence of orders, take the initiative to perform the actions you believe your senior would direct you to perform.

Lesson 4 Exercise

Directions	Complete exercise items 1 through 12 by choosing the correct answer. Check them against the answers listed at the end of the items.

Item 1 Through Item 6

<u>Matching</u>: For items 1 through 6, match the principle in column 1 with the description in column 2. Place your answers in the space provided.

Column 1

<u>Principle</u>

___ 1. Know your Marines and look out for their welfare.
___ 2. Keep your Marines informed.
___ 3. Develop a sense of responsibility among your subordinates.
___ 4. Employ your team in accordance with its capabilities.
___ 5. Make sound and timely decisions.
___ 6. Make sure the task is understood, supervised, and accomplished.

Column 2

<u>Description</u>

a. Rapidly estimate a situation and make a sound decision based on that estimation.
b. Know your team's capabilities.
c. Inform Marines of all happenings and give reasons why things are done.
d. Assign tasks and delegate the authority to accomplish tasks.
e. Know how your Marines will react to different situations.
f. Make sure your Marines know what is expected of them. Communicate your instructions in a clear, concise manner and periodically check their progress.

Lesson 4 Exercise, Continued

Item 7 Through Item 12

<u>Matching</u>: For items 7 through 12, match the principle in column 1 with its suggestion for improvement in column 2. Place your answers in the space provided.

Column 1

<u>Principle</u>

___ 7.   Know yourself and seek self-improvement.
___ 8.   Make sure the task is understood, supervised, and accomplished.
___ 9.   Train your Marines as a team.
___ 10. Make sound and timely decisions.
___ 11. Set the example.
___ 12. Employ your team in accordance with its capabilities.

Column 2

<u>Suggestion for Development</u>

a.   Show your Marines that you are willing to do the same things you ask them.
b.   Encourage subordinates to ask questions concerning any point in your orders or directives they do not understand.
c.   Never publicly blame an individual for the team's failure nor praise one individual for the team's success.
d.   Consider the advice and suggestions of your subordinates whenever possible before making decisions.
e.   Have a definite goal and a definite plan to attain your goal.
f.   Keep yourself informed as to the operational effectiveness of your command.

Continued on next page

Lesson 4 Exercise, Continued

Answers   The table below lists the answers to the lesson exercise. If you have
questions about these items, refer to the reference page.

Item Number	Answer	Reference Page
1	e	1-47
2	c	1-48
3	d	1-53
4	b	1-55
5	a	1-52
6	f	1-50
7	e	1-45
8	b	1-50
9	c	1-51
10	d	1-52
11	a	1-49
12	f	1-55

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LESSON 5

ETHICAL LEADERSHIP

Introduction

Scope

What words come to mind when you hear Habbabiyan or Abu Ghraib? Scandal, fraud, and abuse of authority—all of which were detailed by journalists when it was discovered that ethical conduct was tossed aside to avoid personal responsibility and accountability. Ethics in the Marine Corps are simple; honor, courage, and commitment. Our ethics are a direct reflection of how we lead. It is to our benefit to practice what we preach. This lesson provides you with the relationship of ethics, conduct, and the law. It will also provide the relationship of these elements and Marine Corps policy. Continue to reflect on the previous lessons and the values you brought with you into the Marine Corps.

Learning Objectives

On completion of this lesson, you will be able to

- Match the term associated with ethics to its definition.

- Identify the relationship between ethics and conduct.

- Identify the relationship between law and ethics.

- Given a scenario, identify the behavior as ethical, legal, or norm.

- Apply ethical standards to a situation.

Reference

The Marine Corps Reference Publication (MCRP) 6-11B w/ch 1 was used in the development of this lesson.

Continued on next page

Introduction, Continued

In This Study Unit   The following topics are in this lesson:

Terms Associated with Ethics

Code of Ethics Code of ethics is the rules of conduct generally recognized in respect to a particular class of human actions such as medical ethics or legal ethics. It serves to crystallize moral opinion and define behavior in specialized fields.

Duty Duty is the conduct or action required of a person on moral grounds.

Ethics Ethics is a set of standards or value system by which free human actions are ultimately determined as right or wrong, good or evil.

The terms morals and ethics are used synonymously by most people. However, morals and morality usually refer to *conduct or behavior patterns*. Whereas, ethics and ethical refer to the *study of these matters or to a system of ideas about them*. For example, we usually speak of a moral man and of an ethical system or code.

Fidelity Fidelity is faithfulness in the discharge of duty or of obligations; allegiance to those whom one is bound in honor; loyalty.

Honesty Honesty is fairness and candidness in dealing with others; true; just; upright; characterized by openness and sincerity.

Honor Honor is the bedrock of our character. The quality that guides Marines to exemplify the ultimate in ethical and moral behavior; never to lie, cheat, or steal; to abide by an uncompromising code of integrity; to respect human dignity; to have respect and concern for each other. The quality of maturity, dedication, trust, and dependability that commits Marines to act responsibly; to be accountable for actions; to fulfill obligations; and to hold others accountable for their actions.

Integrity Integrity is soundness of moral principle and character; uprightness; honesty.

Military Ethics Military ethics is the statement of professional ethics applied to the military.

Morals Morals is the distinction between right or wrong. Morality covers the extensive field of personal and social behavior.

Terms Associated with Ethics, Continued

Norm	The norm is a rule that is socially enforced—it may be accepted in one society or culture and prohibited in another. The two types are listed below: • *Folkways.* Values people accept out of habit. Norms define the rituals, beliefs, traditions, and routines in every culture. Breaking them usually is not considered a threat to social organization. Examples are Thanksgiving and saying grace. • *Mores.* Morality governs values. Defined in every culture what is right and wrong, allowed and not allowed. Breaking mores is usually considered by the society a threat to social organizations. Examples are murder and robbery.
Professional Ethics	Professional ethics refer to and deal with additional ideals and practices that grow out of one's professional privileges and responsibilities. Professional ethics apply to certain groups such as the military, doctors, and lawyers. They are the expression of the attempt to define situations that otherwise would remain uncertain and to direct the moral consciousness of the members of the profession to its peculiar problems.
Right	Right conforms to ethical or moral standards. The term is used when referring to justice, law, and morality.
Standard	Standard is anything taken by general consent as a basis of comparison—an approved model.
Value	Value is anything that has worth or is desirable.
Wrong	Wrong is deviated from moral rectitude as prescribed by law or by conscience; immoral, not just, proper, or equitable according to a standard or code—deviating from fact and truth.

Ethics Relationship to Conduct and Law

Relationship Between Ethics and Conduct

Ethics are sometimes referred to as being tied to a set of rules. However, many rules are not concrete in the sense of laws, and may not be written down on paper for all to follow.

The rules to which we are referring when we speak of ethics are similar to the basic rules of sportsmanship. For example, true sportsmanship expects the players to have a healthy attitude toward competition and a general belief that how one plays the game is important. Ethics is related to conduct by an internal sense of fair play and obligation to do the things the right way, even though the right way may be a bit tougher.

Standards of Excellence

Ethics also involves a concern for *standards of excellence*. It should be no surprise to anyone that every Marine is expected to act in accordance with some very specific standards or right and responsible action.

Relationship Between Law and Ethics

Laws are humanity's attempt to interpret the ethics of a society (legally right by the law). Laws and regulations often define ethical behavior; what is good or bad, right or wrong. Unfortunately, no regulation can cover every human situation. Therefore, conflicts develop between law and ethical behavior. For example, by law it is wrong to speed. However, a man whose son has just been bitten by a poisonous snake feels that speeding to get to the hospital is the right behavior.

Ethics in the Military

Obligation to Society

Society has entrusted the Armed Forces in the following ways:

- Means and capability of great destructive power and its use during war and the expectation of responsible utilization of that power.

- Grants the leaders of the Armed Forces comprehensive control over its members even to the extent that the very freedom and guarantees which the Armed Forces exist to preserve, are for the military members themselves substantially limited.

Armed Forces Concern for Ethical Behavior

We put our brightest military minds to the task of war gaming and planning, but the best of these plans are only contingencies based on assumptions about events that have not yet occurred. Ours is a calling for which we cannot write all the rules in advance. We must have leaders who will do what is required and what is right when the striking hour comes when they *must* rely on themselves when the Nation relies on them the most.

Implications

As a small unit leader, you will be called upon to make tough decisions. Remember, your actions can have far reaching implications. Violating ethical principals can create an international incident and bring discredit upon you, the Marine Corps, and the Nation.

Ethics in the Marine Corps

Setting Marine Corps Policies   The Code of Ethics for the Marine Corps is honor, courage, and commitment. Listed below are some of the manuals, documents, and other sources used by the Marine Corps to set standards:

- The Law of Land Warfare
- Code of Conduct
- UCMJ
- Promotion Warrants
- Oath of Office
- Customs, Courtesies, and Traditions
- Paragraph 1100 of the Marine Corps Manual.
- Examples set by leaders on a day-to-day basis

Unspoken Ethics   Our Corps standards run the spectrum of ideals, from not showing cowardice and dishonor by leaving our dead on the battlefield, to not holding hands with our loved ones while in uniform, or going without a haircut even while on leave.

Ethical Traditions   Listed below are some ethically oriented standards based on tradition in the Marine Corps:

- A Marine's word is his or her bond.
- A leader does not eat until subordinates have.
- Marines take care of their own.

Ethics in the Marine Corps, Continued

Desirable and Undesirable Actions

Some actions are traditionally considered right or wrong, good or bad by Marines. Keep in mind the values and the standards that we have in the Marine Corps. Desirable and undesirable actions that characterize Marines are listed in the table below:

Desirable	Undesirable
Doing one's job well without complaining	A negative attitude
Setting a good example and displaying strong, virtuous qualities of leadership such as honesty and integrity	Stealing from another Marine
Working together as a team to accomplish the mission	Not carrying one's full and fair share of the workload

Applying Ethical Standards

Guidelines   The guidelines below provide a way to uphold ethical standards:

Guideline	Action
1	Inform subordinates.
2	Enforce the standards.
3	Issue clear orders.
4	Reward ethical behavior and punish unethical behavior.
5	Use the chain of command.

Inform Subordinates

When welcoming aboard a new Marine into your unit, make sure the Marine is informed of the unit's do's and don'ts.

Enforce the Standards

Reinforce these values and standards expected of all Marines daily. This reinforcement must be found in unit policies, in local procedures (formal and informal), and the daily example that is set by senior leaders alike, as well as by peers. Correct infractions as they occur.

Issue Clear Orders

Issuing unclear orders to a subordinate who may not possess sound personal code of ethics or who have "can do anything" attitudes may cause them to compromise their ethics in the execution of the order. As a result, they may give an incorrect report to a superior or use undesirable methods in carrying out the order, or may even commit an illegal act out of fear of the consequences if the mission is not accomplished.

Applying Ethical Standards, Continued

Reward Ethical Behavior and Punish Unethical Behavior

Leaders must ensure they reward and punish based on the Corps' established standards and traditions. The individual conscience of a Marine can be paralyzed by frustration arising from situation where ethical actions are penalized or ignored, and where unethical actions are rewarded, either directly or indirectly by not being punished.

Use the Chain of Command

The inability of information to flow freely through the chain of command, thereby isolating top leadership from organizational realities, may produce unrealistic expectations from them. The perception from subordinates that their superiors discourage negative feedback can result in communication blockades. This may find subordinates hesitant to ask their superiors for clarification or guidance on issued orders. This could mean the difference between a Marine making a bad judgment call and a failed mission.

Ethical Dilemmas

The following scenarios provide situations where leaders face ethical dilemmas. Think about how you would handle these situations:

- Your SNCOIC provides you the answers for MCI courses *Math for Marines, Spelling,* and *Leading Marines* to make you more competitive for promotion.

- You are a 21-year-old lance corporal out late one night drinking with a group of four Marines. You recognize one of the Marines from you unit and you know he is under age.

- Both you and your roommate are crew chiefs for your unit. You know that your roommate is a heavy drinker, but has always performed well. During a preflight briefing, you smell alcohol on his breath.

Lesson 5 Exercise

Directions	Complete exercise items 1 through 11 by choosing the correct answer. Check them against the answers listed at the end of the items.

Item 1 Through Item 7	<u>Matching</u>: For items 1 through 7, match the term in column 1 with the definition in column 2. Place your answers in the space provided.

Column 1

<u>Term</u>

___ 1. Duty
___ 2. Fidelity
___ 3. Military Ethics
___ 4. Morals
___ 5. Value
___ 6. Right
___ 7. Code of Ethics

Column 2

<u>Definition</u>

a. That which has worth or is desirable
b. Conforming to ethical or moral standards; used when speaking of justice, law, and morality
c. The conduct or action required of a person on moral grounds
d. The statement of professional ethics applied to the military
e. Faithfulness in the discharge of duty or of obligations; allegiance to those to whom one is bound in honor; loyalty
f. The rules of conduct generally recognized in respect to a particular class of human actions
g. Pertaining to or concerned with right conduct or the distinction between right or wrong

Continued on next page

Lesson 5 Exercise, Continued

Item 8   Ethics is related to conduct by a(n) _____ sense of fair play and
_____ to do things the right way, even though the right way may be a
bit tougher.

a. determined; attitude
b. internal; obligation
c. determined; obligation
d. internal; attitude

Item 9   The relationship between law and ethics is best described as: laws are
humanity's attempt to interpret the ethics of a(an)

a. organization.
b. certain group.
c. society.
d. individual.

Item 10   Scenario: Cpl Pane received notice from the company first sergeant that his
wife was in critical condition at the base hospital. On the way to the hospital,
he was pulled over by a military police for driving 55 mph in a 35-mph zone.
During the traffic stop the police officer asked, "Sir, why are you in such a
hurry?" Cpl Pane replied that his wife was in a car accident and is in critical
condition at the base hospital. Which type of behavior describes Cpl Pane's
actions?

a. Legal
b. Norm
c. Ethical

Lesson 5 Exercise, Continued

Scenario for Item 11

Use the following scenario to answer item 11a through 11f and place your answers in the spaces provided:

Scenario: LCpl Brown, who was a Recruit Training Honor Graduate, arrived at his first duty station. GySgt Horn is the SNCOIC of the shop. The first thing GySgt Horn did was turn LCpl Brown over to LCpl Green for in-processing and on-the-job training. LCpl Green has been in the company for 2 months and has adjusted well to the Marine Corps. LCpl Brown began coming to work in an unclean uniform. One day LCpl Green told LCpl Brown to clean up his uniform. LCpl Brown replied, "We're the same rank, I don't have to listen to you." LCpl Green did not pursue the issue because he has gone to GySgt Horn repeatedly before about various work related issues and never received any satisfaction. GySgt Horn needed to select someone to go before the Marine of the Quarter Board. Although LCpl Green was his best Marine, GySgt Horn was annoyed with him for coming to him with problems. He selected LCpl Brown because he was a Recruit Training Honor Graduate.

For each ethical standard listed below, select Yes if you think GySgt Horn applied the ethical standards or No if not, and then write the reason for your choice.

a. Inform subordinates of the standards. Yes/No _____

_____

b. Enforce the standards. Yes/No _____

_____

c. Issue clear orders. Yes/No _____

_____

d. Reward ethical behavior. Yes/No _____

_____

e. Punish unethical behavior. Yes/No _____

_____

f. Use the chain of command. Yes/No _____

_____

Lesson 5 Exercise, Continued

Application   Before proceeding further, discuss your answer with your mentor and unit leader. Did you come to a different conclusion than your mentor and leader did? Why? How does their perspective affect your decision about this scenario?

Lesson 5 Exercise, Continued

Answers   The table below lists the answers to the lesson exercise. If you have questions about these items, refer to the reference page.

Item Number	**Answer**	**Reference Page**
1	c	1-63
2	e	1-63
3	d	1-63
4	g	1-63
5	a	1-64
6	b	1-64
7	f	1-63
8	b	1-65
9	c	1-65
10	c	1-65
11	a. No. GySgt Horn did not conduct a proper in-briefing with LCpl Brown when he arrived. Although LCpl Brown was a new Marine and taught Marine Corps values, traits, principles, and standards, they should be reinforced at the duty station for new Marines. Learning to be a good Marine is a constant process. b. No. GySgt Horn is the SNCO in charge of the shop and probably saw LCpl Brown's appearance before LCpl Green brought it to his attention. He did not do any thing to correct it before or when he was formally informed. Once one infraction is not addressed, it is likely more will be violated in the future.	1-69

Continued on next page

Lesson 5 Exercise, Continued

Item Number	Answer	Reference Page
11	c. No. GySgt Horn did not tell LCpl Green he was responsible for grooming LCpl Brown to Marine Corps standards, although LCpl Green did attempt to do so. He did not have the support of GySgt Horn, so his attempt was unsuccessful. GySgt Horn could have given LCpl Green this responsibility as a mentor and inform LCpl Brown of this decision. This current situation results in confusion of who is in charge. d. No. Although LCpl Green was GySgt Horn's best Marine, he indirectly punished him for trying to adhere to Marine Corps standards. This can result in morale problems in the shop. e. No. GySgt Horn rewarded unethical behavior. Although LCpl Brown was a Recruit Training Honor Graduate, this was not the real reason he was selected for Marine of the Quarter. GySgt Horn selected him as retaliation towards LCpl Brown. Chances are LCpl Brown knows GySgt Horn is aware of his infractions, but rewarded him anyway. This encourages disregard of Marine Corps standards.	1-69

Lesson 5 Exercise, Continued

**Answers,
continued**

Item Number	Answer	Reference Page
11	f. No. Although the scenario does not obviously state there was a chain of command violation, there was probably at least one other senior Marine above LCpl Green and below GySgt Horn. If this was the case, GySgt Horn could have told LCpl Green to use this as the chain of command and enforce it by sending LCpl Green back to that Marine.	1-70

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LESSON 6

CULTURAL AWARENESS

Introduction

Scope

In more recent years, the Marine Corps has been called upon to assist in peacekeeping operations throughout the world. Our conduct impacts the success of the whole mission both negatively and positively. Until recently, the importance of understanding culture in peace operations was underestimated. Challenges associated with culture have arisen due to the expanded and complex nature of modern peacekeeping operations. Today, missions are multi-culturally composed and take place in diverse cultural contexts.

Culture is a sensitive topic. It provides understanding of group/individual beliefs, values and behavior, and how they are interpreted. It is important that Marines understand the differences in cultures and their effects to prevent misunderstandings. This lesson is based on the United Nations Peacekeeping Operations training and has been modified for Marine Corps training. In this lesson you will learn guidelines for developing cultural awareness.

Learning Objectives

On completion of this lesson, you will be able to

- Identify three effects of culture on the individual.

- Identify the beginning of the cycle of prejudice.

- Match the steps taken to build cultural awareness to their description.

- Identify ways to prepare for the host country's culture.

- Identify the stages of adaptation.

References

The references listed below were used in the development of this lesson:

- United Nations, Department of Peacekeeping Operations, Military Division, Training and Evaluation Services, Standardized Generic Training Module (SGTM) 05B: Cultural Awareness

- Joint Force Quarterly, *You're Not from Around Here, Are You?,* Ike Skelton and Jim Cooper p. 12-16

Introduction, Continued

In This Lesson   The following topics are in this lesson:

Topic	See Page
Introduction	1-79
Acquisition of Culture	1-81
Dangers	1-82
Culture in Peacekeeping Operations	1-83
Understanding Cultural Differences	1-84
Building Cultural Awareness	1-86
Adaptation to the New Culture	1-87
Lesson 6 Exercise	1-89

Acquisition of Culture

Definition of Culture   Culture is a system of both specific and implied meanings, beliefs, values, and behaviors shared by members of a community or a group, through which experience is interpreted and carried out.

Effects of Culture   Culture determines the way we act, the manner in which we relate to others, and the way we think about and interpret events happening around us.

Socialization   Culture is acquired through the process of socialization. Culture is relative, learned collectively, changes over time, and is a complex responsive process. We learn relative values and appropriate behaviors from our community members. There are two levels to culture:

- Obvious and observable aspects: Clothing, language, food, etc.
- Ambiguous (obscure) aspects: Shared ideas, beliefs, and values that usually become apparent when people from different social systems interact.

Multifaceted   Individuals do not embody a single culture, but rather multiple cultures. Many cultural groups exist within the larger ones. These include but are not limited to age, gender, class, profession, and religion.

Example: PFC Lall is a fourth generation European descendent born in the United States. He practices his religion faithfully and follows the customs passed down from generations that his parents taught him.

Culture colors everything we see or do. It is impossible to leave our cultural lenses behind during interactions without perspective and experience through which we interpret events.

Dangers

Stereotypes   Human beings frequently make generalizations about the attributes and characteristics of other people. We create stereotypes. When we do this with cultural groups, there is a danger of developing negative stereotypes, which leads to prejudice.

Cycle of Prejudice   A cycle of prejudice begins when we start judging other cultures by our own set of standards to define the world around us. Lack of knowledge or an unwillingness to learn can result in an unintentional conflict and or misunderstanding. The prejudices are often based on imperfect information, and are normally filtered through the individual's background and experiences.

Break the Cycle   The only way to break this cycle is to be aware of cultural differences and try to understand their origins. When working in a culturally diverse environment as peacekeepers, we have to be careful to question our own cultural expectations to avoid making stereotypes or forming prejudices against other groups.

     Example: LCpl Scott was irritated that his roommate wore a hat indoors whenever he was not in uniform. In LCpl Scott's culture, men do not wear hats indoors. He questioned his roommate and was told he was following his religious practices. LCpl Scott began to develop some deep dislike for his roommate and others like him. He went to his supervisor, Cpl Fuller, to discuss the matter. Cpl Fuller suggested he research the religion, and joined him in this endeavor. LCpl Scott gained insight into a different culture and learned some resemblances towards his own culture. He went to his roommate and apologized for not being tolerant of his religious beliefs.

Culture in Peacekeeping Operations

**Cross-Cultural
Interactions**

In peacekeeping operations, there will be many opportunities to have cross-cultural interactions. These interactions occur at the various levels listed below:

- Military to military (international): As in Iraq, the United States had the support of England and other countries to support the war effort and maintain peace.

- Civilian to civilian: Diverse personnel who work for diplomatic, humanitarian, and other civilian agencies.

- Military to civilian: Military and civilian organizations involved in establishing and sustaining missions. In operations that provide food and other supplies to local communities. There may be civilian organizations with the same mission—UNICEF, the Red Cross, and other international aid organizations.

- International staff and local communities: These staff members may reside and shop in the local communities.

- Local communities: Different ethnic groups in conflict. For example, different sects of Muslims tried to gain control of Iraq after the fall of Saddam Hussein.

Understanding Cultural Differences

Most Common Differences When arriving in a new country, you will experience some differences that are generally striking and quite common. This section will describe some of those differences so you will be better prepared when entering a different culture.

Eating Habits Some nations use a knife, fork, and spoon. Some use chop sticks and a spoon. Other nations have very high hygiene and use the clean right hand instead of cutlery. Some nations eat from individual plates and others have one big common plate. Do not be surprised.

What People Eat Beef is not eaten in Hindu countries. Muslims do not eat pork. In Western countries, people keep cats, dogs, and horses as pets, but in other countries people have no problem eating those animals. These eating habits should not be interpreted as *good* or *bad*—they are simply part of a different culture. What is important is to understand and respect that these differences exist.

Religion In most societies, religion is an important factor. Peacekeepers must be aware of the religious beliefs and customs in the mission area. You will find other religions not only among local people, but also among other peacekeepers. Respect all religions as you would want your own religion to be respected.

Family and Gender In some cultures, family ties are considered very important. Elders are the most respected people in some societies. As a rule, paying respect to elders and being humble will never be wrong.

Gender beliefs of the local community may be different from yours. In some matriarchal societies, women do all the work and are the *providers* for the family. Understand and respect that these differences do exist.

Understanding Cultural Differences, Continued

Communication   Language is culture specific. Cultural undertones always exist when a person is speaking in English as a second language. So, you may not always understand, and may have to ask the person to repeat or rephrase.

Avoid the use of slang or other language that may be difficult to interpret as much as possible. Humor is good, but be aware that humor is not cross-cultural. Your sense of humor can make enemies.

Body Language   Body language is very important. It conveys a lot of things that you do not say. Different gestures have different meanings in different cultures. The article, "You're Not from Around Here, Are You?" detailed how Americans greeting Serbs in Bosnia with the "peace" sign angered them because it was a gesture commonly used by their Croat enemies. In Somalia, it was soon discovered the "A-OK" circled-finger familiar to most Americans was considered to be a gross insult.

A polite handshake is accepted in most cultures. There are exceptions where men do not shake hands with women. Men walking hand in hand are quite common in many countries and indicate trust and friendship. In some other countries, it may be related to sexual orientation.

Dress Code   The dress code is different among various cultures. It depends upon customs, traditions, and climate. Marines need to understand and adapt to local custom.

Traffic   Countries have different traffic conditions and rules. Most casualties that do occur in peacekeeping operations are not from combat or sickness, but from traffic accidents. Drive defensively and carefully, study the local traffic conditions, and respect local traffic laws.

Time   People have different concepts of time. The military has its own understanding of what being *on time* means, which may differ substantially from that understood by civilians or the local community. In some cultures, being late is a symbol of status and power.

Building Cultural Awareness

Manage Cultural Differences

Culture and cultural differences can have a powerful effect and lead to misunderstanding and conflicts. Cultural awareness is necessary to manage differences that we otherwise tend to measure against our own standards. The table below provides steps to manage these differences:

Step	Description
1	Assess your own culture—how your personal cultural experiences have shaped your communication style, and why you do things the way you do.
2	Assess the specific culture where your assignment/mission will take you.
3	Determine the differences between your own culture and the new culture.
4	Determine ways those differences can be turned into strengths that will enable you to solve problems in a unique and creative manner. Example: When GySgt Murray arrived in the host country, he tried using the method described above to solve problems he encountered with the culture. He learned a lot that he could apply to his life. When his junior Marines processed into the unit, GySgt Murray explained the procedure to them, and provided examples of situations where he applied this method. He helped his Marines work through difficulties they encountered in a different culture.

Host Country Culture

If feasible, try to know at least the most current development in the local history. You can be sure that the parties have different opinions on history, but basic facts are helpful and will make you a more convincing peacekeeper. The list below provides a starting point to learning about the host country:

- Know the history, culture, customs, and traditions.
- Know the background for the conflict.
- Know what is expected of you.

Example: PFC Boyd is deploying to Afghanistan for the first time within 6 weeks. Although he is familiar with the conflict, he decides to do more research on the country, conflict, and the role he is expected to perform.

Adaptation to the New Culture

Culture Shock   Arriving in an area of operation means unfamiliarity with the climate, language, currency, road signs, and colleagues.

Managing Culture Shock   For a new Marine, it is normal to face some discomfort. You may experience homesickness, a little depression, and some may even get hostile toward the host nation culture.

To manage culture shock, speak with your friends and your leaders. Ask questions before getting angry about attitudes or facts that you may be misinterpreting. If you are an older Marine, you may not experience culture shock; however, you must help younger Marines to adjust.

Adaptation Stages   The table below shows the adaptation stages to adjusting to a new culture. This table may help you understand what is occurring while making the adjustment to a new culture.

Stage	Situation	Approaches	Reaction
Honeymoon	First existing contact with the culture	Observe	Excitement, curiosity, and slight concern
Initial Confrontation	First intense feeling with the culture	Solve problems in familiar ways	Surprise and confusion; mystified about others behavior
Adjustment Crisis	Problems intensify	Some experimentation with new behaviors	Feeling frustration, anger, and confusion about own identity
Recovery	Sense of belonging to culture emerges	New strategies to help one function effectively	Feeling that the culture is understandable and enjoying many aspects of the new culture

Continued on next page

Adaptation to the New Culture, Continued

Example
LCpl Harris first duty station was his hometown of New York City. After 2 years, he received an assignment to London, England. He was very excited when he arrived in the country. After some time, he decided to go sightseeing. LCpl Harris decided to use the local bus service to travel across town. Once the bus arrived, he hurried towards the door. He noticed he was being blocked from getting on. He looked back and noticed everyone was in an orderly line to enter the bus. He later learned that the people in London "queue up" to enter the bus, unlike what is done in New York City.

LCpl Harris is in the initial confrontation stage.

Maintaining Good Relations
The knowledge and understanding of other cultures is critical for the maintenance of good relations to all the people in the mission, as well as the local community. It will not only help you as an individual, but your organization will work more effectively and the mission will be easier to accomplish.

Remember each organization also has its own culture and values. As you did for other people in the mission area, do your best to know and understand the culture of all organizations and element partners in multinational missions.

Lesson 6 Exercise

Directions	Complete exercise items 1 through 8 by choosing the correct answer. Check them against the answers listed at the end of the items.

Item 1	Culture determines the way we _____, the manner in which we _____, and the way we _____ events happening around us.

Item 2	When does the cycle of prejudice begin?

    a. Negative stereotypes of people are created.
    b. Generalizations about the attributes and characteristics of people are made.
    c. We start judging other cultures by our own set of standards.
    d. Any stereotypes are created about people.

Item 3 Through Item 6	Matching: For items 3 through 6, match the steps to building cultural awareness in column 1 with its description in column 2. Place yours responses in the spaces provided.

Column 1

Step

___ 3. One
___ 4. Two
___ 5. Three
___ 6. Four

Column 2

Description

a. Assess ways those differences can be turned into strengths.
b. Assess the specific culture where your assignment/mission will take you.
c. Assess your own culture.
d. Determine the differences between your own culture and the new culture.

Continued on next page

Lesson 6 Exercise, Continued

Item 7   <u>Scenario</u>: LCpl Knecht has received orders to Japan with a report date 60 days away. What can she do to prepare for the host country's culture?

    a. Adapt a name common in that country.
    b. Gain knowledge of the customs and traditions.
    c. Make friends with people from the country.
    d. Convert to the country's primary religion.

Item 8   <u>Scenario</u>: Pvt Hancock has arrived at her first duty station in New York City. She is from a small town in Utah. She is very excited about living in the "big city." Which adaptation stage is Pvt Hancock currently in?

    a. Honeymoon
    b. Initial confrontation
    c. Adjustment crisis
    d. Recovery

Lesson 6 Exercise, Continued

Answers   The table below lists the answers to the lesson exercise. If you have
questions about these items, refer to the reference page.

Item Number	Answer	Reference Page
1	act, relate to others, think about and interpret	1-81
2	c	1-82
3	c	1-86
4	b	1-86
5	d	1-86
6	a	1-86
7	b	1-86
8	a	1-87

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STUDY UNIT 2

THE MILITARY ORGANIZATION

Overview

Purpose   Any organization that has operated successfully in its industry has a solid organizational structure and effective command element. In the business world, there are sole proprietors, partnerships, limited liability companies, and corporations. Each of these organizations' leaders is responsible for the overall vision of the organization. These leaders have titles such as president, owner, or chief executive officer. This study unit will provide you with an overview of the organizational structure of the Department of Defense and explain how it is commanded. It will also review factors of the Department of Homeland Security.

Scope   You will be able to identify various agencies within the Department of Defense, learn how they fit within the organizational structure, and identify the role and responsibilities of the agency's commander.

References   The references listed below were used in the development of this lesson:

- DoD Directive 5100.1, *Functions of the Department of Defense and Its Major Components*
- Joint Publication 3-16, *Joint Doctrine for Multinational Operations*
- MCDP 3-0, *Expeditionary Operations*
- 8801A, *Warfighting, Volume I*
- IAW Joint Publication 1-02, *Department of Defense Dictionary of Military and Associated Terms*
- Deploymentlink.osd.mil/deploy/info/commands
- dtic.mil/doctrine/s_index

Overview, Continued

In This Study Unit   This study unit contains the following lessons:

Lesson	See Page
The Command	2-3
Organizational Structure	2-11
The Department of Homeland Security	2-32

LESSON 1

THE COMMAND

Introduction

Scope

A leader is responsible for the overall management and vision of an organization. Every leader knows that management at different levels is necessary to successfully operate an organization. The Department of Defense is no different. It requires a commander and multiple leaders at various levels to accomplish its mission. In this lesson, you will learn the definition of command and identify responsibilities within the chain of command.

Learning Objectives

On completion of this lesson, you will be able to

- Define command.

- Identify the role of the commander.

- Apply the chain of command to a situation.

In this Lesson

The following topics are in this lesson:

What is Command?

Command Defined

Command has many definitions. The definitions that pertain to the military are listed below:

- The authority a commander in the Armed Forces lawfully exercises over subordinates by virtue of rank or assignment.

- An order given by a commander that is the will of the commander expressed for the purpose of bringing about a particular action.

- A unit or units, an organization, or an area under the command of one individual.

Commander Defined

An officer in command of a military unit, someone in an official position of authority who can command or control others in U. S. Forces, is called a commander.

Commander's Role

The role of the commander includes, but is not limited to, the following:

- The authority and responsibility for effectively using available resources

- Planning the employment of organizing, directing, coordinating, and controlling military forces for the accomplishment of assigned missions

- Responsible for the health, welfare, morale, and discipline of assigned personnel

- Training: Marines are trained and schooled, challenged and tested, corrected and encouraged with teamwork as a primary goal. Marines are judged for their perfection in drill, dress, bearing, demeanor and self-improvement, but more than anything else—by their *warfighting skills and performance*. No excuses can be made for the failure of leaders to properly train their Marines to the highest state of readiness. Training is the key to success. Marine commanders must insist on it.

Your Role

Although you are a small unit leader, your role is important to the command. Your technical and leadership skills are an integral part in obtaining the unit's mission. As a team leader, your skills and effective employment of your team will have dramatic effects in the commander's role in fulfilling the unit's mission requirements.

Commander's Intent

Definition   A concise expression of the purpose of the operation and the desired end state that serves as the initial drive for the planning process. It may also include the commander's assessment of the enemy commander's intent and an assessment of where and how much risk is acceptable during the operation.

Example   Below is an example of a company's Commander's Intent on training readiness and leadership development:

> It is my intent that every Marine within this company adhere to the below training readiness and leader development.

TRAINING READINESS

- Effective and realistic training at all times.
- Training meetings conducted to standards.
- Individual readiness – MOS, physical, mental, spiritual, small arms, NBC, lifesaving and medical skills.
- Collective readiness – lethal platoons & company teams, competent battle staffs, prepared for full spectrum operations.
- MOS technical school opportunities.

LEADER DEVELOPMENT

- Develop multi-skilled and adaptive leaders.
- Constant communication is critical.
- Advocate teamwork in all endeavors.
- Professionalism and selfless service in all things.
- Leader's presence is essential.
- Ensure adherence to standards at all times.
- Include ORM in everything we do.
- Professional development.
- Effective mentoring.
- Use roadmaps to monitor individual and subordinate MOS progression.

Chain of Command

Understanding   The chain of command is the succession of commanding officers from a
superior to a subordinate through which command is exercised. In general,
military personnel give orders to only those directly below them in the chain
of command and receive orders from only those directly above.

- A Marine who has difficulty carrying out an order is likely to be
  disciplined for not observing the chain of command if he or she skips the
  officer who is in direct command of him or her and directly appeals to a
  higher-ranked officer in their chain of command.

- The line of command will go from a higher-ranked Marine (an officer)
  who gives the order down to lower-ranked (junior enlisted) Marines who
  are ordered to perform.

Concept   The concept implies that higher rank alone does not entitle a person to give
commands. This chain serves two purposes:

- Decentralized authority.
- Link the different levels of command.

Decentralize Authority   Since it is impossible for one person to assign duties to every Marine or
supervise every task, assignments are passed down through the levels of
command. This is called decentralization of authority.

Example: The mess officer tells the chief cook what foods to prepare for a
meal. The chief cook then tells the section cook, who in turn tells
the other cooks.

Whenever duties are assigned to a subordinate, that subordinate must be given
the authority to accomplish those duties. The subordinate is held responsible
for accomplishing the assigned task, but overall responsibility for its success
remains with the Marine originating the order.

Chain of Command, Continued

Link the Different Levels of Command	It is in this way the infantry private can talk to his battalion commander. Example: The private goes through his fire team leader with a problem. If the problem cannot be solved by his fire team leader, he is sent to his squad leader, then to the platoon sergeant, then to his platoon commander, then to the first sergeant, then to the company commander, and finally to the battalion commander via the sergeant major.

Lesson 1 Exercise

Directions	Complete exercise items 1 through 3 by choosing the correct answer. Check them against the answers listed at the end of the items.

Item 1	Command is defined as a unit or units, an organization, or an area under the command of one individual, and the authority that

    a. a commander in the Armed Forces lawfully exercises over subordinates by virtue of rank or assignment; and an order given by a commander; that is, the will of the commander expressed for the purpose of bringing about a particular action.

    b. an officer exercises over enlisted personnel by virtue of rank or assignment; and an order given by a command; that is, the will of the commander expressed for the purpose of bringing about a particular action.

    c. an officer exercises over personnel by virtue of rank; and an order given by an officer; that is the will of the commander expressed for the purpose of bringing about an action.

    d. an officer in the Armed Forces lawfully exercise over enlisted personnel by virtue of rank or assignment and an order given by a command that is the will of the commander expressed for the purpose of bringing about a particular action.

Item 2	A part of a commander's role includes "the authority and responsibility for effectively using available resources and for planning the employment of organizing, directing, coordinating, and controlling military forces for the accomplishment of assigned missions." An additional responsibility as a role for a commander is the health

    a. welfare, morale, and discipline of assigned personnel.
    b. welfare, motivation, and control of assigned personnel.
    c. care, morale, and discipline of assigned personnel.
    d. communication, morale, and discipline of assigned personnel.

Lesson 1 Exercise, Continued

Item 3   Scenario: On the way to work this morning, LCpl Mickel received a ticket from the military police on duty at the front gate for an expired base decal. Once she arrived at work, she notified the first person in her chain of command, which consisted of GySgt Lawson (SNCOIC), Cpl Brooks (NCOIC), 1stLt Fletcher (OIC), and 1stSgt Senn (Co 1stSgt). From the above scenario, select the correct order of LCpl Mickel's chain of command?

a. Cpl Brooks, 1stSgt Senn, GySgt Lawson, 1stLt Fletcher
b. 1stSgt Senn, 1stLt Fletcher, Cpl Brooks, GySgt Lawson
c. Cpl Brooks, GySgt Lawson, 1stLt Fletcher, 1stSgt Senn
d. GySgt Lawson, Cpl Brooks, 1stSgt Senn, 1stLt Fletcher

Lesson 1 Exercise, Continued

Answers   The table below lists the answers to the lesson exercise. If you have
questions about these items, refer to the reference page.

Item Number	Answer	Reference Page
1	a	2-4
2	a	2-4
3	c	2-6

LESSON 2

ORGANIZATIONAL STRUCTURE

Introduction

Scope
Your fingerprint and iris are two physical features that uniquely identify who you are. In fact, no one has the same fingerprints or irises. Similarly, the mission, characteristics, and components uniquely identify the organizational structure of the agencies within the Department of Defense (DoD). This lesson will provide you with the knowledge to properly identify the structure, functions, components, and joint environment of agencies within the DoD.

Learning Objectives
On completion of this lesson, you will be able to

- Identify the function of each unified combatant command.

- Identify the function of each U.S. military service.

- Identify functions of the core elements of the MAGTF.

- Distinguish the difference between a MEF, MEB, and MEU.

In This Study Unit
The following topics are in this lesson:

Structure of the Department of Defense (DoD)

Responsibilities   Under the President, who is also Commander-in-Chief, the Secretary of Defense exercises authority, direction, and control over the Department of Defense (DoD) and its component agencies. DoD is responsible for providing the United States with military forces needed to deter war and protect the security of the country.

Composition   The DoD is comprised of the following:

- Office of the Secretary of Defense (OSD)
- Chairman of the Joint Chiefs of Staff (JCS)
- Three military departments: Army, Air Force, Navy (the Marine Corps falls under the command of the Navy)
- Nine unified combatant commands
- DoD Inspector General
- Seventeen defense agencies
- Seven DoD field activities and other offices, agencies, activities, and commands established or designated by law, the President or Secretary of Defense. The functions of the heads of these offices are assigned by the Secretary of Defense according to existing law.

Note: Although the U.S. Coast Guard is an armed service, it is an agency within the Department of Homeland Security.

Structure of the Department of Defense (DoD), Continued

2005 Chart   The 2005 DoD organizational chart is shown below:

Unified Combatant Commands

Background   Operational control of the U.S. combat forces is assigned to the Nation's unified combatant commands. A unified combatant command is composed of forces from two or more services, has a broad and continuing mission, and organized on a geographical basis. The number of unified combatant commands is not fixed by law or regulation and may vary from time to time.

Chain of Command   The operational chain of command runs from the President to the Secretary of Defense to the commanders of the combatant commands. The Chairman, Joint Chief of Staff (JCS) functions within the chain of command by transmitting to the commanders of the combatant commands—the orders of the President or the Secretary of Defense.

Responsibilities   The commanders of the combatant commands are responsible to the President and the Secretary of Defense for accomplishing the military missions assigned to them and shall exercise command authority over forces assigned to them as directed by the Secretary of Defense pursuant to section 10 U.S.C. 164 (reference (b)).

Continued on next page

Unified Combatant Commands, Continued

Function and Responsibility   The primary function and geographical area of responsibility of each current unified command is listed below:

Command	Function
Central Command (USCENTCOM)	Responsible for U.S. security interest in 25 nations that stretch from the horn of Africa through the Arabian Gulf into Central Asia.
European Command (USEUCOM)	Supports and advances U.S. interest and policies throughout the assigned area of responsibility; provides combat ready land, maritime, and air forces to Allied Command Europe or U.S. unified commands; and conducts operations unilaterally or in concert with coalition partners. Its area of responsibility covers 21 million square miles and 92 countries and territories, including Europe, Turkey, Greenland, the former Soviet Union, except the 5 central Asian Republics (Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan), and Africa (except for Egypt, Sudan, Djibouti, Somalia, Eritrea, and Ethiopia).
Northern Command (USNORTHCOM)	Homeland defense—responsible for U.S. military operations in the United States, Mexico, Canada, and the northern Caribbean (including Cuba and Puerto Rico, but not Haiti and the Dominican Republic). Alaska, however, is shared jointly between NORTHCOM and the United States Pacific Command (USPACOM).
Pacific Command (USPACOM)	Enhances security and promotes peaceful development in the Asia-Pacific region by deterring aggression, responding to crises and fighting to win. Its sphere of control extends from the west coast of the United States mainland to the East Coast of Africa (excluding the waters north of 5° S and west of 68° E), encompassing Southeast Asia, Australia, East Africa, and the Pacific Rim. It also has control over U.S. military operations in the Pacific, including the State of Hawaii, Indian Oceans as well as over forces in Alaska.

Unified Combatant Commands, Continued

**Function and
Responsibility,
continued**

Command	Function
Southern Command (USSOUTHCOM)	Shapes the environment within its area of responsibility by conducting military to military engagement and counter-drug activities throughout the theater to promote democracy, stability, and collective approaches to threats to regional security. When required, the command will respond unilaterally or multilaterally to crises that threaten regional stability or national interests, and prepare to meet future hemispheric challenges. It is responsible for all United States military activities in Central America, South America, and the Caribbean basin.
Special Operations Command	Provides combat-ready special operations forces to the geographic combatant commands in support of U.S. national security interests. The command is not limited to a specific geographic area of responsibility, but must respond wherever the President or the Secretary of Defense directs in peacetime and across the complete spectrum of conflict.
Strategic Command	Deters military attacks on the United States and its allies, and should deterrence fail, employ forces so as to achieve national objectives. Their responsibilities include: providing intelligence on countries and other entities possessing or seeking weapons of mass destruction; providing support to other combatant command commanders; developing a Single Integrated Operational Plan (SIOP) that fully satisfies national guidance; monitoring the readiness of SIOP committed forces; and commanding, controlling, and employing assigned forces.

Unified Combatant Commands, Continued

**Function and
Responsibility,
continued**

Command	Function
Joint Forces Command	Serves as the chief advocate for jointness and leaders of U.S. military transformation. They also apply a powerful effort supporting other commanders in chief, our own Atlantic Theater, and emerging domestic U.S. requirements.
Transportation Command (USTRANSCOM)	Coordinates people and transportation assets to allow our country to project and sustain forces, whenever, wherever, and for as long as they are needed.
Reserve Affairs Worldwide Support	Provides worldwide support to unified combatant commands.

Continued on next page

Unified Combatant Commands, Continued

Illustration   The illustration below shows the areas of responsibilities for USNORTHCOM, USPACOM, USSOUTHCOM, USEUCOM, and USCENTCOM:
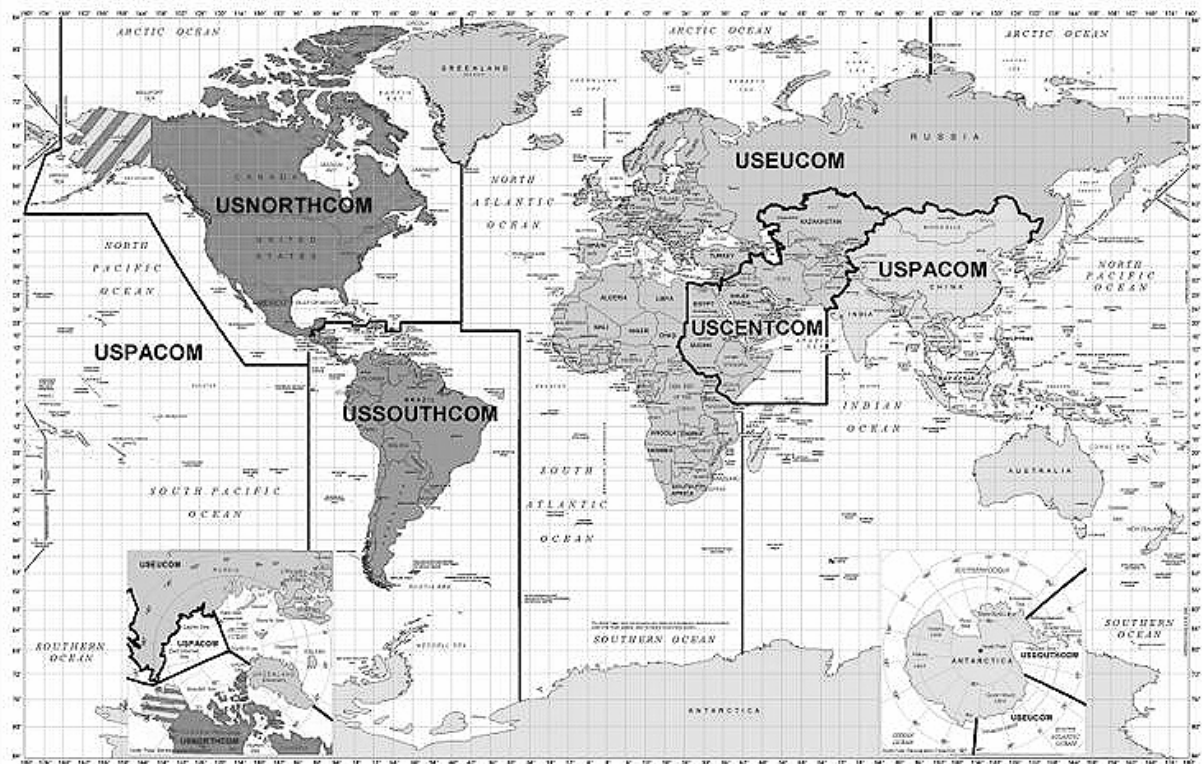
Common Functions of the Military Departments

Responsibilities The military departments, under their respective secretaries, are responsible for, but are not limited to the following functions:

- Prepare forces and establish reserves of manpower, equipment, and supplies for the effective prosecution of war and military operations short of war and planning for the expansion of peacetime components to meet the needs of war.

- Maintain in readiness mobile reserve forces, properly organized, trained, and equipped for employment in an emergency.

- Provide adequate, timely, and reliable intelligence and counter-intelligence for the military department and other agencies as directed by competent authority.

- Recruit, organize, train, and equip interoperable forces for assignment to the combatant commands.

- Prepare and submit budgets for their respective departments; justifying before the Congress budget requests as approved by the President; and to administer the funds made available for maintaining, equipping, and training the forces of their respective departments, including those assigned to combatant commands.

Common Functions of the Military Departments, Continued

Functions   The primary functions of the Army, Navy, Air Force, and Marine Corps are as follows:

- Army: Organized, trained, and equipped to provide forces for the conduct of prompt and sustained combat operations on land.

- Navy: Organized, trained, and equipped to provide forces for the conduct of prompt and sustained combat incident to operations at sea, including operations of sea-based aircraft and land-based naval air components.

- Air Force: Organized, trained, and equipped to provide forces for the conduct of prompt and sustained offensive and defensive combat operations in the air and space.

- Marine Corps: Organized, trained, and equipped to provide Fleet Marine Forces of combined arms, together with supporting air components, for service with the fleet in the seizure or defense of advanced naval bases and for the conduct of such land operations as may be essential to the prosecution of naval campaign.

Components of the Marine Air-Ground Task Force (MAGTF)

Structure

While MAGTFs are task-organized, each MAGTF, regardless of size or mission, has the same basic structure. Each MAGTF has four core elements:

- Command
- Ground combat
- Aviation combat
- Combat service support

The MAGTF's combat forces reside within these four elements.

Task-Organized Defined

Every MAGTF is a scalable force, possessing ability for today's fight and to rapidly reconfigure based on a changing situation to provide the right force for the next fight. Task-organized forces are tailored to meet specific mission requirements from forward presence and peacetime engagement to sustained operations ashore in a major theater war.

Command Element (CE)

Provides the command and control necessary for the effective planning and execution of all military operations. It is normally a permanent headquarters, and includes units that provide intelligence, communications, and administrative support in general support of the MAGTF.

Ground Combat Element (GCE)

Task-organized to conduct ground operations in support of the MAGTF mission. During amphibious operations, it projects ground combat power ashore using transport helicopters from the aviation combat element, and organic and Navy landing craft. It may have any composition required by the mission, although normally it is built around an infantry unit reinforced with artillery, reconnaissance, armor, engineer, and other forces as needed. The ground combat element may range from a light, air transportable unit to one that is relatively heavy and mechanized.

Components of the Marine Air-Ground Task Force (MAGTF),
Continued

Aviation Combat Element (ACE)

Task-organized to support the MAGTF mission by performing some or all of the six functions of Marine aviation:

- Antiair warfare
- Assault support
- Offensive air support
- Air reconnaissance
- Electronic warfare
- Control of aircraft and missiles

It is normally built around an aircraft organization augmented with appropriate air command and control, combat, combat support, and combat service support units. The ACE can operate effectively from ships, expeditionary airfields, or forward operating sites in severe conditions, and can readily and routinely transit between sea bases and expeditionary airfields without loss of capability. ACE ranges in size and composition from an aviation detachment with specific capabilities to one or more Marine aircraft wings.

Combat Service Support Element (CSSE)

Task-organized to provide a full range of support functions from sea bases aboard naval shipping or from expeditionary bases ashore. The combat service support element provides sustainment for the MAGTF. It can also provide logistical support external to the MAGTF, as in disaster relief operations.

Components of a Marine Expeditionary Force (MEF)

Structure
The Marine Expeditionary Force (MEF) is the principal Marine Corps warfighting organization, particularly for larger crises or contingencies. It is capable of missions across the range of military operations, including amphibious assault and sustained operations ashore in any environment.

Three Standing MEFs
The three standing MEFs (I, II, and III) are each located near airports, railheads, and ports for rapid deployment. MEFs are capable of concurrent seabased operations and sustained operations ashore, operating either independently or as part of a joint warfighting team. The table below describes each MEF:

MEF	Description
I	Based at Camp Pendleton, California. This is the Marines' eastern Pacific contingent. It consists of the 11th, 13th, and 15th MEUs. Also, this is the location of First Marine Logistic Group, Marine Corps' First Division, which is the source of the Ground Combat Elements (GCEs) for infantry, artillery, and armor units of each MEU. 3d Marine Aircraft Group falls under I MEF and is located aboard Marine Corps Air Station Miramar, San Diego, California.
II	Based at Camp Lejeune, North Carolina. This is the Marines' Atlantic and Mediterranean Sea contingent. It consists of the 22nd, 24th, and 26th MEUs. Also, this is the location of Second Marine Logistic Group, Marine Corps' Second Division, which is the contributor of the GCEs of each of the above MEUs. 2d Marine Aircraft Group falls under II MEF and is located aboard Marine Corps Air Station Cherry Point, North Carolina.
III	Based at Okinawa, Japan. This is the Marines' western Pacific contingent, and has only the 31st MEU. Also, this is the location of Third Marine Logistic Group, Marine Corps' Third Division, which is the source of the GCEs of the 31st MEU. 1st Marine Aircraft Wing falls under III MEF and is located aboard Marine Corps Air Station Iwakuni, Japan.

Components
The MEF consists of a permanent Command Element and one Marine Division, Marine Aircraft Wing, and a Marine Logistics Group.

Continued on next page

Components of a Marine Expeditionary Force (MEF), Continued

Map Shown below is the location of the MEFs worldwide:
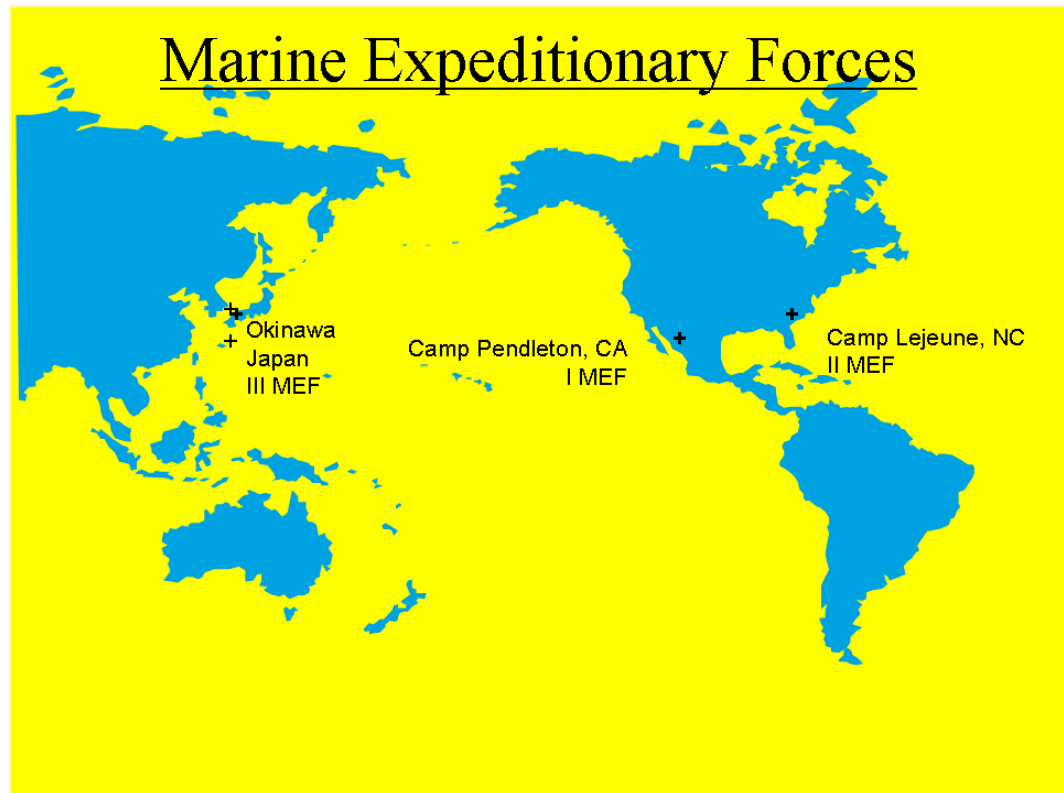
Components of the Marine Expeditionary Brigade (MEB)

Structure   The Marine Expeditionary Brigade (MEB) is optimally scaled and task-organized to respond to a full range of crises. Strategically deployed via a variety of modes (amphibious shipping, strategic airlift, and sealift) and poised for sustainable power projection, the MEB will continue to provide a robust seabased forcible entry capability.

Components   The MEB is roughly one-third the size of a MEF and comprised of a permanent command element and units from one of the standing MEF. The MEB consist of the following elements:

- Command Element – Component of the MEF Command Element
- Ground Combat Element – Reinforced Infantry Regiment
- Air Combat Element – Composite Marine Aircraft Group
- Combat Service Support Element – Brigade Service Support Group includes medical, dental, maintenance, engineering, and other technical experts and is capable of sustainment for 15 days.

Deployment   The MEB is able to deploy by a wide variety of means, to include:

- Amphibious shipping
- Maritime pre-positioned forces
- Strategic air
- Other combinations

Components of a Marine Expeditionary Unit (MEU)

Structure   The Marine Expeditionary Unit (MEU) Special Operations Capable (SOC) is the standard forward-deployed Marine Expeditionary Organization. Though each MEU (SOC) is task-organized, it is not restrained by regional transportation or communication requirements or restrictions imposed by other nations.

Components   The MEU consists of the following elements:

- Command Element: The MEU commander and his supporting staff provide command and control of the other three elements. It also includes specialized detachments for naval gunfire, reconnaissance, surveillance, specialized communications, and electronic warfare, and public affairs missions.

- Ground Combat Element: This is the battalion landing team, an infantry battalion reinforced with an artillery battery, amphibious assault vehicles, light armored reconnaissance assets, and other units as the mission and circumstances require.

- Aviation Combat Element: This a Marine Medium Helicopter Squadron augmented with four types of helicopters into a composite squadron. These units include the following helicopters:

  - CH-53 Super Stallion
  - CH-46 Sea Knight
  - UH-1 Iroquois
  - AH-1 Cobra

- Combat Service Support Element: Contains all the logistics specialists necessary to operate independently. It includes medical, dental, maintenance, engineering, and other technical experts and has sustainment for 15 days.

Deployment   The MEU is routinely deployed with fleets in the Mediterranean, the Western Pacific, and periodically, the Atlantic and Indian Oceans for roughly 6 months—unless in a time of crisis and war. Up to four naval amphibious ships are needed to carry the necessary troops and equipment.

Lesson 2 Exercise

Directions
Complete exercise items 1 through 15 by choosing the correct answer. Check them against the answers listed at the end of the items.

Item 1 Through Item 4
Matching: For items 1 through 4, match the unified combatant command in column 1 with its function in column 2. Place your answers in the space provided.

Column 1

Unified Combatant Command

___ 1. Northern
___ 2. Southern
___ 3. Strategic
___ 4. Reserve Affairs

Column 2

Function

a. Conducts military to military engagements and counter-drug activities
b. Deters military attacks on the U.S. and its allies
c. Provides worldwide support to unified combatant commands
d. Homeland defense

Continued on next page

Lesson 2 Exercise, Continued

Item 5 Through Item 8   <u>Matching</u>: For items 5 through 8, match the branch of service in column 1 with the function in column 2. Place your answers in the space provided.

Column 1   **Column 2**

<u>Branch of Service</u>   **<u>Function</u>**

___ 5. Army   a. Organized, trained, and equipped forces for
___ 6. Navy   the conduct of prompt and sustained combat
___ 7. Marine Corps   operations on land.
___ 8. Air Force   b. Organized, trained, and equipped to provide
                                 Fleet Marine Forces of combined arms,
                                 together with supporting air components for
                                 service with the fleet in the seizure or
                                 defense of advanced naval bases and for the
                                 conduct of such land operations as may be
                                 essential to the prosecution of a naval
                                 campaign.
                             c. Organized, trained, and equipped to provide
                                 forces for the conduct of prompt and
                                 sustained combat incident to operations at
                                 sea, including operations of sea-based
                                 aircraft and land-based naval air components.
                             d. Organized, trained, and equipped to provide
                                 forces for the conduct of prompt and
                                 sustained offensive and defensive combat
                                 operations in the air and space.

Continued on next page

Lesson 2 Exercise, Continued

Item 9 Through Item 12

Matching: For items 9 through 12, match the core element in column 1 with the function in column 2. Place your answers in the space provided.

Column 1

Core Element

___ 9.   Command Element
___ 10. Ground Combat Element
___ 11. Aviation Combat Element
___ 12. Combat Service Support Element

Column 2

Function

a. Conducts ground operations in support of the MAGTF mission

b. Provides the command and control necessary for the effective planning and execution of all military operations; normally a permanent headquarters

c. Provides a full range of support functions from sea bases aboard naval shipping or from expeditionary bases ashore

d. Supports the MAGTF mission by performing some or all of the six functions of Marine aviation: antiair warfare, assault support, offensive air support, air reconnaissance, electronic warfare, and control of aircraft and missiles

Lesson 2 Exercise, Continued

**Item 13
Through
Item 15**

<u>Matching</u>: For items 13 through 15, match the organization in column 1 with
the definition in column 2. Place your answers in the space provided.

Column 1

<u>Organization</u>

___ 13. Marine Expeditionary
Force (MEF)
___ 14. Marine Expeditionary
Brigade (MEB)
___ 15. Marine Expeditionary Unit
(MEU) Special Operations
Capable (SOC)

Column 2

<u>Description</u>

a. The principal Marine Corps
warfighting organization,
particularly for larger crises or
contingencies
b. The standard forward-deployed
Marine Expeditionary
Organization
c. Optimally scaled and task-
organized to respond to a full
range of crises

Lesson 2 Exercise, Continued

Answers   The table below lists the answers to the lesson exercise. If you have
questions about these items, refer to the reference page.

Item	Answer	Reference Page
1	d	2-15
2	a	2-16
3	b	2-16
4	c	2-17
5	a	2-20
6	c	2-20
7	b	2-20
8	d	2-20
9	b	2-21
10	a	2-21
11	d	2-22
12	c	2-22
13	a	2-23
14	c	2-25
15	b	2-26

LESSON 3

THE DEPARTMENT OF HOMELAND SECURITY

Introduction

Scope The Department of Homeland Security (DHS) was created from the Homeland Security Act of 2002 as a result of the terrorist attacks on September 11, 2001. It was an effort to protect the United States from terrorism and other vulnerabilities within our borders. Although it is not a military organization, what happens within our homeland may result in our military being called for assistance. An example is Hurricane Katrina of 2005 that devastated New Orleans and other surrounding cities. The Reserves were needed to assist in law and order and other aspects of the recovery. This lesson will provide a brief overview of DHS.

Learning Objectives On completion of this lesson, you will be able to

- Identify the mission of the Department of Homeland Security.

- Identify the strategic goals of the Department of Homeland Security.

- Identify the fundamental role of the U.S. Coast Guard.

References The references listed below were used in the development of this lesson:

- The Department of Homeland Security official Web site
- U.S. Coast Guard official Web site

In This Lesson The following topics are in this lesson:

Topic	See Page
Introduction	2-32
The Organization	2-33
U.S. Coast Guard	2-35
Lesson 3 Exercise	2-36

The Organization

Establishment   The Homeland Security Act of 2002, Title 1 established the Department of Homeland Security (DHS). One primary reason for the establishment of the DHS was to provide the unifying core for the vast national network of organizations and institutions involved in efforts to secure our nation.

Mission   Listed below are three primary missions of the DHS:

- Prevent terrorist attacks within the United States.
- Reduce the vulnerability of the United States to terrorism.
- Minimize the damage and assist in the recovery from terrorist attacks that occur within the United States.

Strategic Goals   The seven strategic goals of the DHS are listed below:

Goal	Description
Awareness	Identify and understand threats, assess vulnerabilities, determine potential impacts and disseminate timely information to our homeland security partners and the American public.
Prevention	Detect, deter, and mitigate threats to our homeland.
Protection	Safeguard our people and their freedoms, critical infrastructure, property, and the economy of our Nation from acts of terrorism, natural disasters, or other emergencies.
Response	Lead, manage, and coordinate the national response to acts of terrorism, natural disasters, or other emergencies.
Recovery	Lead national, state, local, and private sector efforts to restore services and rebuild communities after acts of terrorism, natural disasters, or other emergencies.
Service	Serve the public effectively by facilitating lawful trade, travel, and immigration.
Organizational Excellence	Value our most important resource, our people. Create a culture that promotes a common identity, innovation, mutual respect, accountability, and teamwork to achieve efficiencies, effectiveness, and operational synergies.

The Organization, Continued

Structure   The following list contains the major components that currently make up the DHS:

- Directorate for Preparedness
- Directorate for Science and Technology
- Directorate for Management
- Office of Intelligence and Analysis
- Office of Operations Coordination
- Directorate for Policy
- Domestic Nuclear Detection Office
- Federal Emergency Management Agency (FEMA)
- Transportation Security Administration (TSA)
- Customs and Border Protection
- Immigration and Customs Enforcement (ICE)
- Federal Law Enforcement Training Center
- Citizenship and Immigration Services
- U.S. Coast Guard
- U.S. Secret Service
- Privacy Office
- Office for Civil Rights and Civil Liberties
- Office of Inspector General
- Citizenship and Immigration Services Ombudsman
- Office of Legislative and Intergovernmental Affairs
- Office of the Federal Coordinator for Gulf Coast Rebuilding
- Homeland Security Advisory Council
- National Infrastructure Advisory Council
- Critical Infrastructure Partnership Advisory Council
- Interagency Coordinating Council on Emergency Preparedness and Individuals with Disabilities

United States Coast Guard

Background   The United States Coast Guard is a military, multimission, maritime service, and one of the nation's five armed services. The Homeland Security Act of 2002, Title 1 directed the Coast Guard be assigned to the Department of Homeland Security to support national security.

Mission   Its mission is to protect the public, the environment, and U.S. economic interests in the Nation's ports and waterways, along the coast, on international waters, or in any maritime region as required supporting national security.

Roles   To serve the public, the Coast Guard has five fundamental roles:

Role	Description
Maritime Safety	Eliminate deaths, injuries, and property damage associated with maritime transportation, fishing, and recreational boating.
National Defense	Defend the nation as one of the five U.S. armed services. Enhance regional stability in support of the National Security Strategy, utilizing the Coast Guard's unique and relevant maritime capabilities.
Maritime Security	Protect America's maritime borders from all intrusions by • Halting the flow of illegal drugs, aliens, and contraband into the United States through maritime routes • Preventing illegal fishing • Suppressing violations of federal law in the maritime arena
Mobility	Facilitate maritime commerce and eliminate interruptions and impediments to the efficient and economical movement of goods and people while maximizing recreational access to and enjoyment of the water.
Protection of Natural Resources	Eliminate environmental damage and the degradation of natural resources associated with maritime transportation, fishing, and recreational boating.

Lesson 3 Exercise

Directions	Complete exercise items 1 through 9 by choosing the correct answer. Check them against the answers listed at the end of the items.

Item 1	What are the three primary missions of the Department of Homeland Security?

    a. _____

    b. _____

    c. _____

Item 2 Through Item 8	<u>Matching</u>: For items 2 through 8 match the strategic goal in column 1 to its description in column 2. Place your responses in the spaces provided.

Column 1

Column 2

Strategic Goal

Description

___ 2. Awareness	a. Serve the public effectively by facilitating lawful trade, travel, and immigration.
___ 3. Prevention	
___ 4. Protection	b. Lead national, state, local, and private sector efforts to restore services and rebuild communities after acts of terrorism, natural disasters, or other emergencies.
___ 5. Response	
___ 6. Recovery	
___ 7. Service	
___ 8. Organizational Excellence	c. Lead, manage, and coordinate the national response to acts of terrorism, natural disasters, or other emergencies.
	d. Safeguard our people and their freedoms, critical infrastructure, property, and economy of our nation from acts of terrorism, natural disasters, or other emergencies.
	e. Detect, deter, and mitigate threats to our homeland.
	f. Identify and understand threats, assess vulnerabilities, determine potential impacts, and disseminate timely information to our homeland security partners and the American public.
	g. Value our most important resource, our people. Create a culture that promotes a common identity, innovation, mutual respect, accountability, and teamwork to achieve efficiencies, effectiveness, and operational synergies.

Lesson 3 Exercise, Continued

Item 9 Protecting America's maritime borders from all intrusions by halting the flow of illegal drugs, aliens, and contraband into the United States through maritime routes; preventing illegal fishing; and suppressing violations of federal law in the maritime arena describes which fundamental role of the Coast Guard?

a. Mobility
b. Maritime safety
c. National defense
d. Maritime security

Lesson 3 Exercise, Continued

Answers   The table below lists the answers to the lesson exercise. If you have
questions about these items, refer to the reference page.

Item Number	Answer	Reference Page
1	• Prevent attacks within the U.S. • Reduce the vulnerability of the U.S. to terrorism. • Minimize the damage and assist in the recovery from terrorist attacks that occur within the U.S.	2-33
2	f	2-33
3	e	2-33
4	d	2-33
5	c	2-33
6	b	2-33
7	a	2-33
8	g	2-33
9	d	2-35

STUDY UNIT 3

LEADERSHIP TOOLS

Overview

Purpose Three character traits that all successful leaders possess are the ability to assess a situation, make a decision, and communicate effectively to and throughout their organization. As such, many processes have been used throughout the private and military sectors. This study unit will focus on processes used throughout the Marine Corps that equip you with skills to assess a situation, make a decision, and communicate it via your chain of command. It will also provide information on team building.

Scope This study unit will explain the team development process, the analytical decision making process (BAMCIS), and the analytical decision making process (OODA Loop).

In This Study Unit This study unit contains the following lessons:

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LESSON 1

TEAM BUILDING

Introduction

Scope

Teams go through stages of development. The most commonly used framework for a team's stages of development was developed by Bruce W. Tuckman in the 1960s. The stages are a helpful framework for recognizing a team's behavioral patterns. Having a way to identify and understand causes for changes in the team's behavior, enhances team effectiveness/functioning.

Learning Objectives

On completion of this lesson, you will be able to

- Define the term team.

- Identify the stages of team development.

- Identify the characteristics of performing team members.

References

The following references were used in the development of this lesson:

- Federal Aviation Administration, FAA Human Factors, Team Performance Module

- Katzenbach, J.R., Smith, D.K., The Wisdom of Teams: Creating the High-Performance Organization, Harper Business, 1993.

- Adapted from OPM, Workforce Performance Newsletter, April 1996

- From icase.edu as adapted from Wheelan 1994, Group Processes: A Developmental Perspective, Boston: Allyn & Bacon, based on Tuckman, B.W. & Jensen, M.C. (1977), "Stages of Small-Group Development Revisited."

Continued on next page

Introduction, Continued

In This Lesson   The following topics are in this lesson:

Topic	See Page
Introduction	3-3
Performance	3-5
Development Stages	3-6
Lesson 1 Exercise	3-9

Continued on next page

Performance

Team Defined   Team has been defined as a small number of people with complementary skills who are equally committed to a common purpose, goal, and working approach for which they hold themselves mutually accountable. (Katzenbach 1993).

Goals Defined   Gathering a group of people together does not make a "team." As opposed to a group, a team has clearly defined goals and performance objectives for which members are individually and collectively accountable:

- Trains and mentors in group dynamics and communication.
- Interdependent not only for expertise and information, but also for mutual support and assistance
- Develops individual and group behavior norms and enforces them
- Strong commitment to team and individual member success
- Requires special training and time to develop before reaching peak performance (Katzenbach 1993). Both initial and on-going training (OPM 1996) is needed in
  - How to work on a team
  - Development of the various skills used within the team
  - Goal setting and measurement
  - Interpersonal skills

Development Stages

Progression   Teams typically progress through several developmental stages before reaching the point where task performance occurs—the performing stage. The stages expected in team development (Wheelan 1994)—forming, storming, norming, and performing are listed in the table below:

Stage	Description
Forming	Team members feel dependent on the team leader for direction. Team members *test the waters* to get to know one another. Some anxiety and uncertainty will occur about how the team will work together and how the team should approach the problem. Example: Three new operators have just been assigned to the HMMWV driver's section in the unit. Two of them just completed the driver's course and the other completed the course 2 months ago. Being assigned to their first unit in the operating forces, they do not understand how the day-to-day operations of the unit are conducted so they continually look to their team leader for guidance. After work hours, the three of them socialize together and discuss their personal lives and their perceptions of the unit.
Storming	Healthy group conflict and debate occurs during this stage. Team members struggle with the team task and roles each member will play on the team. Openness and willingness to share ideas and hear from all team members is important. Some teams get stuck in this stage and it destroys the team. Example: Marines from several different sections are assigned to a working party to move furniture from one building to another. The group debates the most efficient way to load the truck: either by grouping the furniture by items (all the desks first, then the file cabinets, etc.) or by keeping the furniture grouped according to which office it is intended for. Debating the process slows the team's progress and delays mission accomplishment.

Continued on next page

Development Stages, Continued

**Progression,
continued**

Stage	Description
Norming	Team members feel secure about their roles and the team focuses on distributing the workload. Team norms (rules) develop and communication continues to be important. Example: Cpl James has been training his fire team under the guidance of Sgt. Vacha, the squad leader. The fire team has constantly been working together and is confident they can perform their roles in any condition. The team has also developed enhanced signals to communicate with each other during tactical operations. The fire team functions as a cohesive unit and ensures every member can "carry their own weight."
Performing	The team is task-focused. The leader often coordinates the team's activities. It is important that team members communicate their progress on the task to other team members. Sharing of resources and knowledge helps the team. Example: SSgt Crow is the administrative chief for the unit. He assigns section tasks to his Marines and monitors their progress through the team leader who coordinates goals and objectives for each Marine. Each Marine has demonstrated the ability to communicate and provide subject matter expertise for other members of the team. The entire section is scheduled to be inspected next week and SSgt Crow is convinced the section will receive a "Mission Capable" result from the inspectors.

Development Stages, Continued

Critical Stage– Performing

After progressing through the first stages of forming, storming, and norming, the successful team will reach the performing stage where task accomplishment occurs. The performing stage is characterized by skilled communication among members. Conflict is essential to express opposing views. However, members have learned how to listen, appreciate the views of others, and express their own views in a non-hostile, non-threatening manner. Disagreement is expressed constructively and viewed as such.

Characteristics of Performing Team Members

In the performing stage, team members are characterized as

- Interdependent
- High morale
- High team identity
- Intensely loyal to the team
- Individually creative
- Accepting of disagreements
- Highly task-oriented
- Highly people-oriented

Lesson 1 Exercise

Directions   Complete exercise items 1 through 6 by choosing the correct answer. Check them against the answers listed at the end of the items.

Item 1   A small number of people with complementary skills who are equally committed to a common purpose, goal, and working approach for which they hold themselves mutually accountable is called a

a. lineup
b. panel
c. set
d. team

Item 2 Through Item 5   Matching: For items 2 through 5, match the stage of team development in column 1 with its description in column 2. Place your responses in the spaces provided.

Column 1   **Column 2**

Stage   **Description**

___ 2. Forming   a. The team is task-focused.
___ 3. Storming   b. Team members feel dependent
___ 4. Norming   on the team leader for direction.
___ 5. Performing   c. Team members feel secure about
                               their roles and the team focuses
                               on distributing the workload.
                           d. Healthy group conflict and
                               debate occurs during this stage.

Item 6   What are the characteristics of performing team members?

a. Highly tasked-oriented, intensely loyal to the team, and high morale and team identify
b. Individually creative, independent, and people oriented
c. Disagreeable, people-oriented, and task-oriented
d. High morale and team identity, independent, and disagreeable

Lesson 1 Exercise, Continued

Answers   The table below lists the answers to the lesson exercise. If you have
questions about these items, refer to the reference page.

Item Number	Answer	Reference Page
1	d	3-5
2	b	3-6
3	d	3-6
4	c	3-7
5	a	3-7
6	a	3-8

LESSON 2

APPLYING THE TROOP LEADING STEPS

Introduction

Scope

The decision-making process can be very complicated for a leader without the right tools. The right tools represent formats that are broad enough to assess, make, and communicate an effective decision. The acronym BAMCIS is a format that is used throughout the Marine Corps to communicate a decision. You will learn how to plan, arrange, complete, issue, and supervise the decision-making process.

Learning Objectives

On completion of this lesson, you will be able to

- Given a scenario, identify the leadership style.

- Given a scenario, identify the decision making approach.

- Identify the term BAMCIS.

References

The following references were used in the development of this lesson:

- 8104, Tactical Decision Making
- MCRP 6-11B w/ch 1, Marine Corps Values: A User's Guide for Discussion Leaders

In This Study Unit

The following topics are in this lesson:

Topic	See Page
Introduction	3-11
Leadership Style and Decision Making	3-12
Decision-Making Comparison	3-13
BAMCIS	3-15
Lesson 2 Exercise	3-19

Leadership Style and Decision Making

Leadership Goal

One of our goals as Marines is to prepare for and win wars. We accomplish this goal by drawing upon experiences gained from reading, through personal experience, and often from techniques passed down from Marine to Marine. Leadership is the life-blood of the Marine Corps.

Unfortunately, there is no single manual or course of instruction that teaches the many styles of leadership. Instead, it is up to each Marine to capture his or her own ideas and lessons learned, combine them with current Marine Corps doctrine, and pass on to their fellow Marines the importance of leadership.

Types of Leadership Styles

A leader's style is the pattern of behavior used to influence, guide, or direct their subordinate's activities. Therefore, a Marine's leadership style is not always determined by his or her thoughts, but rather by their subordinates. A leader must always be aware of this perception and how to best approach subordinates in various situations. Leadership styles range from autocratic—the degree of authority used by the leader, to democratic—the degree of authority granted to the subordinate.

Common Styles

The four most common styles of leadership found in the Marine Corps today are listed in the table below:

Styles	Description
Telling	One-way communication characterized by the leader making a decision and announcing it without input from subordinates.
Selling	The leader presents a decision and invites questions and comments.
Participating	The leader presents a problem, gets suggestions, and makes a decision.
Delegating	The leader defines limits and allows subordinates to make decisions within those limits.

Decision-Making Comparison

Contrasting the Thinking Process

There are two decision making approaches. Each of the decision-making approaches has application in different instances.

- The *analytical approach* is a much slower process and should be used when time is not critical.

- The *intuitive approach* is best applied in environments that are changing in nature. It focuses on a best solution based on the information that the decision maker has at the decision point.

BAMCIS, an analytical approach and the OODA loop, an intuitive approach are two decision-making models that will be discussed further in this lesson.

Analytical Example

You have been tasked by your SNCOIC to come up with an idea for next week's guided discussion. Sgt Moon has provided you with a copy of the *User's Guide for Discussion Leaders* to determine your topic of discussion. Though time is not critical, you are eager to get started and begin to research the reference for an appropriate topic. Realizing that you are about to deploy for 6 months and you are likely to be involved in combat, you determine that the discussion should focus on Leadership Roles and the Combat Leader's Code.

Intuitive Example

You are 3rd squad team leader. Your mission is to find and destroy a huge weapons cache located in your grid square. During the search, your squad comes across an area where all the vegetation and animals are dead. You quickly order your squad to don and clear their gas masks.

Decision-Making Comparison, Continued

Comparison   The data in the table below attempts to simplify the decision-making process by illustrating the approach differences.

Decision-Making Approach Comparison		
Comparative Criteria	**Analytical Decision Making**	**Intuitive Decision Making**
Applications	Well-defined problem parameters	Ill-defined problem parameters
Variability	General applications	Dynamic applications
Sources of Control	Systematic application of process	Situational factors
Thought Process	Systematic analysis and comparative	Creative and discriminating
Orientation	Process oriented	Goal oriented
Foundations	Clearly defined objectives	Uncertainty
Knowledge Requirements	Complete understanding of problem	Incomplete and assessed
Goals	Predetermined	Situation-based
Desired Outcome	Focuses on single best solution	Focuses on acceptable solution
Theoretical Basis	Classical models and processes	Naturalistic (free) thinking

BAMCIS

Background   The BAMCIS is an analytical decision-making approach used in the Marine Corps. The acronym stands for

- **B**egin planning.
- **A**rrange for reconnaissance.
- **M**ake a reconnaissance.
- **C**omplete the plan.
- **I**ssue the order.
- **S**upervise activities.

Begin Planning   To succeed at something, you must plan for it. An order to conduct an operation does not just materialize out of thin air. It is initiated and developed. The receipt of a mission triggers the entire BAMCIS cycle; however, tactical planning is constantly looking ahead and preparing for the task.

Arrange for Reconnaissance   Make arrangements to conduct a reconnaissance of the terrain over which you will be moving and also arrange for coordinating with any units that will be adjacent to you during any part of the operation. Decide what things need to be researched to make your plan work.

Make a Reconnaissance   Conduct the reconnaissance and coordination with adjacent units. The recon will either confirm the plan or cause you to adjust it. Do the research and continue to estimate the situation.

BAMCIS, Continued

Complete the Plan

Based on your completed reconnaissance, review your preliminary plan. Make final modifications to your plan, taking the information you gathered in the previous step into account. A patrol order is best described as a five-paragraph order. A five-paragraph order is best remembered with the use of the acronym, SMEAC that stands for

- **S**ituation. The first paragraph lays out the general situation for the mission and contains information about the enemy, friendly units, and attachments and detachments that are in support of your unit and the mission.

- **M**ission. The second paragraph of the order is a clear, concise statement of the task to accomplish. It should answer who, what, where, when, and why. It includes grid coordinates and times.

- **E**xecution. The third paragraph provides a detailed plan of how the mission will be accomplished. Be as specific, detailed, and comprehensive as possible.

- **A**dministration and logistics. The fourth paragraph provides detailed information about how the mission will be supported to include chow, ammo, medical support, and handling of enemy POWs, wounded, etc. (commonly referred to as beans, bullets, bandages, and bad guys).

- **C**ommand and signals. The final paragraph details the chain of command for the mission and how the unit will communicate internally and with higher and/or adjacent units.

Issue the Order

Typically, squad orders are presented orally; therefore, it is vital that you have the complete attention of your unit before issuing the order. Delegate tasks and authority as needed. There are four keys to success in issuing a patrol order:

- Make sure all unit members are present.
- Precede the order with an orientation.
- Hold all questions until the order is complete.
- Use visual aids to enhance understanding on the part of the unit members.

Supervise Activities

The last letter in the acronym BAMCIS stands for supervise. This is the most important of the troop leading steps. Coordinate and issue guiding instructions to ensure the mission is accomplished correctly and on time. A good plan properly supervised is always far better than an excellent plan that is poorly supervised. Make sure orders are understood and followed. Supervision is not the same thing as micromanagement. Leaders should allow subordinates the ability to make decisions and learn from them.

BAMCIS, Continued

Life Applications   Although BAMCIS is used in the Marine Corps to carry out missions, its analytical approach could be used to make almost any decision. If you were thinking about buying a car, you could follow the steps to make your purchase.

- **B**egin planning: I need a car to get around and my budget can support a car payment.

- **A**rrange for reconnaissance:
  - What resources will you use to do your research (make a reconnaissance)?
  - Will you use magazine articles to get reviews on vehicles?
  - Check Web sites for prices.
  - Go to dealers for test drives.
  - Apply for financing.

- **M**ake a reconnaissance:
  - What kind of car do I want?
  - Research consumer Web sites.
  - Compare prices.
  - Do I buy new or used?
  - What is my budget limit?
  - What kind of financing do I qualify for? (Bank, credit union, dealer, etc.)
  - What incentives are available? (Rebates, special interest rates, etc.)
  - Compare insurance policies.

- **C**omplete the plan: I pre-qualified for a low finance rate through my credit union and will be able to get a good deal for a car that fits my needs and my budget.

- **I**ssue the order: I plan to go to the dealership on Saturday morning and attempt to buy my new car, but I will not allow myself to be coerced into buying something I do not like or cannot afford. My pre-qualified credit union loan will give me leverage to get the best deal possible.

- **S**upervise activities: I bought the car that fits my needs and my budget. Now I have to formalize my insurance and register the car on base.

Lesson 2 Exercise

Directions	Complete exercise items 1 through 9 by choosing the correct answer. Check them against the answers listed at the end of the items.

Item 1

<u>Scenario</u>: During a recent mission, enemy combatants were reported to be operating out of a local hospital. Our objective was to seize that hospital without firing a shot. Sgt Boston, our squad leader, told us this was going to be a one-way conversation, and he wanted this mission to end without causing any unnecessary damage. Which leadership style is being used?

a. Selling
b. Participating
c. Telling
d. Delegating

Item 2

<u>Scenario</u>: While out on patrol in the middle of Iraq, Cpl Paul came across a cache of weapons that his squad had been tasked to find and destroy. As he stared at the weapons, he noticed a set of wires protruding beneath them and leading up over a berm about 50 feet away. He immediately called to his squad and reported his findings. Which decision making approach is applied by Cpl Paul?

a. Analytical
b. Political
c. Stressful
d. Intuitive

Lesson 2 Exercise, Continued

Item 3 Through Item 8

Matching: For items 3 through 8, match the BAMCIS step in column 1 with its description in column 2. Place your responses in the spaces provided.

Column 1

Step

___ 3. **B**egin the planning.
___ 4. **A**rrange for reconnaissance.
___ 5. **M**ake the reconnaissance.
___ 6. **C**omplete the planning.
___ 7. **I**ssue the orders.
___ 8. **S**upervise activities.

Column 2

Description

a. Look ahead and prepare for the task.
b. Do the research.
c. Make final modifications to your plan taking the information you gathered in the previous step into account.
d. Make sure orders are understood and followed.
e. Decide what things need to be researched to make your plan work.
f. Delegate tasks and authority as needed.

Continued on next page

Lesson 2 Exercise, Continued

Answers   The table below lists the answers to the lesson exercise. If you have
questions about these items, refer to the reference page.

Item Number	Answer	Reference Page
1	c	3-12
2	d	3-13
3	a	3-15
4	e	3-15
5	b	3-15
6	c	3-16
7	f	3-16
8	d	3-17

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LESSON 3

APPLYING THE OODA LOOP

Introduction

Scope   Colonel John Boyd, U.S. Air Force (Retired) developed the (Observe-Orient-Decide-Act) OODA Loop. When Colonel Boyd first introduced the OODA Loop concept during the Korean War, he was referring to the ability possessed by fighter pilots that allowed them to succeed in combat. The Marine Corps and other organizations now use it. The premise of the model is that decision-making is the result of rational behavior. In this lesson, you will learn how to apply the OODA Loop in decision-making and how it may be applied to various situations.

Learning Objectives   On completion of this lesson, you will be able to

- Identify the elements of the OODA Loop.

- Given a situation, identify the element of the OODA Loop being performed.

References   The following references were used in the development of this lesson:

- nwlink.com/~donclark/leadership
- nsm88.com/training/mettt
- tbs.usmc.mil/Pages/Training

In This Lesson   The following topics are in this lesson:

Background

Purpose   In the previous lesson we discussed decision-making approaches. We learned
                   that BAMCIS was an analytical decision making approach, but in this lesson
                   we are going to discuss the **O**bservation, **O**rientation, **D**ecision, **A**ction
                   (OODA) Loop. The four intuitive steps are always reevaluated because the
                   situation constantly changes. As shown in the diagram below, the process
                   forms a loop meaning that the process is continual:
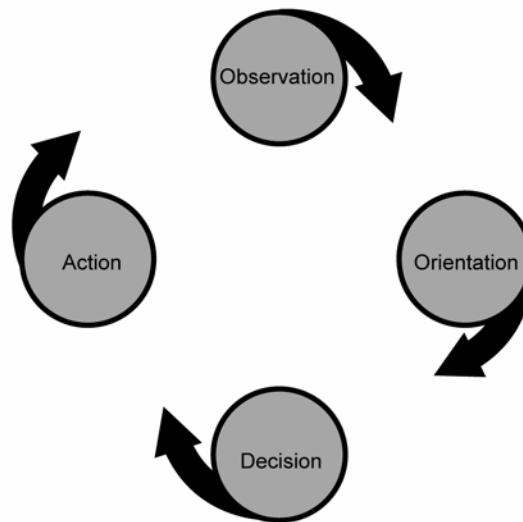
Intuitive   The OODA Loop is considered an intuitive decision-making approach and
                   used when problems are ill-defined and focus more on situations. The actions
                   performed in each element of the OODA loop are listed in the table below:

Element	Performance
Observation	Scan the environment and gather information from it. What is the problem?
Orientation	Use the information to form a mental image of the circumstances. What is going on around me?
Decide	Consider options and select a desirable course of action. What is the best solution in the least desirable course of action?
Action	Carry out the conceived decision. Apply the best solution.
Loop	Reassess the environment and situation and adjust the actions based upon the changing conditions.

Background, Continued

Examples   Below are two examples of the intuitive decision-making approach:

- Intuitive (War) – While out on a search and destroy mission in war torn Afghanistan, your tank crew is ambushed by small arm fire and rocket propelled grenades. After fighting off the insurgents, you notice that your tank commander has been severely wounded. As the next senior man in the tank, you quickly take charge and ensure that the area is secured and the wounded are cared for.

- Intuitive (Garrison) – During your weekly 6-mile run on the beach at Camp Lejeune, North Carolina, you notice something thrashing around in the water about a 100 yards off shore. You slow down to get a better look and see that it is somebody calling for help. Without hesitation, you kick off your shoes and swim out to assist the struggling individual.

Observation

Identify the Problem

In any environment be alert for the following:

- Outside information – Always be on alert for any information that could be beneficial to your mission.

- Unfolding circumstances – Be prepared for any and all unfolding circumstances that may occur.

- Unfolding environmental interaction – Be suspicious of subtle changes in your surrounding environment (trampled brush, deserted streets).

Orientation

Assess the Situation   When assessing the situation, take into consideration some of the following items:

- Cultural traditions – Ensure you possess basic knowledge of the local culture to include customs, courtesies, and traditions.

- Previous experiences – Review all lessons learned from previously submitted after actions reports.

- New information – Make sure all information received is current and understood.

Decision

Develop Best Course of Action

When developing your course of action, consider the following:

- Situational factors – Make sure all major/minor factors are considered upon coming to a final decision.

- Goal oriented – Ensure your goal is incorporated into your decision making process.

- Uncertainty – Make sure uncertainty is planned for during your decision making process.

- Situation-based – Your final decision should coincide with the situation you are in or about to encounter.

Action

Apply the Best Solution

Take the following action:

- Ensure everyone involved is present.
- Precede the decision with a brief orientation.
- Carry out the conceived decision. Apply the best solution.

Lesson 3 Exercise

Directions	Complete exercise items 1 through 5 by choosing the correct answer. Check them against the answers listed at the end of the items.

Item 1 Through Item 4	Matching: For items 1 through 4 match the OODA loop element in column 1 with its description in column 2. Place your answers in the spaces provided

Column 1

Elements

___ 1. Observation
___ 2. Orientation
___ 3. Decision
___ 4. Action

Column 2

Description

a. Scan the environment and gather information from it.
b. Carry out the conceived decision.
c. Consider options and select a subsequent course of action.
d. Use the information to form a mental image of the circumstances.

Item 5	Scenario: While walking home from duty, LCpl Harold notices a car cruising slowly behind him. He continues to walk. He turns left and the vehicle turns left. He turns right and the vehicle turns right. *LCpl Harold senses he is being followed*. In the italicized text, which element of the OODA Loop is performed?

a. Observation
b. Orientation
c. Decision
d. Action

Lesson 3 Exercise, Continued

Answer   The table below lists the answers to the lesson exercise. If you have
questions abut these items, refer to the reference page.

Item Number	Answer	Reference Page
1	a	3-24
2	d	3-24
3	c	3-24
4	b	3-24
5	a	3-26

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STUDY UNIT 4

THE MENTORING PROCESS

Overview

Purpose   Whether intentional or unintentional, we are all mentors at some time in our lives. Coaching a sports teams and sponsoring newly arrived Marines are various roles of mentoring. The goal is to develop positive mentoring relationships. The mentoring process requires the mentor and mentee to work together to reach specific goals and provide each other with sufficient feedback to ensure the goals are reached.

Scope   You will learn the fundamentals of mentoring, preparing for the mentoring environment, conducting the mentoring session, and following up on your mentee's progress.

In This Study Unit   This study unit contains the following lessons:

Lesson	See Page
Fundamentals of Mentoring	4-3
Prepare, Conduct, and Follow-Up on the Mentoring Session	4-25

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LESSON 1

FUNDAMENTALS OF MENTORING

Introduction

Scope	Marine Corps Order 1500.58, Marine Corps Mentoring Program, orders that all Marines have a mentor. That mentor is the next person in your chain of command. While you may not have had the chance to be a mentor yet, you can expect to become one. This may raise many questions for you. What does a mentor do? Am I up to the challenge of being a mentor? Do I have the skills and experience necessary to mentor someone else? This lesson will provide guidelines to help you answer some of these questions.

Learning Objectives

On completion of this lesson, you will be able to

- Identify the desired characteristics of a mentee.

- Identify the role of the mentee.

- Identify the use of the "buddy system."

- Identify the characteristics of a successful mentor.

- Identify roles of a mentor.

- Given a scenario, determine the mentoring role a lance corporal has assumed.

- Identify the skills of a mentor.

References

The following references were used in the development of this study unit:

- MCO 1500.58, Marine Corps Mentoring Program

- NAVMC DIR 1500.58 Marine Corps Mentoring program (MCMP) Guidebook

- U.S. Department of Transportation, Departmental Office of Human Resources Management, DOT Mentoring Handbook

Introduction, Continued

In This Lesson   The following topics are in this lesson:

Topic	See Page
Introduction	4-3
The Marine Corps Mentoring Program	4-5
Characteristics of a Good Mentee	4-6
Roles of the Mentee	4-7
Buddy System	4-8
Characteristics of a Successful Mentor	4-10
Roles and Responsibilities of the Mentor	4-13
Mentoring Skills	4-16
Lesson 1 Exercise	4-21

The Marine Corps Mentoring Program

Background   MCO 1500.58 states that every Marine will have a mentor. Commanders will identify and promote the Marine Corps Mentoring Program to all Marines and provide guidance to mentors, mentees, and buddies.

Under the Marine Corps Mentoring Program, your immediate supervisor will be your mentor and the Marines who report to you will be your mentees. For example, an infantry squad leader will be the mentor of his three fire team leaders, and the three fire team leaders will be his mentees.

Purpose   Mentoring is effectively used in the Marine Corps as a means of developing knowledge of values, beliefs, and practices, thus implanting the organizational culture.

Characteristics of a Good Mentee

Mentee Defined A mentee is an achiever *groomed* for advancement by being provided opportunities to excel beyond the limits of their position. Every Marine will be a mentee to a senior Marine in their chain of command.

Desirable Characteristics Marine mentees make every effort to improve in the professional and personal aspects of their lives, advancing toward identified goals to improve their worth to the team, unit, and Corps. This desire for improvement extends well beyond an enlistment; it sets the tone for personal and professional improvement for a lifetime. Other characteristics of a mentee are listed below:

- Willing
- Active
- Accepting
- Respectful
- Professional

Willing The mentee wanting to improve performance, contribute to the organization, enhance professional prospects, and willing to work to reach his or her goals.

Active A mentee takes action based on career goals, suggestions of a mentor, job requirements, and educational opportunities.

Accepting A mentee is willing to accept responsibility for his or her actions, meaningful feedback and criticism, and guidance and counseling from their mentor.

Respectful The mentee shows consideration and respect for the mentor's willingness to help and seriously considers all advice and suggestions from the mentor. The mentee is open-minded—progress takes time and effort.

Professional The mentor/mentee relationship is professional at all times. Both parties should be respectful of privacy and each other's personal lives.

Roles of the Mentee

Primary   Mentoring creates a partnership between two individuals—the mentor and the mentee. A mentee must also perform several roles. Those roles and responsibilities are described in the table below:

Role	Responsibility
Indicator	The mentee decides how much dependence, guidance, and tutoring they need from the mentor.
Student	Absorbs the mentor's knowledge and acts on this information. The mentee practice to retain and demonstrate mastery of the subject. Example: A mentee should be able to understand and use regulations, not just know about them.
Trainee	Blends mentoring with other training approaches. Understands the mentor is *not* the only source of information. The mentee uses the MOS Roadmap to seek out self-development programs, such as Marine Corps Institute courses and skill training programs to achieve goals. Through this participation, the mentee demonstrates initiative and gains awareness of self and their role in the unit's mission. This developing Marine enhances his or her contribution to unit readiness.

Challenge   Think about your last mentoring session. Did you display the desirable characteristics? What role did you openly display? Could your attitude have contributed or deterred you from your primary role as a mentee? Talk to your mentor and solicit their feedback for answers to these questions.

Buddy System

Purpose
In addition to your role as a mentor and a mentee, you have a responsibility to your fellow Marines, which is described as the "buddy system." The buddy system is a practice that enhances our ethos, "Marines take care of their own."

Accountability
Is a Marine held accountable if his buddy does something illegal? Maybe not; however, in many situations, the Marine should talk with his or her buddy after an incident and discuss "what went wrong" and how the situation could have been prevented. Finally, positive actions taken by buddies must be reinforced by the command. This is an essential element in running a successful buddy system. Many units use the buddy system for liberty in foreign ports—the buddy system is valuable in garrison, training, and combat environments as well.

Garrison Environment
Marines know when their buddies have alcohol and, or drug problems, emotional distress, family problems, financial problems, and so forth long before an incident comes to the command's attention. In such cases, buddies must take action. If confronting their buddy with the situation does not provide positive results, the buddy must go to their chain of command and seek assistance. In garrison, alcohol, drugs, and vehicles are our most likely and dangerous enemies. These factors cause more problems for our Marines than any other factors. When new Marines join the unit, they should be "buddied-up" immediately to feel a sense of belonging and rapidly assimilate into the unit. Though your buddy may not be accompanying you on liberty, he or she should know your liberty plans.

Training Environment
In 1988, a unit on an exercise in 29 Palms, California left the training area without full accountability of all personnel—leaving one Marine in the desert. That Marine was not discovered as missing until 24 hours later. The Marine tried to find his own way out and failed, resulting in his death. Had the buddy system been used, his buddy could have alerted the company gunny the Marine was missing when the unit departed the training area. Buddies watch out for each other on live-fire ranges, during the movement of vehicles, and in any other potentially dangerous situation.

Buddy System, Continued

Combat Environment

The Army's suicide rate decreased after implementing the battle buddy systems. Army officials call the 'battle buddy" system a hallmark of the suicide prevention program, and attributes the lower suicide rate of deployed troops, which dropped dramatically in 2004, to the system's implementation. It relies on a soldier's "battle buddy" to help identify warning signs of their fellow soldiers so they can intervene. The buddy system is one significant factor that aids in suicide prevention.

Characteristics of a Successful Mentor

Mentor Defined   NAVMC DIR 1500.58 defines a mentor as a wise adviser, teacher, and guardian.

Desirable Characteristics   A mentor facilitates *personal* and *professional* growth in an individual by sharing the knowledge and insights that have been learned through the years. The desire to want and share these "life experiences" is characteristic of a successful mentor. Other desirable characteristics of a mentor are

- Supportive
- Patient
- Respected
- People-oriented
- Good motivator
- Effective teacher
- Secure in position
- Achiever
- Understands the unit's mission and their own mission
- Displays genuine concern

Supportive   A mentor supports the needs and aspirations of a mentee. This supportive attitude is critical to the successful development of the mentee. A mentor must encourage the mentee to accept challenges and overcome difficulties.

Patient   A mentor is patient and willing to spend time performing mentoring responsibilities. A mentor provides adequate time to interact with the mentee. Time requirements are defined by both the mentor and the mentee.

Continued on next page

Characteristics of a Successful Mentor, Continued

Respected	The mentor has earned the respect of peers, the Marine Corps, and/or community. It is important the mentor is someone to whom others can look at as a positive role model.
People-Oriented	A successful mentor is one who has *good* people skills and genuinely interested in Marines and has a desire to help others. He or she knows how to effectively communicate and actively *listen*. To be an active listener, you must focus on who you are listening to so you can understand what is being said. You should be able to restate the speaker's message in your own words. Restating that message does not mean you agree with what was said, only that you understand what was said. A mentor must also be able to resolve conflicts and give appropriate feedback.
Good Motivator	A good mentor is able to motivate their mentee through encouraging feedback and challenging work assignments. He or she inspires a mentee to do better.
Effective Teacher	A mentor thoroughly understands the skills required by the mentee's position in accordance with the Marine Corps MOS Roadmaps. A mentor must conduct on-the-job training in the MOS, and also manage the learning of the mentee. The mentor must actively try to recognize and use teaching opportunities.
Secure in Position	Mentors are confident in their own career so pride for the mentee's accomplishments can be genuinely expressed. As a mentor, appreciate the mentee's development of strengths and abilities without viewing their accomplishments as a threat.
Achiever	A successful mentor is a professional achiever, who sets high career goals, continually evaluates these goals, and strives to reach them. He or she is one who takes on more responsibility than is required, volunteers for more activities, and tends to climb the proverbial career ladder at a quick pace. A mentor attempts to inspire a mentee with the same drive for achievement.

Characteristics of a Successful Mentor, Continued

Understands the Unit's Mission and Their Role in That Mission

Mentors take pride in the Marine Corps and enjoy the every day challenges that arise. A mentor understands the mission, vision, and values of the Corps and supports its initiatives. A mentor should be well-versed in Marine Corps policies and procedures of the particular operating unit in which he or she works. A mentee looks to their mentor for guidance on interpreting Marine Corps policies and procedures. An example is having knowledge of uniform and dress standards, and ensuring your mentee understands them also.

Genuine Concern

Genuine concern is simply caring about the well-being of other Marines. You cannot fake genuine concern. However, if you employ the characteristics of a successful mentor, genuine concern will not only be self-evident, but your Marines will also see you as a leader who cares about their development and future potential.

One of the fundamental leadership traits is to take care of your Marines and look out for their welfare. Genuine concern embodies this trait and occurs when the leader shows interest in the Marine, not just in terms of job performance, but in overall personal and professional development.

Roles and Responsibilities of a Mentor

Background   The roles you assume as a mentor point you in many different directions. Which role you assume depends on the needs of your mentee and on the relationship you build with your mentee. On any given day, your mentee may require you to perform one of these roles, or all of them.

Example: You may begin your day assuming the role of teacher, when suddenly your mentee experiences performance difficulties. You change direction to fulfill your role as coach, steering slightly toward the role of advisor as your mentee asks for advice on a satisfactory course of action.

Primary Responsibility   The Marine mentor is primarily responsible to the chain of command for the professional and personal development of the Marines of their team and accountable to the chain of command for the actions of their Marines.

Ten Roles   In addition to the primary responsibility, listed below are ten additional roles and responsibilities you may assume as a mentor:

* Teacher
* Guide
* Counselor
* Motivator
* Sponsor
* Coach
* Advisor
* Referral Agent
* Role model
* Door Opener

Teacher   As a teacher, the mentor teaches the mentee the skills and knowledge required to perform the job successfully.

Guide   As a guide, the mentor helps the mentee to understand how to navigate and understand the inner workings of the organization. Sometimes this includes passing on information about any unwritten rules for success.

Roles and Responsibilities of a Mentor, Continued

Sponsor
The mentor helps to create opportunities for the mentee that may otherwise not be available. Opportunities should be challenging and instructive, without being overwhelming. Do not set the mentee up for failure.

Counselor
Counseling requires establishment of trust in the mentoring relationship. Counselors listen to possible ethical situations and provide guidance to help mentees find solutions and improve problem-solving skills. Counselors display genuine concern for their Marines, their abilities, and goals.

Motivator
A mentor shows support to help a mentee through the tough times, keeping the mentee focused on developing job skills to improve performance, self respect, and a sense of self-worth.

Coach
A coach observes performance, assesses capabilities, provides feedback to the mentee, and instructs with a view to improve performance. Then the loop repeats.

Advisor
A mentor helps the mentee to develop professional interests and to set realistic career goals. Goals should be specific with a time-frame. They should have deadlines, and be results-oriented, relevant, and reachable. The mentee uses the MOS Roadmaps in this role.

Referral Agent
Once a career plan is developed, the mentor assists the mentee in approaching persons who can provide training, information, and assistance. The mentor also points the mentee to relevant career enhancing schools, correspondence courses, books, professional organizations, and self-improvement activities.

Role Model
The mentor is a living example for the mentee to emulate. A mentor must lead and teach by example.

Continued on next page

Roles and Responsibilities of a Mentor, Continued

Door Opener   The mentor opens doors of opportunity by helping the mentee establish a network of professional contacts both within and outside the Marine Corps. The mentor helps the mentee understand the importance of staying in touch with seniors, peers, and juniors to exchange information, ideas, and concerns.

Assessment   Later in this study unit, we will discuss the self-assessment requirement. When you complete your self-assessment, ask yourself which of the ten roles—teacher, guide, counselor, motivator, sponsor, coach, advisor, referral agent, role model, and door opener—you are proficient at or where improvement is needed. Identify what you will do to correct your deficiencies. These are necessary steps to ensure the health and well being of our Marines as well as ourselves.

Mentoring Skills

Background   There are some leaders who naturally have great relationships with all their Marines, simply through their dynamic personalities. They are naturally outgoing and interested in others and tend to draw others to them. For many of us, this does not come naturally. Mentoring skills provide the foundation for a trusting and effective mentoring relationship.

Five Skills   The five skills required to be an effective mentor are listed below:

- Self-awareness and self-discipline
- Questioning techniques
- Listening
- Empathy
- Feedback

Self-Awareness and Self-Discipline   Self-awareness is the ability to recognize and understand one's moods and emotions as well as how they affect others. Leaders with high self-awareness are candid and honest with themselves and others. They understand how their emotions impact their actions.

Self-discipline is the ability to control or redirect disruptive impulses and moods. It is the poise and composure required to create an environment of trust and fairness.

Continued on next page

Mentoring Skills, Continued

Questioning Techniques

Questioning is a valuable tool to bring problems, viewpoints, and attitudes to the surface and stimulate thinking. There are four types of questioning techniques:

Questioning Technique	Description
Closed-ended	Commonly used when you want a *yes* or *no* answer. Although important information can be gained from closed-ended questions, they are not effective in creating a discussion and can give the impression the meeting is an interrogation. Example: "Are you married?"
Opened-ended	Cannot be answered by a simple *yes* or *no*. These questions prompt the individual to give an explanation and force them to open up more and share their thoughts. Example: "What can you tell me about your family?"
Probing	Meant to take the conversation further and force the junior to think about the next steps or implications. Example: "What now?"
Interpretive	You draw a conclusion and solicit others' agreement or disagreement. This is a good way to wrap up a series of questions and draw conclusion. Example: "So you want to pursue your off-duty education in accordance with your road map. Is that right?"

Mentoring Skills, Continued

Listening   Once you get the Marine to open up, it is important to hear what they say and interpret the meaning behind their comments. Below are tips for effective listening:

- "Hold your fire" until you understand the mentee's point. Refrain from jumping to conclusions.

- Listen for the whole meaning. Listen for generalizations or threads of meaning that can be derived from facts.

- Listen for facts (Pvt Jones was 30 minutes late) and distinguish them from personal opinions (Pvt Jones does not care about doing a good job).

- Listen for changes in tone of voice, rate of speech, and volume. This may indicate the junior is unsure about something or may not want to come forth with some information. Watch for nonverbal cues (avoiding eye contact, slumping, clenched fists, etc).

- Minimize emotional reactions.

- Use nonverbal communication (eye contact, nodding, etc.) to convey your interest.

- Make your surroundings conducive to listening (quiet, no interruptions, etc.).

Mentoring Skills, Continued

Nonverbal Communication

Nonverbal signals can help create an acceptable *comfort level* with your mentee. Nonverbal signals are explained below:

Signal	Description
Eye contact	Making eye contact with your mentee is essential to active listening and indicates genuine concern.
Gestures	*Supplement your speech with facial and hand gestures.* Use hand gestures to express enthusiasm. You can show enthusiasm by nodding approval, smiling, or shaking the other person's hand.
Open body posture	*Keep an "open" body posture.* Rest your arms casually at your sides or on a surface, and lean forward as if eager to hear the next word.
Appropriate space	Consider how space can relate to power: • A large desk might be seen as a barrier between you and your mentee. • Position your chairs next to each other, rather than across from one another to bridge the distance while talking. • Maintain proper physical distance from people when talking with them. Most people feel it is an attack on their personal space if you stand within 6 inches of them while speaking. Ideally, there should be no more than 1½ feet between your mentee and you.

Mentoring Skills, Continued

Empathy

Empathy is the ability to understand the emotional makeup of other people. It requires understanding their perspective, sensing their emotions, and taking active interest in their concerns. When someone is emotional (angry, sad, etc.), they are not able to listen very well to advice from others. Empathy defuses the emotions so they can listen to you better.

The basic skill in empathy is to communicate to the Marine that you understand they may be feeling those emotions, and you might feel the same way if you were in a similar situation. Do not confuse empathy with sympathy which is simply feeling sorry for the other person without necessarily understanding their perspective.

Feedback

There are two types of feedback: positive and guidance. Each should be delivered in a consistent and timely manner. Effective feedback includes stating the situation, the Marine's action, and the results of that behavior.

Type	Description
Positive	Strengthens desired behaviors and makes them more likely to repeat.
Guidance	Provides course correction. The goal is to eliminate undesired behavior.

Lesson 1 Exercise

Directions   Complete exercise items 1 through 15 by choosing the correct answer. Check them against the answers listed at the end of the items.

Item 1   Which characteristic of a mentee is described as wanting to improve performance, contribute to the organization, and enhance professional prospects and ready to work to achieve their goals?

a. Respectful
b. Accepting
c. Active
d. Willing

Item 2 Through Item 4   Matching: For items 2 through 4 match the mentee's role in column 1 with its description in column 2. Place your responses in the spaces provided.

Column 1   **Column 2**

Role   **Description**

___ 2. Indicator   a. Blends mentoring with other
___ 3. Student   training approaches
___ 4. Trainee   b. Decides how much dependence
                                                      and guidance he or she needs
                                                  c. Practices to retain and
                                                      demonstrates mastery of subject
                                                      learned

Item 5   What is the purpose of the buddy system?

a. Responsible for your fellow Marines
b. Accountable to your fellow Marines
c. Blamed for another Marine's mistakes
d. Punished for another Marine's mistakes

Continued on next page

Lesson 1 Exercise, Continued

Item 6 Through Item 9

Matching: For items 6 through 9 match the characteristic of a successful mentor in column 1 with its description in column 2. Place your responses in the spaces provided.

Column 1

Characteristic

___ 6. Good motivator
___ 7. People-oriented
___ 8. Effective teacher
___ 9. Secure in position

Column 2

Description

a. Inspires a mentee to do better
b. Desire to help others
c. Confident in one's own career so pride for the mentee's accomplishments are genuinely expressed
d. Thoroughly understands the skills required by the mentee's position

Item 10 Through Item 13

Matching: For items 10 through 13 match the mentoring role in column 1 with its responsibility column 2. Place your responses in the spaces provided.

Column 1

Role

___ 10. Teacher
___ 11. Counselor
___ 12. Motivator
___ 13. Sponsor

Column 2

Responsibility

a. Creates opportunities for the mentee
b. Shows support
c. Establishes a trusting relationship
d. Instructs the mentee on the skills and knowledge required to perform the job successfully

Lesson 1 Exercise, Continued

Item 14   Scenario: LCpl Peters graduated first in his MOS class. After 3 months at his
initial duty station, he was named Marine of the Quarter. LCpl Peters'
SNCOIC SSgt Allen, assigned him to mentor the new join, Pvt Grey. LCpl
Peters showed Pvt Grey how to perform various tasks and provided feedback
on whether they were performed correctly. If LCpl Peters is not sure about
the performance of a task, he asks SSgt Allen for guidance. Which mentoring
role has LCpl Peters assumed towards Pvt Grey?

    a.   Role model
    b.   Sponsor
    c.   Advisor
    d.   Coach

Item 15   Which mentoring skill requires the mentor to minimize emotional reactions?

    a.   Self-awareness
    b.   Listening
    c.   Empathy
    d.   Feedback

Continued on next page

Lesson 1 Exercise, Continued

Answers   The table below lists the answers to the lesson exercise. If you have
questions about these items, refer to the reference page.

Item Number	Answer	Reference Page
1	d	4-6
2	b	4-7
3	c	4-7
4	a	4-7
5	a	4-8
6	a	4-11
7	b	4-11
8	d	4-11
9	c	4-11
10	d	4-13
11	c	4-14
12	b	4-14
13	a	4-14
14	d	4-14
15	b	4-18

LESSON 2

PREPARE, CONDUCT, AND FOLLOW-UP
ON THE MENTORING SESSION

Introduction

Scope Now that you have learned a few basic concepts about mentoring, you are ready to move forward towards becoming a mentor. In this lesson, you will learn more about the Marine Corps Mentoring Program (MCMP), how to perform a self-assessment, and the stages of the mentoring process.

Learning Objectives On completion of this lesson, you will be able to

- Identify the policies that govern the Marine Corps Mentoring Program.

- Identify the procedure to perform a self-assessment.

- Identify the stages in the mentoring process.

In This Lesson The following topics are in this lesson:

Topic	See Page
Introduction	4-25
Policies Governing the Marine Corps Mentoring Program (MCMP)	4-26
Honor, Courage, and Commitment (HCC) Assessment	4-28
Stage 1: Prepare for the Mentoring Session	4-31
Stage 2: Conduct the First Mentoring Session	4-33
Stage 3: Conduct Follow-Up Sessions	4-35
Lesson 2 Exercise	4-36

Policies Governing the Marine Corps Mentoring Program (MCMP)

Policies
One of the key elements that will help you through the mentoring process is to gain knowledge of the Marine Corps polices, manuals, and publications on mentoring. Policies that govern the MCMP are listed below:

- The Commandant's White Letter 10-95 dated 3 May 1995

- Marine Corps Reference Publication 6-11B, Marine Corps Values: A User's Guide for Discussion Leaders dated 20 October 1998

- Marine Corps Order 1500.58, Marine Corps Mentoring Program dated 13 February 2006

- NAVMC DIR 1500.58 Marine Corps Mentoring Program Guidebook dated 13 Feb 06

- Marine Corps ALMAR 008/06

The Commandant's White Letter
The Commandant's White Letter requested commanding generals, commanding officers, and officers in charge …"to take appropriate steps to develop and implement a voluntary, informal mentoring program that allows the opportunity for each officer to be involved throughout his or her career."

Marine Corps Reference Publication 6-11B
The User's Guide to Marine Corps Values is used as a tool to help ensure the values of the Corps continue to be reinforced and sustained in all Marines after being formally instilled in entry level training. Leaders must remember as long as there is one Marine junior to them, they are honor bound to uphold the customs and traditions of the Corps and to always *walk the walk and talk the talk*. We are the "parents" and "older siblings" of the future leaders of the Marine Corps. America depends on us to ensure the Marines of tomorrow are ready and worthy of the challenges of this obligation.

Marine Corps Order 1500.58
The Marine Corps Order 1500.58 establishes the policy, format, and guidelines of the MCMP.

Policies Governing the Marine Corps Mentoring Program (MCMP), Continued

NAVMC DIR 1500.58

The purpose of NAVMC DIR 1500.58 is to assist *you,* the mentor, in learning more about your Marines, understanding their passions and motives, and enabling you to help them become better Marines. This guidebook is not all encompassing. It is intended to assist and point you in the right direction.

Marine Corps ALMAR 008/06

Marine Corps ALMAR 008/06 mandates instituting formal mentoring for all Marines and providing guidance for the MCMP:

- Rules that govern a mentoring program are informal and established by individual commands within guidelines that describe the proper relationships between juniors and seniors.

- A mentoring program does not replace the chain of command, nor is mentoring meant to interfere with the command relationships, senior/subordinate relationships, or request mast.

Honor, Courage, and Commitment (HCC) Assessment

Introduction   Another key element that will help you through the mentoring process is performing a self-assessment using the Honor, Courage, and Commitment (HHC) assessment tool. A self-assessment is designed to help individuals identify characteristics for successful leadership, recognize their strengths, and discover areas for improvement.

Honor, Courage, and Commitment (HCC) Assessment   The HHC assessment tool and NAVMC DIR 1500.58 is used to perform a self-assessment. The purpose of this assessment is to identify professional and personal strengths and improvement areas that relate to the Marine Corps' ethos of honor, courage, and commitment.

Mentoring is most effective when both the mentor and the mentee have a shared vision for professional and personal growth. This assessment is a starting point for ensuring that alignment.

Procedures   Whether you are a mentor or mentee, the steps listed in the table below are used to perform a self-assessment:

Step	Action
1	Evaluate your leadership strengths and weaknesses by comparing your leadership attributes to those of a *good leader* and a *poor leader* whom you have known.
2	Review the HCC assessment form.
3	Mark those items you need to improve with an N (needs assistance), and those you do not with an E (effective).
4	Find the assessment item needing assistance in the NAVMC DIR 1500.58 and review the content for that item. Example: You identified item H3 (Seeks responsibility and accepts responsibility for success/failures of Marines) as an area for personal improvement. You reviewed NAVMC DIR 1500.58, which defines this characteristic, provides conversation triggers to open discussion (if you were evaluating a mentee), and provides assessment questions you can ask yourself and resources for assistance.
5	Develop a personal action plan for strengthening your leadership effectiveness using the HCC assessment form.

Honor, Courage, and Commitment (HCC) Assessment,
Continued

Benefits   Benefits of performing a self-assessment using the HCC assessment tool are

- A mentor can prepare for and conduct leadership training on discovered deficiencies.
- It is self-scoring.
- It is easy to administer.

Honor, Courage, and Commitment (HCC) Assessment,
Continued

HCC Assessment Form Sample   A sample of a HCC assessment form is shown below:

Marine Mentee Name:	Date:
Mentor Name:	

<div align="right">N = Needs Assistance; E = Effective</div>

Honor: Integrity, responsibility, accountability	
H1 Leads by example	
H2 Upholds the reputation of the Marine Corps & acts Marine-like at all times (24/7)	
H3 Seeks responsibility and accepts responsibility for success/failures of Marines	
H4 Respects self and others	
H5 Maintains high levels of Mental development	
H6 Maintains high level of Emotional stability	
H7 Maintains high level of Physical readiness	
H8 Maintains high level of Spiritual strength	
H9 Does the right thing when no one is looking	
Courage: Do the right thing in the right way for the right reasons	
C1 Does the right thing even when unpopular or difficult	
C2 Holds others accountable to Marine Corps standards (24/7)	
C3 Takes ownership of difficult situations even if beyond the scope of regular duties	
C4 Admits to shortcomings and mistakes	
C5 Obeys all lawful orders and regulations	
C6 Refuses to participate in inappropriate behavior despite social pressure on leave/liberty	
C7 Takes ownership of and seeks assistance in dealing with difficult personal situations	
C8 Assists subordinates in taking on difficult personal situations	
C9 Obeys the law at all times	
Commitment: Dedication to mission. Devotion. Always make a positive impact	
Co1 Shows enthusiasm in being a Marine and inspires others	
Co2 Demonstrates situational awareness and sound judgment	
Co3 Is prepared for deployment and redeployment	
Co4 Sharpens common combat skills	
Co5 Pursues professional development by utilizing the MOS Roadmap	
Co6 Acts responsibly in the use and care of equipment and assets	
Co7 Accomplishes tasks in a timely manner, no matter what the conditions	
Co8 Provides for support and welfare of family	
Co9 Ensures family is prepared for separations and reunions	
Co10 Lives within means (budgeting, spending, saving)	
Co11 Operates PMV/POV responsibly	
Co12 Acts responsibly during recreational activities	
Co13 Avoids alcohol abuse and has zero tolerance for drug use	
Co14 Looks after the welfare of other Marines on leave or liberty	
Co15 Develops game plans, takes needed steps to minimize risks	

Stage 1: Prepare for the Mentoring Session

Guidelines   Mentoring sessions should occur at least monthly or when any of the following situations take place:

- Preparing for or returning from deployment
- Major life changing events (birth, death, marriage, divorce, etc.)
- Intense combat
- Preparing to make retention/EAS decisions

Execution   The stages of the mentoring process are listed in the table below:

Stage	Description
1	Prepare for the mentoring session.
2	Conduct the first mentoring session.
3	Conduct follow-up sessions.

Task Requirements   The following tasks are executed in stage 1:

- Review the Marine Corps policies on mentoring.
- Determine when mentoring meetings will occur.
- Have the mentee complete the HCC assessment tool before the first mentoring session.

  Note: This assessment is designed to be a way to start the conversation with a new mentee and to review periodically, over time, but not at every mentoring session. Once the initial mentoring session is completed, most subsequent conversations will be focused on the mentee's personal and professional goals instead of the self-assessment.

- Review the mentee's HCC assessment.
- Clearly define and understand the unit mission.
- Clearly define how the mentee fits into the unit.

The Unit's Mission and the Individual Marine   One of the foundational principles to the mentoring program is to ensure the individual Marine understands how they fit into the unit's mission. Often a new Marine will be unsure of how they fit into the "big picture," but this apprehension can be minimized if the mentor can describe how the Marine mentee fulfills the unit's mission—this is often referred to as the "ME" in SMEAC.

Stage 1: **Prepare for the Mentoring Session,** Continued

SMEAC

Leaders often use a five-paragraph format for issuing orders to accomplish a specific mission. This format is referred to as SMEAC:

- **S**ituation – What is occurring or expected to occur that may affect the mission?

- **M**ission – What does the commander expect?

- **E**xecution – How will we accomplish the mission?

- **A**dministration and logistics – What do we need to accomplish the mission?

- **C**ommand and signal – How do we communicate effectively to accomplish the mission?

Small Unit (Tactical) Level

At the small unit (tactical) level, most Marines need only be concerned with the mission and execution paragraphs of the order. These two paragraphs contain the critical information that directly affects the individual Marine— hence, the "ME" in SMEAC.

Mentors that can clearly articulate the unit's mission and describe how the Marine fulfills the mission can expect their mentee to realize their importance to the unit as well as their full potential.

Example

A new driver is assigned to "Alpha" Battery, 1st Battalion, 11th Marines.

Mentor to the mentee: "The mission of Alpha Battery is to deliver timely and accurate artillery fire in support of battalion operations. Your role is to ensure you and your vehicle are ready to move one of the battery's howitzers to a position that is advantageous to the battery's firing position. If you cannot fulfill this role, then someone has to perform your duties, or the battery is short one howitzer. If the battery must sacrifice one if its howitzers, that means our Marines will have less firepower to support their operations. If another Marine has to fulfill your role, then the Marines they support will be short of their support. Now, can you understand how important your role is here at Alpha Battery?"

Stage 2: Conduct the First Mentoring Session

Task Requirements

The following tasks are executed in stage 2:

- Establish an atmosphere for two-way communication.
- Describe the purpose of the mentoring program and mentoring session.
- Complete the Mission and Goals Form shown on the following page.
- Discuss ground rules for mentoring.
- State the mission of the unit.
- Discuss the mentee's role in supporting the unit mission. Make sure the mentee clearly understands the "ME" in SMEAC.
- Discuss the mentee's HCC assessment and agree on strengths/improvement areas.

    Example: A new mentee's goals are to get promoted to lance corporal soon, attend the next level MOS school, and buy a car. Since the mentee is about to take on new leadership and financial responsibilities, the mentor may identify H3 and Co10 as areas to target in mentoring.

- Focus on the mentee's "needs assistance" areas. Review the MCMP guidebook for sample questions and triggers.
- Determine if the next level of support is needed and what actions are required.
- Establish three or four goals in paragraph three of the mentee Mission and Goals Form.
- Assist the mentee in developing an action plan for achieving goals.
- Summarize mentoring session and set date/time for the next session.

Stage 2: Conduct the First Mentoring Session, Continued

Sample Form   A sample of the Mission and Goals Form is shown below:

Mission and Goals Form

Paragraph 1: Situation

Mentor Name:	RUC:
Marine Name:	UIC:
Unit Address:	

Paragraph 2: Mission

Unit Mission. What is the mission of the unit?
Marine mentee's critical role in support of the unit's mission:

Paragraph 3: Execution Goals (3 or 4; specific, measurable, attainable, realistic, time-bound)

Professional Goals:
Personal Goals:
Combat Skills/Readiness Goals:

Tasks (action plan for accomplishing goals)

Action Steps	Deadline

Stage 3: Conduct Follow-Up Sessions

Task Requirements   The following tasks are executed in stage 3:

- Restate the mission and mentee's role.
- Review goals and action plan.
- Discuss progress.
- Review mentee's strengths/improvement areas identified in the previous HCC assessment.
  - Identify roadblocks and actions to overcome.
  - Modify or establish new goals as necessary.
  - Summarize mentoring session.
- Set a date and time for next session.

Lesson 2 Exercise

Directions   Complete exercise items 1 through 3 by choosing the correct answer. Check
them against the answers listed at the end of the items.

Item 1   Which Marine Corps policy is used as a tool to help ensure the values of the
Corps continue to be reinforced and sustained in all Marines after being
formally instilled in entry level training?

a. The Commandant's White Letter
b. Marine Corps Reference Publication 6-11B
c. Marine Corps Order 1500.58
d. NAVMC DIR 1500.58

Item 2   In which step of performing a self-assessment would you use the HCC
assessment tool?

a. Step 1
b. Step 2
c. Step 3
d. Step 4

Item 3   Which stage of the mentoring process would you establish three or four goals
in paragraph three of the mentee Mission and Goals Form?

a. Stage 1
b. Stage 2
c. Stage 3
d. Stage 4

Lesson 2 Exercise, Continued

Answers   The table below lists the answers to the lesson exercise. If you have
questions about these items, refer to the reference page.

Item Number	Answer	Reference Page
1	b	4-26
2	b	4-28
3	b	4-33

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APPENDICES

Instructions

Student

Use these appendices with the appropriate study unit to assist you in understanding the foundational issues for each scenario.

As you read each scenario, reflect on the content from the study unit before you answer the questions. Use the study units to assist you in making your decisions. However, these are your unique ideas, thoughts, and decision-making processes that will certainly be different than those of your fellow Marines.

While these scenarios may address specific military occupational specialties (MOS), they are written in general terms that any Marine can identify with. If one or more of the scenarios are related to your MOS, your perspective and decision-making processes will be different than a Marine without your skill background. It is critical to realize that you do not need the specific MOS skills to complete any of the scenarios.

Once you have completed each scenario, discuss them with your mentor and unit leader (team, squad, platoon, etc). Listen to their ideas and decision-making processes and determine if their conclusions provide different approaches, techniques, or methods than you may not have considered.

Consider the following when discussing these scenarios with your mentor and unit leader:

- Did you come to a different conclusion than they did? If so, why?

- How does their perspective and experience affect your decisions about a particular scenario?

Continued on next page

Instructions, Continued

Mentor and Unit Leader

These appendices are used by the student as a means to capture their thoughts and decision-making processes. As the Marine's mentor and or unit leader, review their conclusions and discuss with them how they came to their conclusions. Once you have reviewed the scenarios and their responses, provide the Marine with your thoughts and methods and discuss the differences (if any) in the decision-making process and the possible results. Use your experience to guide and teach your Marines how different leadership styles, perspectives, and experiences can change how an individual leads Marines and how it affects the Marines they lead.

In most cases there is no "right" or "wrong" answers, only different results based upon the decisions and actions that are made. These exercises are designed to provide leadership experiences that your Marines can use to effectively lead their Marines and prepare them for greater levels of responsibility.

Final Actions

Once the Marine has worked through each scenario *and* has discussed their decision-making process with you, sign the Appendices Validation found at the end of Appendix D indicating you have provided your leadership and experience to the Marine.

APPENDIX A

ETHICAL DILEMMAS

STUDY UNIT 1

Unannounced Field Day

Situation   You are the fire team leader for your section. The platoon sergeant is dissatisfied with the barracks condition and has announced a field day for all Marines at 1900. Three of your Marines live in the barracks; however, you are married and live in town, which is a 50-minute ride on a "good day" from your house to the barracks. You are not required to be at the field day, and have made plans to meet your wife and friends for dinner at 1830 at a local restaurant.

Considerations   As the fire team leader, what should you do and what values are you displaying if you do or do not attend the field day?

Before you make your decision, consider the following:

- When was the last time you observed the living conditions of your Marines?

- Have you been actively involved in your Marines' after-hours activities?

- Are you infringing upon your Marine's personal space by coming to the barracks?

- Although you do not have to be at the field day, how would your presence affect the platoon sergeant and the other Marines in the barracks?

Continued on next page

Unannounced Field Day, Continued

Decision   Write your responses to the scenario in the space provided below, then
discuss your responses with your mentor and unit leader.

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New Marines

Situation
You are a Corporal and assigned as the team leader for a section of HMMWVs comprised of eight vehicles and six personnel. Your platoon sergeant has just introduced you to two new Marines that will be assigned to your section. They have just completed Motor Transport School and from your experience, new "Motor T Marines" cannot drive a car in a video game let alone a HMMWV or 7-ton truck. After the normal squadron check in process, you have assigned these two Marines as assistants to two of your "seasoned" drivers who have been with the unit for over a year. Their attitude about new "Motor T Marines" is the same as yours, and they refuse to let these Marines drive until they have "paid their dues" in the Motor Pool such as working in the tool room and performing countless hours of preventive maintenance.

After approximately 1 month, you notice these Marines are not as motivated as when they first checked in. You discuss this with them, and they respond by saying they spent 2 months at school and have the capability to operate the vehicles, but their senior Marines will not allow them to drive; yet they feel their skills are being wasted performing meaningless tasks. They also said, "They signed up to do more than work in a motor pool."

As the team leader, what should you do? What leadership traits and principles are you displaying by either allowing the Marines to continue in their present duties or by encouraging the other Marines to allow them to be dispatched to support the unit's commitments?

Considerations
Before you make your decision, consider the following:

- When was the last time you reviewed the training program provided by the Motor Transport School?

- Have you or your Marines evaluated their skills since they arrived at the unit?

New Marines, Continued

Decision   Write your responses to the scenario in the space provided below, then discuss your responses with your mentor and unit leader.

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Injured Marine

Situation   You are the fire team leader and your team is assigned a sector of fire in a corner of a building that overlooks a busy intersection. The situation has been relatively calm over the last few weeks, but your squad leader reports that intelligence suggests enemy activity is likely in the very near future. However, this is the third time your team has heard this report over the past 15 days.

Due to the boredom, LCpl Phillips and LCpl Turner have become complacent when they are posted as the security watch. During LCpl Phillips watch, the enemy circumvents the security and places a remote detonated device near the perimeter of the building.

Later, LCpl Turner hears an unusual noise outside of the building and decides to investigate the disturbance. He dons his protective gear, but does not secure his helmet chinstrap, leaves his protective vest opened, and carries his rifle over his shoulder. Once outside he moves toward the area where he heard the noise and trips the remote devise causing serious injury to the side of his head and chest. The enemy now begins sending small arms fire in the direction of your sector of fire and towards the wounded Marine. Stunned and wounded, LCpl Turner tries to handle his weapon, but it is jammed because he fell on it after the blast. Knowing his buddy is injured LCpl Phillips rushes to save LCpl Turner, but leaves the M249 Machinegun position.

As the team leader, what could you have done to prevent this incident?

Considerations   Before you make your decision, consider the following:

- Did you become complacent with the operation?

- Did you enforce the requirements for your Marines to wear their protective gear?

- What training did you provide to your Marines to ensure they know immediate actions?

Continued on next page

Injured Marine, Continued

Decision   Write your responses to the scenario in the space provided below, then
discuss your responses with your mentor and unit leader.

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Security Operations

Situation	You are the fire team leader, and your team is assigned a sector of fire for the company's security operations while halted on the outskirts of a small city. The battalion commander's standard order is not to fire your weapon, unless the enemy and/or his position are *clearly* identified. This order was issued to ensure the local population understands that the U.S. is supporting their efforts to rebuild the country and dispel the rumor that Marines indiscriminately fire at anything that moves.

During the operation, your position is attacked by a sniper. One Marine in your team, a hometown buddy, is killed and another Marine running the security checkpoint 100 yards away is wounded. A Marine from another position runs to the aid of the wounded Marine, but he comes under fire also. In the confusion of the situation, your Marines indicate that they believe the enemy's position is located 300 yards to the left of their position in either the second floor of the brick building or the loft of the adjacent building. However, your attention was diverted when your buddy was hit and you did not see where the sniper fire originated from.

As the team leader, should you allow the Marines to fire?

Considerations   Before you make your decision, consider the following:

- What is the battalion commander's order considering firing weapons?

- Do your Marines know the enemy is where they say he is?

- How will your Marines perceive your leadership if you do not allow them to fire?

- What will happen to you and your team if you allow them to fire and innocent civilians are injured or killed?

Security Operations, Continued

Decision   Write your responses to the scenario in the space provided below, then
discuss your responses with your mentor and unit leader.

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Speeding Ticket

Situation   LCpl Ortiz shares a room in the barracks with PFC Ford who works at the Base Traffic Court. Returning from unit PT, LCpl Ortiz finds her roommate talking to Cpl Bluth, who has already received several speeding tickets. Another ticket would result in her losing her base driving privileges. As it turns out, Cpl Bluth received another speeding ticket on base the previous day. She has visited PFC Ford, who is also her cousin, to see if there is any way the ticket could get "lost." PFC Ford told the corporal not to worry about it, and that she would take care of it. If you were LCpl Ortiz, what would you do?

Considerations   Before you make your decision, consider the following:

- Cpl Bluth's husband, who is also a Marine, is deployed and will be for several months.

- Cpl Bluth has a 6-month-old child who she must take to day care.

- You have seen PFC Ford tell other Marines who asked for a "hook-up" that she would not compromise her integrity for them.

- What does it tell you about Cpl Bluth's concern for her child if she speeds on base? Does she drive recklessly with her child in the car?

Decision   Write your responses to the scenario in the space provided below, then discuss your responses with your mentor and unit leader.

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Partying Marine

Situation
After returning from leave after his second combat tour, PFC Adachi approached his fire team leader, LCpl Colbert and asked to speak with him privately. After finding a quiet place, PFC Adachi told LCpl Colbert that since his return from a combat theater, he has been having trouble sleeping, and has been drinking quite a bit. While on leave, he had been partying every night with his buddies from high school. PFC Adachi knew he had been drinking heavily and suspected he passed out one night. He said he is not certain, but he "might" have smoked some pot and done a line or two of cocaine. Now, fearing a unit urinalysis, he has turned to LCpl Colbert for advice.

If you were LCpl Colbert, what advice would you give him?

Considerations
Before you make your decision, consider the following:

- The Marine Corps' policy on illegal drug use is drugs will not be tolerated.

- PFC Adachi is not certain he has taken any drugs.

- Are there any larger issues beyond possible drug use that PFC Adachi has to deal with?

Decision
Write your responses to the scenario in the space provided below, then discuss your responses with your mentor and unit leader.

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Internet Photos

Situation   Prior to a deployment, LCpl Tobias' unit received a great deal of pre-deployment training. One brief the unit received from the Public Affairs Office covered photography; namely the photography of detainees or casualties, which is prohibited except when required for official duties. The possession or distribution of those images is also prohibited.

During a humanitarian mission as part of the deployment, LCpl Tobias' fire team saw many unsettling things as a result of two warring factions committing atrocities on one another. Upon their return, LCpl Hebert, another fire team leader in his squad, sent him an e-mail with a link to his blog. When LCpl Tobias checked out the Web site, he found graphic pictures of dead combatants that were obviously taken during their deployment. In some photos, LCpl Hebert and other Marines can be clearly identified. From the photos, it was evident to LCpl Tobias that the dead were killed by another faction's improvised explosive device, and not by his fellow Marines. Based upon the pre-deployment training and public affairs guidance, LCpl. Tobias knows that LCpl Hebert's actions were not in keeping with the commander's guidance.

If you were LCpl Tobias, what would you do?

Considerations   Before you make your decision, consider the following:

- When looking at the photos, would outsiders be able to tell who was responsible for the deaths?

- How do LCpl Herbert's actions align with the Core Values?

- How would you feel if it were your family's remains that were being displayed for anyone to see on the Internet?

- What potential impact do these photos have for the Corps and country when they are available on the Internet?

Internet Photos, Continued

Decision   Write your responses to the scenario in the space provided below, then
discuss your responses with your mentor and unit leader.

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Vehicle Control Point

Situation   You are the fire team leader and your team is assigned to a vehicle control point in a foreign country. You are required to physically search all passengers and vehicles before they proceed.

A vehicle approaches and one of the passengers is a female. Being aware of the cultural sensitivity in your area of operations, you know it is not an accepted practice for a foreign male to physically touch any of the native women in the country. You have searched the three male occupants, but the female is standing outside the vehicle acting nervously and looks as if she may be hiding some type of foreign object under her clothing. You know that she has to be searched before the vehicle can proceed through the checkpoint, but the traffic is beginning to pile up at the checkpoint.

Considerations   Before you make your decision, consider the following:

- As the fire team leader, should you allow one of your male Marines to search her?

- Do you enforce the rules, and allow your Marines to physically search her?

- Will the physical act of touching a foreign female insight a riot from the local males watching? And if so, are you equipped to handle such an incident?

- Should you request guidance from higher or recruit a local female through the use of an interpreter, and ask for assistance in searching the female?

- What should you ask for prior to the next vehicle control point watch?

Continued on next page

Vehicle Control Point, Continued

Decision   Write your responses to the scenario in the space provided below, then
                  discuss your responses with your mentor and unit leader.

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House Search

Situation   Your platoon is tasked to conduct searches of every house in a small city. Your fire team is assigned three houses in one of the city blocks. Conducting these searches has become a routine action by your unit, and the locals understand the necessity for the searches, but still do not like the intrusion of foreigners in their homes. As a team leader, you know by searching these homes, critical human intelligence can be acquired from the local people. However, if conducted improperly, you will have offended the residents, disrespected the family dynamics, and may have lost the opportunity to gain intelligence.

Your battalion commander has issued an order that all house-to-house searches will be conducted with the utmost respect and the destruction of personal property will be avoided unless absolutely necessary.

Your team has searched three houses and has moved to the fourth, but once you knocked a male voice responds asking for a few more minutes. You wait patiently and knock again, but a different voice responds asking for another few more minutes. You can hear people in the house rummaging around as well as male and female voices sounding nervous and yelling at each other.

As a member of the search team, what cultural considerations should you consider and what are the implications if you do or do not consider cultural awareness?

Considerations   Before you make your decision, consider the following:

- Is there another way to enter the house?
- Is there a window to see what is going on inside?
- How should you interact with the occupants in the house?
- How should you conduct the search once you have gained entrance?
- What should you do about damages to the house?
- How should you depart the house?

House Search, Continued

Decision   Write your responses to the scenario in the space provided below, then
                      discuss your responses with your mentor and unit leader.

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Cultural Awareness

Situation
You are a Marine at an entry check point and the battalion commander has stated that every person entering the compound must produce the proper identification before gaining entrance to the compound. As you are conducting the ID check, you receive the identification of a foreign citizen that is on their way to work in the compound. The ID is valid; however, as you are looking at the ID, you notice the individual is avoiding eye contact, and continually looks back over their shoulder. You ask a few questions and the individual responds correctly to your inquiries, but their body language causes you to suspect something is not quite right.

As the Marine on post, what should you do?

Considerations
Before you make your decision, consider the following:

- What are the indications that something may be amiss?
- Is this person's behavior culturally "normal"?
- Have you established any type of connection with the individual?
- Did the individual fulfill the commander's intent by producing a valid ID?

Decision
Write your responses to the scenario in the space provided below, then discuss your responses with your mentor and unit leader.

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APPENDIX B

DECISION MAKING TOOLS

STUDY UNIT 3

Cross Country Travel

Situation   You are preparing to permanently change stations from Camp Lejeune, North Carolina to Camp Pendleton, California. You have set up your travel to use your personally owned vehicle (POV) to drive to your new duty station. You have planned on taking leave for 14 days and visit family in South Carolina. Focusing on traveling from coast-to-coast, use BAMCIS and write out your plan to execute travel and arrive safely at Camp Pendleton.

Worksheet   Use the BAMCIS worksheet below to develop your plan:

Begin the Planning	
Arrange Reconnaissance	
Make Reconnaissance	
Complete the Plan	
Issue the Order	
Supervise Activities	

Review   Discuss the completed worksheet with your mentor and unit leader. Did they provide information that you did not think of? If so, does it alter your planning? Were their ideas radically different than yours? If so, why?

Security Checkpoint

Situation
You have been assigned as the team leader for checkpoint 5 located at the west entrance to the company's position. The company's position is located at the base of a low mountain adjacent to a well-traveled road. The company has situated itself against the mountain to mask its presence from anyone who travels the road. Another mountain, slightly higher than the one near the company's position, is located approximately a half-mile west of the company's position—directly in front of your checkpoint.

Your team has been trained in security operations, check point operations, and immediate actions. As the team leader, write out your plan to ensure the effective operation of the checkpoint.

Instructions
Before you begin, talk to your mentor and unit leader. You may have never been assigned this type of duty before, but it is likely you may be required to perform such actions in the future. Use your mentor and unit leader to help you understand the scope of the situation and other requirements to operate in a tactical situation.

Worksheet
Use the BAMCIS worksheet below to develop your plan:

Begin the Planning	
Arrange Reconnaissance	
Make Reconnaissance	
Complete the Plan	
Issue the Order	
Supervise Activities	

Continued on next page

Security Checkpoint, Continued

Review   Discuss the completed worksheet with your mentor and unit leader. Did their guidance provide you with a better understanding of the tactical environment? Did their guidance and/or suggestions provide you with information that helped to solidify your plan? If you were assigned this type of duty in the future would BAMCIS help you plan your actions?

Mentoring Sessions

Situation   You are the team leader for four junior Marines and have also been assigned as their mentor. The Marine Corps Mentoring Program is fairly new and you have had a few mentoring sessions with your mentor. Now it is your turn to mentor your junior Marines, but you are still not sure of the program, your role as a mentor, or how the program should be conducted.

Using BAMCIS, describe how you will fulfill your role as a mentor and conduct appropriate mentoring sessions for your mentees.

Considerations   Before you make your decision, consider the following:

- What is the reference for the Marine Corps Mentoring Program?

- What are my responsibilities for being an effective mentor?

- What are my Marines' responsibilities as a mentee?

- How do I research the appropriate Training and Readiness manual for my Marines' MOS?

- How do I utilize the Honor, Courage, and Commitment Assessment?

Mentoring Sessions, Continued

Worksheet   Use the BAMCIS worksheet below to develop your plan:

Begin the Planning	
Arrange Reconnaissance	
Make Reconnaissance	
Complete the Plan	
Issue the Order	
Supervise Activities	

Review   Discuss the completed worksheet with your mentor and unit leader. Did their guidance provide you with a better understanding of the mentoring program? Did their guidance and/or suggestions provide you with information that helped to solidify your plan? When you are assigned as a mentor will this type of planning help you with planning effective mentoring sessions?

Road Warrior

Situation   LCpl Walker was driving back to the barracks on the highway after an off-duty education class. In her rear-view mirror, she noticed a sports car being driven erratically; it was passing vehicles without signaling and cutting off other drivers. After cutting off other cars, the sports car would often abruptly hit the brakes for no apparent reason. Having no desire to be in an accident, LCpl Walker put her defensive driving skills to use. Before the reckless driver could approach LCpl Walker's car, she slowed down and moved to the right lane to let the vehicle pass.

Note whether or not the OODA Loop cycle is repeated during the scenario.

Worksheet   Use the OODA Loop worksheet below to develop your plan:

Observe	
Orient	
Decide	
Act	

Review   Discuss the completed worksheet with your mentor and unit leader. Would you or your mentor have made a different decision? What action would you have taken?

Patrolling

Situation   Having patrolled through a village several times during a peace-keeping mission, LCpl Briscoe has gotten used to the rhythm of the village. The market is usually a frenzy of activity during the evening with people buying and selling products, children playing, and groups of elderly people socializing nearby. On a recent patrol, LCpl Briscoe detects something different. There are only a few people, and there are no women and children. The street is nearly empty as well. Feeling uneasy, he radios his squad leader to report the situation. While waiting for his squad leader's reply, LCpl Briscoe sees three armed men on the roof of a building and immediately orders his Marines to take cover.

Note whether or not the OODA Loop cycle is repeated during the scenario.

Worksheet   Use the OODA Loop worksheet below to describe how the OODA Loop was applied:

Observe	
Orient	
Decide	
Act	

Review   Discuss the completed worksheet with your mentor and unit leader. Would you or your mentor have made a different decision? What action would you have taken?

Football

Situation   LCpl Trask plays on an intramural flag football team as a cornerback. Three times the opposing team has been backed up to their end zone. Each time, they threw a short pass to the same wide receiver along the sidelines. After his team's offense stalled at mid-field, they punted and once again, pinned down their opponents inside their own 5-yard line. Knowing what was coming, he jumped the route, intercepted the pass, and walked into the end zone untouched.

Note whether or not the OODA Loop cycle is repeated during the scenario.

Worksheet   Use the OODA Loop worksheet below to describe how the OODA Loop was applied:

Observe	
Orient	
Decide	
Act	

Review   Discuss the completed worksheet with your mentor and unit leader. Would you or your mentor have made a different decision? What action would you have taken?

APPENDIX C

MENTORING AND ROADMAPS

STUDY UNIT 4

Situation   You are assigned as LCpl Ames' mentor, and have been monitoring his MOS progression using the 1812 MOS (Tank Crewman) Roadmap. LCpl Ames took a number of general subject (lower level) college courses prior to entering the service and now wants to enroll in an upper level history class that is not listed in the MOS roadmap.

As LCpl Ames' mentor, how would you approach this and what recommendations would you make?

Considerations   Before you make your decision, consider the following:

- Why does LCpl Ames want to take this particular course?

- How does this fit into LCpl Ames' personal and professional development?

- What is the potential impact (positive and negative) for LCpl Ames' educational goals on the unit's mission?

- How does this off duty education and LCpl Ames' educational goals work towards the unit's mission?

Decision   Write your responses to the scenario in the space provided below, then discuss your responses with your mentor and unit leader.

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Administrative Clerk

Situation   You are PFC Mellon's mentor and know his general administrative skills (typing, forms, clerical) are superior to many other Marines you are mentoring. However, he lacks knowledge of administrative procedures and policy that are otherwise understood by his peers. He will be promoted to LCpl next week, and you want to ensure he is prepared to achieve higher levels of responsibility associated with his new rank.

During your mentoring session you discover that PFC Mellon wants to enroll in off duty education and begin a career path towards a degree. Although off duty education is recommended by the 0151 Roadmap, PFC Mellon needs to enhance his MOS skills.

As PFC Mellon's mentor, how would you approach this and what recommendations would you make?

Considerations   Before you make your decision, consider the following:

- Why does PFC Mellon want to enroll in off duty education as opposed to MOS related courses (MCI and MarineNet)?

- How does this fit into PFC Mellon's personal and professional development?

- What is the potential impact (positive and negative) for PFC Mellon's educational goals on the unit's mission?

- How does the lack of PFC Mellon's MOS related skills detract from the unit's mission?

Continued on next page

Administrative Clerk, Continued

Decision   Write your responses to the scenario in the space provided below, then
                      discuss your responses with your mentor and unit leader.

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Automotive Repairman

Situation   You are assigned as LCpl Hackler's mentor, and she has indicated that she would like to be assigned to the 7-ton truck maintenance section rather than the HMMWV section. You have spoken to SSgt Hicks, her supervisor, who has counseled LCpl Hackler on several occasions about her lack of quality maintenance when performing routine electrical maintenance on the HMMWVs. You have been monitoring LCpl Hackler's MOS progression, utilizing the 3521 MOS Roadmap (Automotive Organizational Maintenance) and know she graduated near the middle of her MOS course. According to the MOS Roadmap, there are a number of MCIs and technical schools that LCpl Hackler can enroll in or attend to enhance her skills. However, she does not feel the need to pursue the development of her professional skills.

As LCpl Hackler's mentor, how would you approach this and what recommendations would you make?

Considerations   Before you make your decision, consider the following:

- What is prohibiting LCpl Hackler from pursuing professional development?

- How would LCpl Hackler's professional development work towards the unit's mission?

- How does the lack of LCpl Hackler's MOS related skills detract from the unit's mission?

- How would LCpl Hackler's professional development set her up for success in the Marine Corps as well as her personal development?

Automotive Repairman, Continued

Decision   Write your responses to the scenario in the space provided below, then
discuss your responses with your mentor and unit leader.

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APPENDIX D

THE STRATEGIC CORPORAL

Tactical Operations

To the Student   Read the following article; at the end you will be asked to make decisions based upon the scenario described within. There is no right or wrong answers. This is simply an opportunity to apply your decision making skills and utilize the analytical and/or intuitive decision making models.

"The Strategic Corporal: Leadership in the Three Block War"
Marines Magazine, January 1999
by Gen. Charles C. Krulak

Operation Absolute Agility

0611: The African sun had just risen above the hills surrounding the sprawling city and sent its already dazzling rays streaming into the dusty alleyway. Corporal Hernandez felt the sun on his face and knew that today would, again, be sweltering. He was a squad leader in 2d Platoon, Lima Company and had, along with his men, spent a sleepless night on the perimeter. For the past week his platoon had provided security to the International Relief Organization (IRO) workers who manned one of three food distribution points in the American Sector of Tugala— the war-torn capital of Orange—a Central African nation wracked by civil unrest and famine.

The situation in Orange had transfixed the world for nearly two years. Bloody tribal fighting had led first to the utter collapse of the government and economy, and ultimately, to widespread famine. International efforts to quell the violence and support the teetering government had failed, and the country had plunged into chaos. The United States had finally been compelled to intervene. A forward deployed Marine Expeditionary Unit (Special Operations Capable) was ordered to assist the efforts of the ineffective Regional Multi-National Force (RMNF) and the host of international humanitarian assistance organizations that struggled to alleviate the suffering. The MEU's arrival had stabilized the situation and allowed the precious relief supplies to finally reach the people who needed them most.

The Food Distribution Point (FDP), manned by 2d Platoon, serviced over 5,000 people daily. The Marines had, at first, been shocked at the extent of the suffering, by the constant stream of malnourished men and women, and by the distended bellies and drawn faces of the children. The flow of food and medical supplies had, however, had a dramatic impact. The grim daily death tolls had slowly begun to decrease and the city had begun to recover some sense of normalcy. Within a month the lives of the Marines had assumed a sort of dull routine. Corporal Hernandez removed his helmet and rested his head against the mud wall of the house in which his squad was billeted and waited for his MRE to finish heating; satisfied that he and his fellow Marines were making a difference.

0633: The dust and rumble of a half dozen 5-Tons pulling into the market square caught the attention of Corporal Hernandez. Escorted by Marines, the convoy brought with it the food and medical supplies that meant life or death to the inhabitants of this devastated neighborhood. With it also came word of life beyond the confines of this small corner of Orange and useful intelligence concerning the disposition of the opposing factions that wrestled for its control. Today, the convoy commander had disturbing news for the platoon commander, Second Lieutenant Franklin. Members of the OWETA faction, led by the renegade warlord Nedeed, had been observed congregating near the river that divided the capital in half and marked the boundary separating the turf of OWETA from that of its principal rival. Nedeed had long criticized the presence of the RMNF and had frequently targeted its personnel for attack. While he had strenuously denounced the presence of U.S. forces, he had, so far, refrained from targeting American personnel. As starvation became less a concern, however, tensions had begun to rise and there was growing fear that open hostilities would breakout again and that attack of RMNF and MEU personnel was increasingly likely.

Lieutenant Franklin passed the report to his company commander and then gathered his squad leaders together to review the developing situation. 1st Squad was ordered to move about four hundred meters north and man a roadblock at Checkpoint (CP) Charlie. Corporal Hernandez returned to his position, reluctantly disposed of his uneaten MRE, and prepared his Marines to move out. The movement to the road intersection at CP Charlie was uneventful and took less than ten minutes. The squad had manned the post before and was familiar with the routine. Pre-staged barricades were quickly moved into place to secure the street to vehicular traffic and a triple strand of concertina was strung in order to control pedestrian movement. Corporal Sley and his fire team moved a hundred meters north and established an Observation Post (OP) on the roof of a two-story building that afforded excellent fields of view. By 0700, the squad was in position. At that hour, the city was still quiet, and except for the intel report concerning OWETA activity, there was no evidence that this day would be any different from the previous. The Marines of 1st Squad settled in for another long hot day of tedious duty.

0903: By nine o'clock, the normal large crowd, mostly women and children with baskets in hand, had gathered to await passage through the checkpoint. The Marines orders were clear: they were to deny access to anyone carrying a weapon and to be alert for any indications of potential trouble. Their Rules of Engagement (ROE) were unambiguous: anyone observed with an automatic weapon was considered hostile, as was anyone who intentionally threatened Marine personnel. The MEU Commander had made this policy clear in meetings with each of the warlords in the early days of the deployment. His directness had paid dividends and to date, no MEU personnel had been wounded by small arms fire. The factions had kept a low profile in the American sector and had not interfered with those convoys accompanied by Marines. Such was not the case, however, in adjacent sectors, where RMNF personnel had frequently been the target of ambush and sniper fire. The Marines had stayed on their toes.

0915: Corporal Sley reported from his position on the rooftop that the crowd was especially large and included an unusually high proportion of young adult males. He sensed an ominous change in the atmosphere. Less than a mile away, he could see the vehicles of Nedeed's gang gathered at the far side of the bridge spanning the river that separated the OWETA and Mubasa factions. He passed his suspicions on to his squad leader, "Something big is about to happen." The day promised to be a break from the routine.

0921: Corporal Hernandez promptly relayed Sley's report and concerns to his platoon commander and learned from Lieutenant Franklin that Nedeed's chief rival—Mubasa—was moving west toward CP Charlie. Mubasa's intentions seemed clear; his route would bring him directly to CP Charlie and an ultimate collision with Nedeed. 1st Squad's position astride the two MSR's placed them squarely between the rival clans. Lieutenant Franklin directed Hernandez to extend the road block to cover the road entering the intersection from the West and indicated that he and Sergeant Baker's 2d Squad were en route to reinforce. Corporal Hernandez could feel the tension grow. The crowd had become more agitated, aware that Mubasa's men were near and concerned that the vital food distribution might be disrupted. The young men had begun to chant anti-U.S. slogans and to throw rocks at the startled Marines. Corporal Hernandez felt the situation slipping out of control and decided to close the road completely. With great difficulty, the barriers were shifted and the concertina was drawn back across the narrow access point. The crowd erupted in protest and pressed forward.

0931: Overhead, the whirring blades of a low flying IRO UH-1 were heard, but failed to distract the crowd. Their curses and chants, however, were drowned out for an instant by the sound and shock wave of an explosion. The helo had apparently been hit by ground fire, possibly an RPG, and had burst into flames and corkscrewed to the ground several blocks east of the OP. Corporal Sley had observed the crash from his vantage atop the building and saw, to his relief, that at least two survivors had struggled from the flaming wreckage. His relief, however, was short-lived. In the distance, he could see Nedeed's men rushing across the bridge. Sley urgently requested permission to immediately move to the assistance of the downed helo crew.

0935: While Corporal Hernandez considered the feasibility of a rescue attempt, the situation took another serious turn; three vehicles loaded with Mubasa's men and followed closely by an INN film crew arrived on the scene. Brandishing automatic weapons and RPG's, they forced their vehicles through the crowd until the bumper of the lead truck rested against the barricade. With their arrival, the already agitated crowd abandoned all restraint. The occasional rock had now become a constant pelting of well-aimed missiles. One had hit Lance Corporal Johnson in the face. The resulting wound, although not serious, bled profusely and added to the rising alarm. Somehow the sight of the bright red blood streaming down the face of the young Marine fed the crowd's excitement and heightened the panic growing within the squad. What had started out as another routine day of humanitarian assistance was rapidly becoming something else entirely. A Molotov Cocktail crashed into the position injuring no one, but contributed further to the confusion. The Marines of 1st Squad looked from man to man and then stared questioningly at Corporal Hernandez. He reassuringly returned the gaze of each man, knowing better than any of them that the fate of the squad, of the wounded IRO personnel, and perhaps, of the entire multi-national mission, hung in the balance. In the span of less than three hours he had watched a humanitarian assistance mission turn terribly wrong and move ever closer to outright disaster. Corporal Hernandez was face to face with the grave challenges of *the three block war* and his actions, in the next few minutes, would determine the outcome of the mission and have potentially strategic implications.

The Three Block War

The fictional mission described above—*Operation Absolute Agility*—is similar to many that have been conducted around the world in recent years and represents the likely battlefield of the 21st Century. It also represents, in graphic detail, the enormous responsibilities and pressures which will be placed on our young Marine leaders. The rapid diffusion of technology, the growth of a multitude of transnational factors, and the consequences of increasing globalization and economic interdependence, have coalesced to create national security challenges remarkable for their complexity. By 2020, eighty-five percent of the world's inhabitants will be crowded into coastal cities—cities generally lacking the infrastructure required to support their burgeoning populations. Under these conditions, long simmering ethnic, nationalist, and economic tensions will explode and increase the potential of crises requiring U.S. intervention. Compounding the challenges posed by this growing global instability will be the emergence of an increasingly complex and lethal battlefield. The widespread availability of sophisticated weapons and equipment will "level the playing field" and negate our traditional technological superiority. The lines separating the levels of war, and distinguishing combatant from "non-combatant," will blur, and adversaries, confounded by our "conventional" superiority, will resort to asymmetrical means to redress the imbalance. Further complicating the situation will be the ubiquitous media whose presence will mean that all future conflicts will be acted out before an international audience.

Modern crisis responses are exceedingly complex endeavors. In Bosnia, Haiti, and Somalia the unique challenges of *military operations other-than-war* (MOOTW) were combined with the disparate challenges of mid-intensity conflict. The Corps has described such amorphous conflicts as—*the three block war* —contingencies in which Marines may be confronted by the entire spectrum of tactical challenges in the span of a few hours and within the space of three contiguous city blocks. The tragic experience of U.S. forces in Somalia during Operation Restore Hope illustrates well the volatile nature of these contemporary operations. Author Mark Bowden's superb account of "The Battle of Mogadishu," <u>Blackhawk Down</u>, is a riveting, cautionary tale and grim reminder of the unpredictability of so-called operations other-than-war. It is essential reading for all Marines.

The inescapable lesson of Somalia and of other recent operations, whether humanitarian assistance, peace-keeping, or traditional warfighting, is that their outcome may hinge on decisions made by small unit leaders, and by actions taken at the *lowest* level. The Corps is, by design, a relatively young force. Success or failure will rest, increasingly, with the rifleman and with his ability to make the *right* decision at the *right* time at the point of contact. As with Corporal Hernandez at CP Charlie, today's Marines will often operate far "from the flagpole" without the direct supervision of senior leadership. And, like Corporal Hernandez, they will be asked to deal with a bewildering array of challenges and threats. In order to succeed under such demanding conditions they will require unwavering maturity, judgment, and strength of character. Most importantly, these missions will require them to confidently make well-reasoned and *independent* decisions under extreme stress—decisions that will likely be subject to the harsh scrutiny of both the media and the court of public opinion. In many cases, the individual Marine will be the most conspicuous symbol of American foreign policy and will potentially influence not only the immediate tactical situation, but the operational and strategic levels as well. His actions, therefore, will directly impact the outcome of the larger operation; and he will become, as the title of this article suggests—the *Strategic Corporal*.

The Strategic Corporal

Regrettably, the end of the Cold War heralded not the hoped for era of peace, but rather, a troubling age characterized by global disorder, pervasive crisis, and the constant threat of chaos. Since 1990, the Marine Corps has responded to crises at a rate equal to three times that of the Cold War—on average, once every five weeks. On any given day, up to 29,000 Marines are forward deployed around the world. In far-flung places like Kenya, Indonesia, and Albania, they have stood face-to-face with the perplexing and hostile challenges of the chaotic post Cold War world for which the "rules" have not yet been written. The three block war is not simply a fanciful metaphor for future conflicts—it is a reality. Like Corporal Hernandez, today's Marines have already encountered its great challenges and they have been asked to exercise an exceptional degree of maturity, restraint, and judgment.

Marines, of course, have always shone most brightly when the stakes were highest. The NCOs that led the bloody assaults on the German machine-gun positions at Belleau Wood intuitively understood the importance of their role. The Marines of 2d Battalion, 28th Marines, who scaled the fireswept heights of Mount Suribachi needed no one to emphasize the necessity of initiative. The Marines of the Chosin Reservoir, of Hue City, and of countless other battles through the years did not wait to be reminded of their individual responsibilities. They behaved as Marines always have, and as we expect today's Marines and those of the future to behave—with courage, with aggressiveness, and with resolve. The future battlefields on which Marines fight will be increasingly hostile, lethal, and chaotic. Our success will hinge, as it always has, on the leadership of our junior Marines. We must ensure that they are prepared to lead.

How do we prepare Marines for the complex, high-stakes, asymmetrical battlefield of the three block war? How do we develop junior leaders prepared to deal decisively with the sort of real world challenges confronting Corporal Hernandez? The first step of the process is unchanged. Bold, capable, and intelligent men and women of character are drawn to the Corps, and are recast in the crucible of recruit training, where time honored methods instill deep within them the Corps' enduring ethos. Honor, courage, and commitment becomes more than mere words. Those precious virtues, in fact, become the defining aspect of each Marine. This emphasis on *character* remains the bedrock upon which everything else is built. The active sustainment of character in every Marine is a fundamental institutional competency—and for good reason. As often as not, the really tough issues confronting Marines will be *moral* quandaries, and they must have the wherewithal to handle them appropriately. While a visceral appreciation for our core values is essential, it alone will not ensure an individual's success in battle or in the myriad potential contingencies short of combat. Much, much more is required to fully prepare a Marine for the rigor of tomorrow's battlefield.

An institutional commitment to lifelong professional development is the second step on the road to building the *Strategic Corporal*. The realignment of the Recruit Training and Marine Combat Training programs of instruction reveal our reinvigorated focus on individual training. Those programs remain the most important steps in the methodical process of developing capable Marines. Our Formal Schools, unit training and education programs, and individual efforts at professional education build on the solid foundation laid at recruit training and sustain the growth of technical and tactical proficiency and mental and physical toughness. The common thread uniting all training activities is an emphasis on the growth of integrity, courage, initiative, decisiveness, mental agility, and personal accountability. These qualities and attributes are fundamental and must be aggressively cultivated within all Marines from the first day of their enlistment to the last.

Leadership, of course, remains the hard currency of the Corps, and its development and sustainment is the third and final step in the creation of the *Strategic Corporal*. For two hundred and twenty-three years, on battlefields strewn across the globe, Marines have set the highest standard of combat leadership. We are inspired by their example and confident that today's Marines and those of tomorrow will rise to the same great heights. The clear lesson of our past is that success in combat, and in the barracks for that matter, rests with our most junior leaders. Over the years, however, a perception has grown that the authority of our NCOs has been eroded. Some believe that we have slowly stripped from them the latitude, the discretion, and the authority necessary to do their job. That perception must be stamped out. The remaining vestiges of the "zero defects mentality" must be exchanged for an environment in which all Marines are afforded the "freedom to fail" and with it, the *opportunity to succeed.* Micro-management must become a thing of the past and supervision—that double-edged sword—must be complemented by proactive mentoring. Most importantly, we must aggressively *empower* our NCOs, hold them strictly accountable for their actions, and allow the leadership potential within each of them to flourish. This philosophy, reflected in a recent Navy Times interview as "Power Down," is central to our efforts to sustain the *transformation* that begins with the first meeting with a Marine recruiter. Every opportunity must be seized to contribute to the growth of character and leadership within every Marine. We must remember that simple fact, and also remember that leaders are judged, ultimately, by the quality of the leadership reflected in their *subordinates*. We must also remember that the *Strategic Corporal* will be, above all else ... a *leader of Marines.*

Tactical Operations, Continued

Instructions   Place yourself in Cpl Hernandez' position and, based upon the article, use your decision making skills to answer the following questions. Write your answers to the questions in the spaces provided.

Item 1   What do you know about the situation? Consider the following:

- Will assistance arrive; if so, when?
- Does the crash of the helo affect your mission?
- What will happen if hostile actions occur?

_____

_____

_____

_____

_____

Item 2   What do you *not* know about the situation? Consider the following:

- The warring faction's intentions.
- The medical condition of the helo crew.
- As a leader, how will your actions affect the situation?

_____

_____

_____

_____

Tactical Operations, Continued

Item 3   What would *you* do in this situation? Consider the following:

- What could happen if your Marines left their checkpoint to assist the helo crew?
- What could happen if your Marines retaliate against the crowd?
- What could happen if you made no decision?

_____

_____

_____

_____

Tactical Operations, Continued

Conclusion   And what of Corporal Hernandez? While his predicament is certainly
challenging, it is not implausible. What did he do? First, he quickly
reviewed what he *knew*. He was certain that Lieutenant Franklin and 2d
Squad would arrive within a matter of minutes. He knew that the crash site
was located within the adjacent RMNF unit's sector and that it manned
checkpoints astride Nedeed's route to the downed helo. He knew that any
exchange of gunfire with Mubasa's gunmen would likely lead to civilian
casualties and jeopardize the success of the humanitarian mission. Second, he
considered what he *did not know*. He was uncertain of either Nedeed's or
Mubasa's intentions, or of the feasibility of a rescue attempt. Based on these
considerations and myriad other tangible and intangible factors, he completed
a rapid assessment of the situation—and *acted*. Corporal Sley was directed to
maintain his position atop the building and continue to monitor Nedeed's
progress and the status of the casualties. Hernandez then switched
frequencies and contacted the Marine liaison with the adjacent RMNF unit
and learned that they had already dispatched medical personnel to the helo
crash site, but were unaware of Nedeed's movement and would now because
of Hernandez's warning reinforce the appropriate checkpoints. By the time
that transmission was completed, Lieutenant Franklin had arrived with the
additional squad. With them came a neighborhood leader who had previously
acted as an interpreter and mediator. Mubasa's men, apparently
uncomfortable with the shift in odds, began to slowly withdraw. The
mediator, a recognizable and respected figure in the community, was handed
a bullhorn and addressed the crowd. Within minutes the situation was
diffused: Mubasa's men had departed, the crowd was calmed, and RMNF
personnel had reached the crash site. For a few tense minutes though, the fate
of both 1st Squad and the overall mission had hung in the balance and on the
actions of a young Marine *leader*. As would be expected, our *Strategic
Corporal*—firmly grounded in our ethos, thoroughly schooled and trained,
outfitted with the finest equipment obtainable, infinitely agile, and above all
else, a *leader* in the tradition of the Marines of old ... made the *right* decision.

Considerations How does the conclusion in the article relate to the decisions you made?
Would you be prepared to act if you were in this type of decision?
Are you equipped to make the *right* decision?

LEADING MARINES

APPENDICES VALIDATION

Student Validation:

I have completed MCI 0037, *Leading Marines*. I have discussed each scenario and the decision making process with my mentor and unit leader, and I am prepared to take the final proctored exam.

Name: _____ Rank: _____ Signature _____

Date: _____

Mentor Validation:

I have discussed MCI 0037, *Leading Marines* with the above named Marine, and believe he/she is thoroughly prepared to take the final proctored exam.

Name: _____ Rank: _____ Signature _____

Date: _____

Unit Leader:

I have discussed MCI 0037, *Leading Marines* with the above named Marine, and believe he/she is thoroughly prepared to take the final proctored exam.

Name: _____ Rank: _____ Signature _____

Date: _____

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LEADING MARINES

REVIEW LESSON EXAMINATION

Review Lesson

Introduction   The purpose of the review lesson examination is to prepare you for your final examination. We recommend that you try to complete your review lesson examination without referring to the text, but for those items (questions) you are unsure of, restudy the text. When you finish your review lesson and are satisfied with your responses, check your responses against the answers provided at the end of this review lesson examination

Directions   Select the ONE answer that BEST completes the statement or that answers the item. For multiple choice items, circle your response. For matching items, place the letter of your response in the space provided.

Item 1   Which three sources influence our values?

a. Church, teachers, and peers
b. Parents, peers, and television
c. Peers, television, and church
d. Parents, teachers, and peers

Item 2   Which value category includes four classes?

a. Economic
b. Political
c. Religious
d. Social

Item 3   A commitment to an admirable set of values, and the courage to manifest those values in one's life, no matter the cost in terms of personal success or popularity describes the relationship between character and

a. ethics.
b. leadership.
c. conflict.
d. values.

Continued on next page

Review Lesson, Continued

Item 4
The benchmark for leadership is also known as

a. institutions.
b. beliefs.
c. values.
d. traits.

Item 5
When a Marine's personal values and attitudes differ from those of their leader or the Marine Corps to such an extent that it affects their performance or duty, it is an example of a(n) _____ conflict.

a. individual
b. leadership
c. value
d. counseling

Item 6
Which is an example of a value conflict?

a. A young Marine decides the use of illegal drugs is more important to him than his duty as a Marine not to use or tolerate the use of illegal drugs.
b. A Marine takes the advice of his leader and passes it on to his peers.
c. A Marine decides that he is going to tell his superiors the names of the individuals that vandalized the barracks laundry room.
d. A Marine's personal values and attitudes are the same as those of their leader or the Marine Corps.

Item 7
Providing a common set of values for acceptable behavior on or off duty and a foundation to build strong teams are both reasons why Marine Corps _____ are important.

a. ethics
b. core values
c. leadership traits
d. leadership principles

Item 8   Scenario: One day, after noon chow, you decide to go back to your barracks room for a quick nap. As you proceed to your room you notice your roommate standing on the catwalk with a suspected drug dealer from the city. Upon entering your room you notice a distinct smell in the air. A few minutes later your roommate enters the room, and you ask him about the smell? He replies, "Mind your business or there's going to be trouble." You replay the events over and over in your head and decide to inform your chain of command. Which one of the core values is demonstrated?

   a. Honor
   b. Courage
   c. Integrity
   d. Commitment

Item 9   Mental and physical stamina that is measured by your ability to withstand pain, fatigue, stress, and hardship describes which leadership trait?

   a. Tact
   b. Enthusiasm
   c. Endurance
   d. Judgment

Item 10   Being aware of things that need to be done and then doing them without being told is a suggestion for improvement for which leadership trait?

   a. Initiative
   b. Dependability
   c. Decisiveness
   d. Unselfishness

Item 11   Working to improve your weaknesses and using your strengths describes which leadership principle?

   a. Make sound and timely decisions.
   b. Be technically and tactically proficient
   c. Know yourself and seek self-improvement.
   d. Seek responsibility and take responsibility for your actions.

Review Lesson, Continued

Item 12   Seeking a well rounded military education by attending service schools; daily independent reading and research; taking correspondence courses from the Marine Corps Institute or other correspondence schools and colleges, attending college, and seeking off-duty education are suggestions for development of which leadership principle?

a. Set the example.
b. Be technically and tactically proficient.
c. Know yourself and seek self-improvement.
d. Ensure the task is understood, supervised, and accomplished.

Item 13   Which statement best describes the Code of Ethics?

a. Conforming to ethical or moral standards.
b. A set of standards or value system by which free, human actions are ultimately determined as right or wrong, good or evil.
c. Credit or reputation for behavior that is becoming or worthy.
d. Rules of conduct generally recognized in respect to a particular class of human actions such as medical ethics or legal ethics.

Item 14   An internal sense of fair play and obligation to do the things the right way, even though the right way may be a bit tougher describes?

a. Relationship between ethics and conduct
b. Relationship between law and ethics
c. Standards of excellence
d. Obligation to society

Item 15   Laws are humanity's attempt to interpret the ethics of a(n) _____ describes the relationship between law and ethics.

a. organization
b. certain group
c. individual
d. society

Continued on next page

Review Lesson, Continued

Item 16   Scenario: Last year for Christmas, LCpl Tate decided to go home with his fiancé to celebrate the holiday and meet her parents. While growing up, LCpl Tate's mother always allowed him and his siblings to open one gift from under the tree on Christmas Eve. He decided to give his fiancé one of the gifts he had purchased for her on Christmas Eve. As he presented her with the gift, she quickly escorted him out of the house and said her family does not believe in Christmas, therefore, she does not exchange gifts. Which term describes the behavior of LCpl Tate's girlfriend?

a. Legal
b. Norm
c. Ethical
d. Values

Item 17   Scenario: Pvt Corley missed a previously scheduled annual dental examination. When LCpl Goodfred (Pvt Corley's mentor) received the no show roster, he confronted Pvt Corley about missing the appointment. Pvt Corley said he was afraid of the dentist and did not want to go. LCpl Goodfred informed Pvt Corley that any scheduled medical or dental appointments are his appointed place of duty unless excused. He ordered Pvt Corley to make another appointment, and stated that if it would make him feel better, he would accompany him on his next dental appointment. Which ethical standard did LCpl Goodfred apply?

a. Informed subordinates of the standards, enforced the standards, and issued clear orders
b. Enforced the standards, issued clear orders, and used the chain of command
c. Used the chain of command, punish unethical behavior, and reward ethical behavior
d. Issued clear orders, reward ethical behavior, use the chain of command

Review Lesson, Continued

Item 18   Determining the way we act, the manner in which we relate to others and the way we think about and interpret events happening around us describes which term?

    a. Stereotypes
    b. Socialization
    c. Multifaceted
    d. Effects of culture

Item 19   When we start judging other cultures by our own set of standards to define the world around us is the beginning of the cycle of

    a. conflict.
    b. prejudice.
    c. stereotyping.
    d. misunderstanding.

Item 20   In which step of managing cultural differences do you determine ways those differences can be turned into strengths that will enable you to solve problems in a unique and creative manner?

    a. Step 1
    b. Step 2
    c. Step 3
    d. Step 4

Item 21   LCpl Hare will be working embassy duty in Somalia. What can he do to prepare for the host country's culture?

    a. Adapt a name common in that country.
    b. Make friends with people from the country.
    c. Convert to the country's primary religion.
    d. Know the history, culture, customs, and traditions.

Continued on next page

Review Lesson, Continued

Item 22   Scenario: LCpl Hayes is stationed in New York City and uses the public bus system for transportation. While TDY in London, England, he decides to use the public bus system. Once the bus arrives, he rushes to get ahead of everyone else to get a seat. He is blocked and looks back and sees everyone is lined up to enter the bus. He is surprised. In New York City, people are not as orderly to enter on the public bus. He then proceeds to the back of the line. Which adaptation stage is LCpl Hayes currently in?

    a. Initial confrontation
    b. Adjustment crisis
    c. Honeymoon
    d. Recovery

Item 23   What does a commander in the Armed Forces lawfully exercises over subordinates by virtue of rank or assignment?

    a. Legality
    b. Control
    c. Authority
    d. Lawfulness

Item 24   The authority and responsibility for effectively using available resources and for planning the employment of organizing, directing, coordinating, and controlling military forces for the accomplishment of assigned missions are all part of the

    a. unit's mission.
    b. commander's role.
    c. mission statement.
    d. unit's statement.

Review Lesson, Continued

Item 25   Scenario: MSgt Fran is the SNCOIC of the base disbursing office. He received a Red Cross notification that his mother was in a car accident and in critical condition at the local hospital back in his home town. MSgt Fran wants to request emergency leave to be by his mother's side. Who is the first individual in the MSgt Fran's chain of command to view his request for leave?

a. Sergeant major
b. Officer in charge
c. Noncommissioned officer
d. Staff noncommissioned officer

Item 26   Which combatant command is responsible for Homeland Defense?

a. Pacific
b. European
c. Northern
d. Southern

Item 27   Which branch of service has the function to organize, train, and equip forces for the conduct of prompt and sustained combat operations on land?

a. Army
b. Navy
c. Air Force
d. Marine Corps

Item 28   Which element of the MAGTF provides the command and control necessary for the effective planning and execution of all military operations, and is normally a permanent headquarters?

a. Command
b. Combat ground
c. Aviation combat
d. Combat service support

Continued on next page

Review Lesson, Continued

Item 29   Capable of missions across the range of military operations, including amphibious assault and sustained operations ashore, operating either independently or as part of a joint warfighting team describes which organization below?

    a. MEB
    b. MEF
    c. MEU
    d. MAGTF

Item 30   What is one of the three primary missions of the Department of Homeland Security?

    a. Prevent damage of personal property.
    b. Enhance information sharing with our partners.
    c. Prevent terrorist attacks within the United States.
    d. Conduct joint operations across all organizational elements.

Item 31   Which strategic goal of the Department of Homeland Security states, "value our most important resource, our people?"

    a. Service
    b. Response
    c. Recovery
    d. Organizational excellence

Item 32   Defend the nation as one of the five U.S. armed services. Enhance regional stability in support of the National Security Strategy; utilizing the Coast Guard's unique and relevant maritime capabilities describes which of the five fundamental roles of the Coast Guard?

    a. Mobility
    b. Maritime safety
    c. Maritime security
    d. National defense

Review Lesson, Continued

Item 33 Which term is defined as a small number of people with complementary skills who are equally committed to a common purpose, goal, and working approach for which they hold themselves mutually accountable?

a. Group
b. Team
c. Panel
d. Crew

Item 34 During which stage of team development do team members feel dependent on the team leader for direction?

a. Forming
b. Storming
c. Norming
d. Performing

Item 35 Which of the following list a few of the characteristics of performing team members?

a. Highly task-oriented, intensely loyal to the team, and self identity
b. Interdependent, individually creative, high morale, and self identity
c. Accepting of disagreements, intensely loyal to the team, and self identity
d. Accepting of disagreements and highly people- and task-oriented

Item 36 Scenario: During a group discussion, young Marines asked GySgt Paul what type of leadership style does he prefer. He replied he likes to present a decision and invite questions and comments. GySgt Paul also stated his style allowed subordinates to know the why and what that went into the decision-making process. What leadership style does GySgt Paul prefer?

a. Participating
b. Delegating
c. Selling
d. Telling

Item 37   Scenario: GySgt Alexander was placed in charge of next month's battalion
party, which was 3 weeks away. Though he had plenty of time to prepare for
the event, he decided to get started right away to give himself ample time to
tackle any problems that might occur between now and the date of the party.
Which decision-making process is applied by GySgt Alexander?

   a. Political
   b. Intuitive
   c. Analytical
   d. Stressful

Item 38   In which step of BAMCIS, do you make sure the orders are understood and
followed?

   a. Supervise.
   b. Begin the planning.
   c. Complete the planning.
   d. Arrange for reconnaissance.

Item 39   Scan the environment and gather information from it, describes which
element of the OODA Loop process?

   a. Observation
   b. Orientation
   c. Decision
   d. Action

Item 40   Scenario: LCpl Brack used his cell phone when he saw someone thrown in
the trunk of a car. Which element of the OODA Loop did he perform?

   a. Observation
   b. Orientation
   c. Decision
   d. Action

Review Lesson, Continued

Item 41   Which characteristic of a mentee is described as taking action based on career goals, suggestions of a mentor, job requirements, and educational opportunities?

a. Accepting
b. Respectful
c. Willing
d. Active

Item 42   What are the three roles of a mentee?

a. Indicator, teacher, and student
b. Trainee, indicator, and student
c. Student, teacher, and trainee
d. Teacher, trainee, and student

Item 43   To have a responsibility to your fellow Marines, best describes the

a. team system.
b. buddy system.
c. team concept.
d. buddy concept.

Item 44   Which are three desirable characteristics of a successful mentor?

a. Feared, patient, and respected
b. Respected, effective teacher, and feared
c. Supportive, achiever, and good motivator
d. Good motivator, under achiever, and genuine concern

Review Lesson, Continued

Item 45

Helping the mentee to understand how to navigate and understand the inner workings of the organization describes which role of a mentor?

a. Guide
b. Sponsor
c. Counselor
d. Role model

Item 46

Scenario: Shortly after being assigned as the mentor to PFC Mickel, LCpl Moore noticed her performance was not where it was suppose to be. After conversing with PFC Mickel, LCpl Moore learned she was having trouble adjusting to the new unit. She also was not sure if she would be a good fit for the newly assigned office. LCpl Moore decided he needed to keep her focused on developing job skills to improve her performance, self-respect, and a sense of self-worth. Which mentoring role has LCpl Moore assumed towards PFC Mickel?

a. Sponsor
b. Advisor
c. Motivator
d. Role model

Item 47

The ability to understand the emotional makeup of other people describes which mentoring skills?

a. Feedback
b. Empathy
c. Listening
d. Questioning techniques

Review Lesson, Continued

Item 48 Which policy establishes policy, format, and guidelines of the Marine Corps Mentoring Program (MCMP)?

a. NAVMC DIR 1500.58
b. Marine Corps Order 1500.58
c. The Commandant's White Letter
d. Marine Corps Reference Publication 6-11B

Item 49 Marking the items that need improving and those that do not is implemented in step 3 of a self-assessment. Which step would you find the assessment item needing assistance in the NAVMC DIR 1500.58 and review the content for that item?

a. Step 1
b. Step 2
c. Step 4
d. Step 5

Item 50 Conduct follow-up sessions is stage 3 of the mentoring process. Which stage would you conduct the first mentoring session?

a. Stage 1
b. Stage 2
c. Stage 4
d. Stage 5

Review Lesson, Continued

Answers   The table below lists the answers to the review lesson examination item. If you have questions about these items, refer to the reference page.

Item Number	Answer	Reference
1	d	1-5
2	d	1-7
3	d	1-8
4	c	1-8
5	c	1-10
6	a	1-10
7	b	1-16
8	a	1-17
9	c	1-31
10	a	1-33
11	c	1-45
12	b	1-46
13	d	1-63
14	a	1-65
15	d	1-65
16	b	1-64
17	a	1-69
18	d	1-81
19	b	1-82
20	d	1-86
21	d	1-86
22	a	1-87
23	c	2-4
24	b	2-4
25	b	2-7
26	c	2-15
27	a	2-20
28	a	2-21
29	b	2-23
30	c	2-33
31	d	2-33

Review Lesson, Continued

**Answers,
continued**

Item Number	Answer	Reference
32	d	2-35
33	b	3-5
34	a	3-6
35	d	3-8
36	c	3-12
37	c	3-13
38	a	3-17
39	a	3-24
40	d	3-24
41	d	4-6
42	b	4-7
43	b	4-8
44	c	4-10
45	a	4-13
46	c	4-14
47	b	4-20
48	b	4-26
49	c	4-28
50	b	4-33