

# CHARACTER TIE-INS FOR BLACK BELT

## THE CONCEPT OF "THE ETERNAL STUDENT".

a. As stated in his Commandant's Guidance (ALMAR 023-99), General Jones believes that PME not only causes Marines to experience personal and professional growth, but also increases their self-worth and productivity.

b. The development of a Marine leader is never ending. The Marine Corps envisions four elements, or pillars, of leadership development:

1. First is education, the development of a creative mind that has the ability to question, to reason, and to think under pressure and to successfully lead Marines in combat.

2. Second is training, which is usually performance based and measured against a standard. For Marines, training will dominate the early part of their career; however, Marines never stop training.

3. Third is experience; the knowledge based on day-to-day events that occur throughout life.

4. Fourth is self-development, the individual commitment to the profession of arms through activities as professional reading and off-duty education.

LIFE LONG LEARNING PROGRAMS. The Marine Corps' Life Long Learning Program's mission is to provide a variety of world-class educational programs offering opportunities that inspire and prepare Marines with career progression, enlighten and strengthen the Corps'. Lifelong learning will provide goals for the Marine Corps Community and guide them into the next century by assisting in the development of the "Total Marine". Some of these programs include: the Tuition Assistance Program, Dante's Examination Program, Military Academic Skills Program, the G.I. Bill, the U.S. Military Apprenticeship program. The Lifelong Learning Programs Branch (MRV) at Headquarters Marine Corps is guided by DOD Directive 1322.8 to provide programs for the following areas:

- Adopt-A-School Program.
- Afloat Education Program.
- United Services Military Apprenticeship Program (USMAP).
- Defense Activity for Non-Traditional Education Support (DANTES).
- School Age Family Member Program.
- Library Programs.
- Marine Corps Satellite Education Network (MCSEN).
- Military Academic Skills Program (MASP).
- Military Installation Voluntary Education Review (MIVER).
- Military Tuition Assistance (TA).
- Montgomery GI Bill (MGIB).
- Sailor/Marine American Council on Education Registry Transcript (SMART).
- Service members Opportunity Colleges Marine Corps (SOCMAR).
- Spouse Tuition Assistance (TA).

Lifelong Learning also provides policy, procedures and funding for the Lifelong Learning Offices on Marine Corps Bases and Installations.

MARINE CORPS PROFESSIONAL READING PROGRAM. The purpose of the Marine Corps Professional Reading program is to encourage Marines to read books that have a direct relationship to war fighting. We will do this by issuing the Commandant's intent on professional reading in ALMAR 246/96 and the list by MCBUL 1500.

a. CMC's Intent

(1) In an era of constrained resources, our professional reading program is designed to provide Marines with an intellectual framework to study warfare and enhance their thinking and decision making skills. The mind, like the body, grows soft with inactivity. All Marines must understand that mental fitness is as demanding and as important as physical fitness, as both require commitment and perseverance. In a world characterized by rapid change and great uncertainty, our reading program will act as a combat multiplier by providing all Marines with a common frame of reference and historical perspective on warfare, human factors in combat and decision-making. In so doing, the program will also strengthen the threads of cohesion that make our Marine Corps unique.

(2) The CMC reading list, issued as MCBUL 1500, establishes the framework for professional reading. Valuable periodicals

include the Marine Corps Gazette, the Naval Institute Proceedings, and Military Review.

(3) As part of our overall professional military education program, I encourage Marines to comply with the guidelines established in the reading list. We have no more important responsibility to the American people than to be ready to fight and win our nation's battles. Education is critical—perhaps central—to this ability. Our professional reading program will help us to achieve this.

BEING AND BECOMING. Being and Becoming - There are many discussions on this topic available for your personal use, each with their own connotations, depending on their frame of reference. We will discuss them from our own perspective, with an understanding that this concept reaches far beyond the scope of our limited discussion.

a. Being is a stagnant notion. It evokes a view that one has accomplished everything there is to do for one's station in life. It does not allow room for growth. We generally find those that feel they have arrived, as egotistical or arrogant. They are unable to move past the things they do not know, because they have determined that they already have all of the information they need to reach a decision. Their ways of training become less proficient. If we feel that we have become something, then there is no reason to continue striving for it. We stop growing and often slide into a state of disrepair, where we are nowhere near where we think we are.

b. Becoming is a dynamic state, which allows for limitless growth. When we exist in this state we do not limit ourselves, or become so defined by our past accomplishments. Marines that are always becoming are not threatened by new ways to accomplish the mission, because they are open to the ideas that they have not come across yet. They are not easily defeated, as they are able to take in new information, adapt to a changing environment, and overcome the challenges of their enemies.

## **THE CONCEPT OF "A LEADER"**

1. A leader is defined as "one who or that which leads." A follower is defined as "one in service of another, one that

follows the opinions or teachings of another, or one that imitates another." In the Marine Corps, this leader-follower is discussed as senior-subordinate relations. Many join the Corps to be leaders of Marines, but we must remember all leaders are also followers of someone else. Thus, we come into the Corps to be leaders--and we continuously talk about, read, and discuss leadership--but the follower part, or follower-ship, is often overlooked. Let us discuss follower-ship.

(a) Follower-ship must be an integral part of our philosophy, for it is the base upon which future leaders are tempered and its enhancement among subordinates will ensure that professionalism is keyed at all levels--followers, as well as leaders.

(b) We spend most of our formative years in following (and demonstrating signs of leadership) and though we study and try to abide by the leadership principles, we tend to copy the style and methods used by former leaders. We pick out some leader, or the strong points of several leaders whom we have followed, and try to emulate them. Marines can also learn what not to do by observing poor leaders. In theory, if a follower could acquire a combination of the good features they have observed in their leaders, they would command the qualities of the ultimate leader. So there is a very close relationship between leadership and follower-ship.

(c) The follower must have a personal commitment to the successful completion of his mission or assigned task. The most effective follower is the one who accepts the necessity for compliance and who is committed to placing the needs of others above his own. Dedication is a commitment to a system or ideal. It is the vehicle of self-discipline, competence, responsibility, and professionalism; it is the follower's guideline. Leaders are useless without followers, and followers are useless without leaders.

(d) The most effective follower is that individual who has proven leadership abilities and who is loyal, dependable, obedient, and dedicated to uphold their responsibilities and perform their duties to the best of their ability as well as exert positive influence upon their fellow Marines.

**TRANSITION:** Review material, probe with questions, and introduce new material. Having already developed an

understanding of what a leader is and now with an understanding of follower-ship, let's discuss how the two interact.

b. INTERACTION OF FOLLOWER-SHIP.

(1) Leaders must treat their followers as Marines and as individuals. Marines stripped of their dignity, individuality, and self-respect are destined to mediocrity and are potential "problems." The leader must ensure that what is best for the many can be achieved without cramping the life style or withering the individuality and initiative of those who follow. Leaders can achieve loyalty, obedience, and discipline without destroying independence.

(2) The leader must realize each Marine is a unique individual and that it is natural to treat each one differently. The leader who claims: "I treat all my Marines alike," is a confusing leader-follower relations. Leadership relations with all followers should be consistent (i.e., fair, firm, understanding, etc.); their policies must not fluctuate (all shoes will be shined daily and everyone will have a regulation haircut); their actions should be reasonably predictable to their followers, who must know what is expected of them. The Marine from the Bronx who comes from a broken home, however, is different from the Marine from a Kansas farm with close knit family ties--the leader will find it most difficult to counsel, communicate with, or otherwise treat these Marines alike.

(3) Most Marines expect and seek tough training or they wouldn't have joined in the first place; but Marines can be tougher, perform better in garrison, and fight harder in combat if their leaders show they care. Making Marines feel they belong and treating them with dignity and respect makes them feel important and valuable.

(a). The philosophy of the leader and follower is based upon the concept that there should exist a "spirit of comradeship in arms" between seniors and subordinates in the Corps. This mutual understanding of their roles as the senior and the subordinate establishes the "Brotherhood/Sisterhood of Marines." As part of this unique bond, each Marine shares the common experience of depending upon fellow Marines for accomplishing the mission. The senior-subordinate relationship is based on a mutual trust and understanding and thrives on trust and confidence.

Every follower is potentially a leader and every leader is also a follower. This statement defines the fact that every Marine has responsibilities as both a leader and follower. These roles and responsibilities extend beyond the leader and lead to the concept laid down by General John A. Lejeune when he described the relationship of seniors and juniors as that of teacher-to-scholar, and father-to-son. By understanding these roles and the responsibilities that go with them, we will be able to continually develop new leaders for the future. Maintaining and improving techniques like the sweeping hip throw is also very important and both require practice to accomplish.

## **LEADERSHIP STYLES.**

1. Leadership is the life-blood of the Marine Corps. All leaders develop their own leadership style by drawing upon experiences gained from reading, through personal experience, and often from techniques passed down from Marine to Marine. As part of our responsibility as a leader, it is up to each Marine to capture his own ideas and lessons learned, combine them with current Marine Corps doctrine, and pass on to their fellow Marines the importance of leadership. While there is no one manual or course there are some basics that can help you in developing your leadership style.

(a) Leadership style is the behavior pattern of a leader, as perceived by his Marines, while the leader is attempting to influence, guide, or direct their activities. Therefore, a Marine's leadership style is not always determined by his thoughts, but rather by the subordinate's. A leader must always be aware of this perception and how to best approach subordinates in various situations.

(b) Leadership styles range from autocratic, the degree of authority used by the leader, to democratic, the degree of authority granted to the subordinate. The following are the four most common styles of leadership found in the Corps today.

(1) Telling Style. The leader making a decision and announcing it without input from subordinates characterizes one-way communication. In a crisis, the leader is expected to be an authoritarian. As leaders, Marines are expected to always

be ready to step to the forefront and take control of any given situation. As war fighters there will be times that we will make decisions without input from subordinates, especially during tense and dangerous situations.

(2) Selling Style. The leader presents a decision and invites questions and comments. This style allows subordinates to know why and what went into the decision-making process. Although this style only allows minimal participation from subordinates, it provides an avenue for better understanding, and when effectively used, it can further motivate those executing the plan. Remember, perception is the key. When leaders take subordinates into their confidence and foster two-way communication, trust and respect is formed both ways.

(3) Participating Style. With this style, the leader presents a problem, gets suggestions and makes a decision. Good two-way communication between the leader and subordinates is paramount for this style. Leaders should discuss possible alternative solutions before making their decision. This leadership style promotes initiative and ingenuity among subordinates.

(4) Delegating Style. When using this style, it is important that the leader's goals, objectives, and restrictions are clear to subordinates. The leader defines limits and allows subordinates to make decisions within those limits. This style uses mission-type orders and guidelines to issue the leader's intent. The subordinate then executes the plan and performs all tasks both specified and implied with minimal supervision. This style hinges on the trust and confidence the leader places in his subordinates.

2. Style Variance. Leadership styles will vary depending on the amount of authority the leader decides to use or delegate. For example, when a leader is dealing with inexperienced subordinates and has a mission to complete within a tight timeline, the leader may use the telling style. On the other hand, when a leader has multiple tasks to complete, the delegating style could be a good choice. To exercise good leadership, a Marine must be consistent; however, his leadership style must be flexible since no one style is applicable for all situations.

3. Personalities. It is unrealistic to think that one style of leadership can be used effectively to obtain the desired results in every situation. Command is the projection of the leader's personality. Leadership is closely related to one's personality. A leadership style that works well for one may not work well for another. Leadership styles are most effective when they become an implementation of the leader's own philosophy and temperament and when they fit the situation, task and the Marines to be led. Marines should strive to promote all that is positive in their style of leading.

---

No matter what the leadership styles, the most important aspect of leadership is to accomplish the mission and troop welfare. Whatever style is used, it must be flexible enough to meet any situation while providing for the needs of your Marines. One thing in common among great leaders is the ability to read how people will perceive a given order or action, and use the approach that will best communicate the leader's orders to subordinates. Never be afraid to use different styles because the situation and those being led will never be the same twice. Be dynamic and be the best role-model mentally, morally and physically that you can be. Leaders today create the Corps of tomorrow. We must also lead in many difficult situations. Marines operate within a continuum of force on a daily basis, particularly in support of peacekeeping- or humanitarian-type missions. In these situations, Marines must act responsibly to handle a situation without resorting to deadly force. The neck crank takedown can be used to help you when that time comes.

## **SUSTAINING THE TRANSFORMATION.**

1. Our Corps does two things for America: we make Marines and we win our nation's battles. Our proficiency at the latter directly affects our ability to successfully accomplish the latter. We make Marines through a process called transformation. During this process, we change young men's lives and young women's lives forever by imbuing them with our nation's highest ideals. Since the birth of our Corps, Marines have been forged in the crucible of our entry-level training, whether it is recruit training or Officer Candidate School. Like those who mustered at Tun Tavern in 1775, today's young men and women enlist in the Corps because they seek adventure and the challenge of being a Marine. Through the years, we have refined

and strengthened this process in pursuit of increasingly higher standards. Those who earn the title "Marine" have been polished and honed by attentive mentoring and the application of our time proven leadership traits and principles. Transformation does not end at the conclusion of entry-level training; it continues throughout a Marine's service—whether that service ends after a single enlistment or lasts 30 years. Marines maintain standards that are consistent with our core values of honor, courage, and commitment, and they are held accountable for maintaining the legacy of valor established by the sacrifices of those Marines who preceded them. Let us now look at the five phases of Sustainment so that we better understand the process.

a. The first phase of the transformation process begins with our recruiters. Recruiters carefully screen the young people who come to our door seeking admittance. Those who have solid character, good moral standards, and personal values are those we embrace and validate. We reinforce the values they hold. Those with undamaged characters, but who are among our society's many "empty vessels," we fill with the ideals and values they so desperately need and seek. We evaluate each candidate based on the whole person and decide on acceptance or rejection through an analysis of risk versus potential. During recruitment, we make it clear "who" they are joining and what "it" is they are expected to become. The Marine recruiter is their mentor and he or she launches their transformation. The recruiter introduces Poolees to the concept of total fitness — body, mind, and spirit — in our improved delayed-entry program. Poolees are better prepared when they reach recruit training because they receive their first introduction to our core values, enhanced physical conditioning, knowledge of our history and traditions, and study guides that facilitate their transformation.

b. The second phase of transformation takes place during recruit training and officer candidate school. During this phase, we prepare all Marines—male and female, those destined for combat arms, and those destined for combat service or combat service support — to fight on the nonlinear chaotic battlefield of the future. During the second phase, the drill instructor becomes the next person to transform the life of the young person desirous to earn the title Marine. The drill instructor is still the backbone of the recruit training process, and he serves as a role model as recruits accelerate in their transformation. Much of the transformation process occurs

during recruit training. Recruit training is only the second of five phases in the process.

c. The third phase of the transformation process is the strengthening of the cohesion that was born during recruit training, the cohesion that binds Marines together. We define cohesion as the intense bonding of Marines, strengthened over time, resulting in absolute trust, subordination of self, an intuitive understanding of the collective actions of the unit, and appreciation for the importance of teamwork. However, cohesion cannot simply exist among peers. Of equal importance is the manner by which individual Marines and their teams identify with their units. The cohesion of a larger unit is the result of several teams of Marines joining for a common mission. All leaders must make unit cohesion one of their highest priorities and principal objectives. The more we reinforce the cohesion of our units, the stronger our units will be and the easier it will be to reinforce individual core values through positive peer pressure, mentoring, and leadership.

d. The fourth phase of transformation is Sustainment. Sustainment is continuous, and it will span all we do as Marines throughout our service. Our professional military education schools are designed to educate our leaders our officers, Staff NCOs, and NCOs in "whole Marine" character development. Leaders in the operating forces and in the supporting establishment accomplish their missions in ways that support and reinforce our core values and foster team building. Leaders will manifest our core values and mentor their subordinates. We will live our ethos through a shared responsibility for all Marines that lasts until the day a Marine hangs up the uniform for the last time . . . and even longer.

e. The fifth phase of transformation is citizenship. Beyond preparing young Marines to win in combat, what truly distinguish our legacy to our nation are the citizens we produce – citizens transformed by their Marine experience and enriched by their internalization of our ethos, ideals, and values. As Marines, they have learned a nobler way of life. they are able to draw from their experiences, and they are prepared to be leaders within the Corps and within their communities and businesses. During the making of a Marine, our nation's most tangible benefit comes to fruition during the fifth phase, and that is citizenship. We produce citizens with our core values, the highest ideals in the American character, and place

them in an environment where they are held accountable for those values.

Nearly 70 percent of all Marines are first term enlistees. While a few will remain and provide our critical NCO and staff NCO leadership, most have other aspirations and they will depart the active ranks upon completion of 4 years of faithful service. Approximately 20,000 Marines leave the Corps each year. Nonetheless, they will always be United States Marines. The responsibility of being a Marine does not end when they leave our active ranks. In many respects, it only just begins. Be it a four year enlistment or a 35-year career, we all must become "Former Marines" eventually. We have every reason to take great pride in our service. We have done something that few Americans today ever consider doing we have sacrificed our personal comfort and liberties for the health and needs of the nation. In return, we were imbued with time-tested values of honor, courage, and commitment that provide the foundation for personal success in any endeavor. These values serve as a moral compass as we return to school or join the workforce, and these values will make us leaders in our universities, workplaces, and communities.

b. COHESION.

1. Cohesion is the intense bonding of Marines, strengthened over time, which results in absolute trust. It is characterized by the subordination of self and an intuitive understanding of the collective actions of the unit and of the importance of teamwork, resulting in increased combat power. Cohesion is achieved by fostering positive peer pressure and reinforcing our core values to the point that our core values become dominant over self-interest. There are five components of cohesion, they are:

a. Individual Morale. As leaders, we must know our Marines and look out for their welfare. Leaders who understand that "morale, only morale, individual morale as a foundation under training and discipline, will bring victory"<sup>15</sup> are more likely to keep morale high among individual Marines. A high state of morale in turn enhances unit cohesion and combat effectiveness.

b. Confidence in the Unit's Combat Capability. Marines' confidence in their unit's combat capability is gained through unit training. The longer Marines serve and train together in a unit, the more effective they become and the more

confident they are in their unit's capabilities. They know what their unit can do because they have worked together before. Keeping Marines together through unit cohesion is a combat multiplier. Rarely do those who maintain confidence in their unit and in their fellow Marines lose battles. Success in battle can be directly attributed to a unit's overall confidence in its level of performance. Of course, the opposite also holds true; lack of cohesion, lack of confidence, and poor performance preordain a unit's failure. "If the history of military organizations proves anything, it is that those units that are told they are second-class will almost inevitably prove that they are second-class."

c. Confidence in Unit Leaders. Confidence in unit leaders' abilities is earned as Marines spend time in the company of their seniors and learn to trust them. Leaders must earn the respect of their Marines, and doing so takes time. As Marines develop confidence, based on their prior achievements, in their units' ability to accomplish their assigned missions, they also develop confidence in their leaders as they work and train together.

d. Horizontal Cohesion. Horizontal cohesion, also known as peer bonding, takes place among peers. It is the building of a sense of trust and familiarity between individuals of the same rank or position. Sense of mission, teamwork, personnel stability, technical and tactical proficiency, trust, respect, and friendship are some elements that contribute to peer bonding. An example of horizontal cohesion is the relationship between members of a fire team. Over time, each member develops a sense of trust in the other. This trust is born of several elements. The first is a common sense of mission, the act of placing personal goals aside to pursue the goals of the entire team. Other elements include teamwork and personnel stability. Teamwork is the result of mutual support provided by each member of the team. Teamwork is further enhanced by personnel stability, which promotes familiar and effective working relationships. Perhaps most important is the development of tactical and technical proficiency that continues to support and reinforce the trust and respect between the team members. When our young Marines are thrust deep into the chaotic battle space, often operating in small teams, their will to fight and ultimately succeed will hinge upon their ability to fight as an effective, cohesive team.

e. Vertical Cohesion. Vertical cohesion is not new to our Corps. This dimension of cohesion involves the vertical relationship between subordinate and senior. Vertical cohesion is what draws peer groups into a cohesive unit, such as a battalion or squadron. It is, in part, the building of a mutual sense of trust and respect among individuals of different rank or position. Additionally, vertical cohesion is the sense of belonging that the squad or section maintains relative to its role in the battalion or squadron. Some characteristics of vertical cohesion include unit pride and history, leaders' concern for the Marines, leaders' example, trust and respect for leaders, and shared discomfort and danger. An example of vertical cohesion is when many squads and sections come together to form a cohesive company. Each of these subordinate units plays a different role in the company, however, vertical cohesion draws them together in purpose and mutual support. This sense of unity has several elements. The first is a common sense of unit pride and history – pride not only in themselves as a unit, but also pride in those who have gone before them. The organizational memory of their past achievements drives the unit to still greater heights. Another element that contributes to vertical cohesion is the quality of leadership and the command climate in the unit. Vertical cohesion is stronger in units with effective, well-trained subordinate leaders. Leaders that show concern for their Marines and lead by example will earn the trust and respect of their subordinates. Another element of vertical cohesion includes shared discomfort and danger, which can occur during shared training.

c. Mutual Support of Horizontal and Vertical Cohesion.

1. Since the birth of our Corps, Marine units have displayed horizontal and vertical cohesion to varying degrees and with varying success. However, it is vitally important that these two qualities be developed in combination with each other. Just as the strength of combined arms comes from the combined effects of two or more different arms that mutually support one another, the strength of horizontal and vertical cohesion derives from the combined effects and mutual support they provide each other.

Blending vertical cohesion and horizontal cohesion ensures a strong, universal sense of bonding and teamwork among various types of units. If vertical and horizontal cohesion are mutually supported, all these units will be composed of Marines who trust and respect each other. Each type of bond reinforces the other. A cohesive battalion that is comprised of cohesive companies

that place the goals and interests of the battalion or company above those of their squad and/or section is an example of the blending of both vertical and horizontal cohesion. To truly sustain the transformation, we must combine both the vertical cohesion axis and horizontal cohesion axis to achieve our goal of combat readiness. A unit capable of combining vertical and horizontal cohesion is far stronger than a unit that is strong in only a single axis.

In this lesson you have learned yet another technique to help you achieve victory if you are in a close combat situation that goes to the ground. Your effective application of this technique can help you quickly get back to your feet. Likewise, your effective sustainment of the transformation enables you to continue to thrive as one of the World's Finest, a US Marine.

## **MENTORING**

---

*"Leadership is a heritage which has passed from Marine to Marine since the founding of the Corps. . . . mainly acquired by observation, experience, and emulation. Working with other Marines is the Marine leader's school."*

1. This quote is at the very heart of what mentoring is all about. Mentoring is a formal or informal program that links junior Marines with more experienced Marines for the purposes of career development and professional growth, through sharing knowledge and insights that have been learned through the years. As such mentoring should be looked at as another method to develop subordinate leaders and ensure the legacy of our past continues unbroken into the future. There are two roles that are important to the Mentoring Program.

(a) Mentor. A senior Marine who voluntarily undertakes to coach, advise, and guide a younger Marine in order to enhance technical/leadership skills and intellectual/professional development. The mentor is a teacher, guide, sponsor, motivator, counselor, coach, door opener, role model, and referral agent.

(b) Protégé. A junior Marine who voluntarily accepts tutelage from a more senior Marine for the purpose of enhancing skills and professional development. The protégé is willing, active, accepting, respectful, professional, and prepared.

(1) The rules that govern a Mentoring Program are informal and established by individual commands within guidelines that describe the proper relationships between juniors and seniors. Where no command-sponsored program exists, mentors and protégé who establish their own "natural" mentoring relationships must adhere to all applicable standards of conduct and regulations for junior/senior professional and personal relationships.

A mentoring program neither replaces the chain of command nor is meant to interfere with command relationships, senior/subordinate relationships, or Request Mast. Mentor/protégé relationships are not to be used to influence fitness reports, pro-con marks, non-judicial punishment or other disciplinary actions.

It is primarily the mentor's responsibility to ensure the mentoring connection is kept on a professional level. The command should know that the mentor and protégé, if in the same unit, are working together to improve the protégé performance. Don't hide the connection. Be open and above board in all actions. Strictly adhere to the guidelines contained in the Marine Corps Manual.

You have just learned yet another technique to aide in freeing yourself from an opponent's hold. This technique performed correctly with aggression can quickly free you and give you the upper hand over your opponent. Mentoring can also be a powerful tool to ensure that all Marines perform to the best of their abilities, have opportunities for advancement and self-improvement, and can contribute to the success of the Corps. By definition, a mentor is a trusted counselor or guide; although not specifically mentioned in General Lejeune's comments, the concept of mentoring as a leadership tool was surely applicable then and is certainly applicable now.

## **EXPEDITIONARY MANEUVER WARFARE**

a. Maneuver warfare is the Marine Corps warfighting doctrine based on rapid, flexible, and opportunistic maneuver. The traditional understanding of maneuver is a spatial one; that is, we maneuver in space to gain a positional advantage.

b. The essence of maneuver is taking action to generate or exploit some kind of advantage over our enemy as a means of accomplishing our objectives as effectively as possible. The advantage may be psychological, technological, or temporal as well as spatial. Especially important is maneuver in time - we generate a faster operating tempo than the enemy to gain a temporal advantage. It is through maneuver in all dimensions that an inferior force can achieve decisive superiority at the necessary time and place.

*Maneuver warfare is a warfighting philosophy that seeks to shatter the enemy's cohesion through a variety of rapid, focused, and unexpected actions which create a turbulent and rapidly deteriorating situation with which the enemy cannot cope.*

c. Rather than wearing down an enemy's defenses, maneuver warfare attempts to bypass these defenses in order to penetrate the enemy system and tear it apart. The aim is to render the enemy incapable of resisting effectively by shattering his mental, moral, and physical cohesion - his ability to fight as an effective coordinated whole - rather than to destroy him physically through incremental attrition of each of his components, which is generally more costly and time-consuming. Ideally, the components of his physical strength that remain are irrelevant because we have disrupted his ability to use them effectively. Even if an outmaneuvered enemy continues to fight as individuals or small units, we can destroy the remnants with relative ease because we have eliminated his ability to fight effectively as a force.

d. Inherent in maneuver warfare is the need for **speed** to seize the initiative, dictate the terms of action, and keep the enemy off balance, thereby increasing his friction. We seek to establish a pace that the enemy cannot maintain, so that with every action his reactions are increasingly late - until eventually he is overcome by events.

e. Also inherent is the need to **focus** our efforts in order to maximize effect. In combat this includes violence and shock effect, not so much as a source of physical attrition, but as a source of disruption. We concentrate strength against critical enemy vulnerabilities, striking quickly and boldly where, when, and in ways, which it will cause the greatest damage to our enemy's ability to fight. Once gained or found, any advantage must be pressed relentlessly and unhesitatingly. We must be

ruthlessly opportunistic, actively seeking out signs of weakness against which we will direct all available combat power. When the decisive opportunity arrives, we must exploit it fully and aggressively, committing every ounce of combat power we can muster and pushing ourselves to the limit of exhaustion.

f. An important weapon in our arsenal is **surprise**. By studying our enemy we will attempt to appreciate his perceptions. Through deception we will attempt to shape the enemy's expectations. Then we will exploit those expectations by striking at an unexpected time and place. In order to appear unpredictable, we must avoid set rules and patterns, which inhibit imagination and initiative. In order to appear ambiguous and threatening, we should operate on axes that offer numerous courses of action, keeping the enemy unclear as to which one we will choose.

g. Besides traits such as endurance and courage that all warfare demands, maneuver warfare puts a premium on certain particular human skills and traits. It requires the temperament to cope with uncertainty. It requires flexibility of mind to deal with fluid and disorderly situations. It requires a certain independence of mind, a willingness to act with initiative and boldness, and exploitive mindset that takes full advantage of every opportunity, and the moral courage to accept responsibility for this kind of behavior. It is important that this last set of traits be guided by self-discipline and loyalty to the objectives of the seniors. Finally, maneuver warfare requires the ability to think above our own level and act at our level in a way that is in consonance with the requirements of the larger situation.

## **TACTICAL DECISION MAKING**

***"It cannot be too often repeated that in modern war, and especially in modern naval war, the chief factor in achieving triumph is what has been done in the way of thorough preparation and training before the beginning of war."***

***—Theodore Roosevelt***

There is a critical need for all Marines to prepare themselves mentally and physically for the rigors of combat. Physical preparation has long been ingrained in our culture and

Marines are well known for their physical conditioning. Mental preparation needs to receive the same emphasis. Since success in combat depends in large part on our collective capability to make and execute effective military decisions under physical and emotional stress, it is imperative that all Marines make every effort to exercise and develop their decision making abilities. We will now discuss some of the elements that make up the decision making process.

a. Military Judgment. How do we make a decision? There is no easy answer to that question. Each battle will have its own unique answers. As with so much in warfare, it depends on the situation. No formula, process, acronym, or buzzword can provide the answer. Rather, the answer is in military judgment, in the ability of the leader to understand the battlefield and act decisively. Military judgment is a developed skill that is honed by the wisdom gained through experience. Combined with situational awareness, military judgment allows us to identify emerging patterns, discern critical vulnerabilities, and concentrate combat power.

b. Understanding the Situation. The first requirement of a leader is to understand the situation. The successful tactician studies the situation to develop in his mind a clear picture of what is happening, how it got that way, and how it might further develop. Considering the factors of mission, enemy, terrain and weather, troops and support available, time available (METT-T-S-L), the leader must think through all actions, determine the desired result, and ascertain the means to achieve that result. Part of the leader's thinking should also include assuming the role of the enemy, considering what the enemy's best course of action may be, and deciding how to defeat it. Thinking through these elements helps the leader develop increased situational awareness. Based on this understanding of the situation, the leader can begin to form a mental image of how the battle might be fought. Central to the leader's thinking must be the question, "In this situation, what efforts will be decisive?" The leader asks this question not just once, but repeatedly as the battle progresses. The leader must also address possible outcomes and the new situations that will result from those possibilities. As the situation changes, so will the solution and the actions that derive from it. For every situation, the leader must decide which of the countless and often confusing pieces of information are important and reliable. The leader must determine what the enemy is trying to do and how to counter his efforts. Tactics requires leaders to make decisions. A

leader must make decisions in a constantly changing environment of friction, uncertainty, and danger. Making effective decisions and acting on those decisions faster than the enemy is a crucial element of Marine Corps tactics.

c. Acting Decisively. Our ability to understand the situation is useless if we are not prepared to act decisively. When the opportunity arrives, we must exploit it fully and aggressively, committing every ounce of combat power we can muster and pushing ourselves to the limits of exhaustion. The keys to this effort are identifying enemy critical vulnerabilities, shaping the operating area to our advantage, designating a main effort to focus our combat power, and acting in a bold and ruthless manner.

As Marine leaders, whether of fire teams or of a Marine Expeditionary Force, we are responsible for achieving success. In combat, the success we seek is victory; not merely a partial or marginal outcome that forestalls the final reckoning, but a victory that settles the issue in our favor. To be victorious, we must work ceaselessly in peacetime to develop in ourselves a talent for military judgment, the ability to understand a situation and act decisively. Military judgment results from the wisdom gained from experience. It allows us to identify patterns of activity and to concentrate our efforts against a critical vulnerability that will bend the enemy to our will. We must sharpen our ability to make decisions intuitively based on our understanding of the situation. How can we do this?

Two means by which decision making skills could be developed are through the use of tactical decision games and through daily discussions about warfighting. This is outlined in MCO 1500.55 Military Thinking and Decision Making Exercises. It is designed to make mental development a component of our daily training. Everything we do in peacetime should prepare us for combat. Our preparation for combat depends upon training and education that develop the action and thought essential to battle. Knowledge gained through individual reading and study provides the intellectual framework for warfighting study and the raw material necessary to develop critical thinking skills. This Order outlines the means to hone that raw material by daily exercise. Decisions made in war must frequently be made under physical and emotional duress. Our mental exercises in peacetime should replicate some of the same conditions. Imaginative combinations of physical and mental activities provide Marines the opportunity to make decisions under conditions of physical

stress and fatigue, thereby more closely approximating combat. Some of the types of training and education that will hone our tactical decision making skills are:

- **Professional Reading and Historical Study:** This includes the professional reading program and PME.
- **War gaming:** This includes Tactical Decision Games located in the Gazette and Leatherneck magazines, Commercial board-based war games, and computer based war games available either commercially or from the Marine Corps Modeling and Simulation and Management Office.
- **Terrain Walks:** Done at the small unit level to include local battlefield studies and those provided by the MCU Staff Ride Handbook.
- **Discussion and Case Study:** This should be accomplished each day by the open discussion of warfighting concepts.

*"It follows, then, that the leader who would become a competent tactician must first close his mind to the alluring formulae that well-meaning people offer in the name of victory. To master his difficult art he must learn to cut to the heart of a situation, recognize its decisive elements and base his course of action on these." -Infantry in Battle*

## **INSTILLING AND DEVELOPING VALUES**

*"...as leaders we must have some knowledge of the souls of our soldiers, because the soldier, the living man, is the instrument with which we have to work in war.... No commander lacking in this inner knowledge of his men can accomplish great things."*

*Captain Adolf Von Schell, Battle Leadership*

a. Every leadership effort is effected by the relationship between the values of the leader and those of the led. Values are the keystone to motivation because they influence an individual's perceptions and attitudes. To be effective leaders, we must truly appreciate the importance of values in understanding human behavior. We must not only know our own values, but must also be able to assess the similarities and

differences of our Marines values. Let us review what values are.

b. Since we first became Marines we have learned how values effect and shape our character. We know that our set of values determines how we view right from wrong. Values are basic ideas about the worth or importance of people, concepts or things. Values influence your behavior because you use them to weigh the importance of alternatives. For example, a person who values personal pleasure more than he values a trim, healthy body continually makes choices between eating and exercising that will ultimately result in his becoming overweight and out of shape. Along with values go attitudes. They are an individual's or group's feelings toward something or someone, and are usually expressed as likes and dislikes. Attitudes could possibly be values in the making. A good example of this is when a dislike becomes a prejudice. The reverse of this is how our values can have a direct effect on our attitude. For example, if you value honesty and work with two Marines, one who is very reliable and the other who stretches the truth you will probably have a more positive attitude towards the first one. In this case your values have influenced your attitude.

c. What does values have to do with leadership? Values are the benchmark of leadership. They are guides to our thinking and behavior and that of our Marines. If a Marine is left without guidance or supervision his personal values will determine what the Marine will or will not do. But what can we do about those values the Marine brought with him into the Marine Corps that are not always compatible with Marine Corps values.

d. Each of us, both leader and led, have been influenced over our lives by others which have helped shape our values and attitudes. Over time it becomes harder to shape a persons values. As a leader one way we can do this is by reinforcing the positive behavioral habits through discipline. This changes the individual's attitude towards a given idea until it becomes a value. For example, daily inspections of a Marine's quarters until being squared away becomes a habit. As a leader you have the power to influence the beliefs and values of your Marines by setting the example, by rewarding behavior that supports military values and attitudes and by planning and conducting tough individual and unit training. By doing this leaders provide guidance and supervision (reinforce organizational values) and control (effect behavior) to their Marines.

## INTRODUCTION TO OPERATIONAL RISK MANAGEMENT

a. What is ORM? ORM is the process of dealing with risk associated while conducting military operations. This includes risk assessment, risk decision-making and implementation of effective risk controls.

b. ORM mission. ORM mission is to enhance operational capability at all levels while minimizing risk.

c. Principles of ORM.

(1) Accept risk only when benefits outweigh costs.

(2) Accept no unnecessary risk.

(3) Anticipate and manage risk by planning.

(4) Make risk decisions at the appropriate level.

### OPERATIONAL RISK MATRIX.

a. An ORM matrix is used to assist the planner in his hazardous work and risk assessment. Understanding how these assessments are made will enable you to understand how ORA worksheets are completed for the Marine Corps Martial Arts Program.

(1) Hazard: A condition with the potential to cause personal injury or death, property damage or mission degradation.

(a) Hazard assessment determines severity and probability that assist in assessing the risk.

(2) Risk: An expression of possible loss in terms of severity and probability.

(a) Severity: Assesses the impact on mission, people and things (material, facilities, and environment).

(b) Probability:

factors. [1] Use the cumulative probability of all causation

[2] Express in descriptive or quantitative terms.

[3] Use experience data when possible.

[4] Acknowledge uncertainty.

[5] Exposure.

b. An ORM matrix places the severity and probability assessment in categories that assist the planner in producing a Risk Assessment Code for both Initial (before controls are identified and applied) and Residual Risk Levels (after controls are identified and applied).

(1) Severity categories are as follows:

(a) **CATEGORY I**- The hazard may cause death, loss of facility/asset or result in grave damage to National interest.

(b) **CATREGORY II**- The hazard may cause severe injury, illness, property damage, damage to National or USMC interests or degradation to the efficient use of assets.

(c) **CATEGORY III**- The hazard may cause minor injury, illness, property damage, damage to National, USMC or command interests or degradation to efficient use of assets.

(d) **CATEGORY IV**- The hazard presents a minimal threat to personnel safety or health, property, National, USMC or command interests or efficient use of assets.

(2) Probability of Occurrence are as follows:

**A** = Likely

**B** = Probably

**C** = May

**D** = Unlikely

(3) Severity and probability produces a Risk Assessment Code which are as follows:

RAC 1 = **CRITICAL**

RAC 2 = **SERIOUS**

RAC 3 = **MODERATE**

RAC 4 = **MINOR**

RAC 5 = **NEGLIGIBLE**

(4) The goal of the ORM matrix is to reduce the risk level in order to make training as safe as possible.

OPERATIONAL RISK ASSESSMENT WORKSHEET.

a. An ORA worksheet must be understood for it to be implemented properly. Here are the different cells of an ORA worksheet.

(1) MISSION

(2) DATE BEGAN/ENDED

(3) DATE PREPARED

(4) DESIGNATER NUMBER

(5) PREPARED BY

(6) HAZARD (**LISTED POSSIBLE HAZARDS HERE**)

(7) INITIAL RISK LEVEL (**RAC**)

(8) CONTROLS (**WHAT ARE YOUR CONTROL FEATURES FOR THE LISTED HAZARD TO THE LEFT**)

(9) RESIDUAL RISK LEVEL (**RAC AFTER CONTROLS**)

(10) HOW TO IMPLEMENT

(11) HOW TO SUPERVISE (**LIST YOUR SUPERVISORY TOOLS HERE**)

(12) CONTROLS EFFECTIVENESS (**AAR COMMENTS**)

(13) OVERALL RISK LEVEL AFTER CONTROLS ARE IMPLEMENTED

(14) RISK DECISION AUTHORITY

b. Upon completion of training, you must complete the ORA and turn it in to your Unit Safety Representative. Ensure you make a copy and maintain for your records. Remember that training environments may vary, therefore if you must implement more controls you should do so to make the training safe.

## **ETHICAL LEADERSHIP**

---

a. Your training as a Marine and in the Marine Corps Martial Arts Program has brought you to a basic understanding of what ethics are, how they influence conduct and actions, and the basic ethical standards expected of a Marine. Let us now discuss the importance of ethics to you as a leader.

b. Leaders are expected by others to behave ethically and responsibly, both personally and professionally. A leader promotes ethical behavior in his subordinates through setting, enforcing, and publicizing high standards. Furthermore, leaders must project an example of tolerance in regard to honest mistakes in the training environment. The following are examples of potential problems that can develop by a lack of ethical leadership.

c. Issuing unclear orders to a subordinate, who may not possess a sound personal code of ethics or who has a "can do anything" attitude, may cause him to compromise his ethics in the execution of the order. As a result, he may give an incorrect report to a superior, use undesirable methods in carrying out the order, or may even commit an illegal act out of fear of the consequences that will result if the mission is not accomplished. Examples of this are issuing orders and qualifying them with statements such as: "I don't care how you do it!" or, "Make it happen, I just don't want to know how you did it." If a Marine does use questionable and illegal means to accomplish the mission, who is really to blame?

d. Leaders must ensure they reward and punish based on the Corps' established standards and traditions. Individual Marines can become confused and frustrated from situations where ethical actions are penalized or ignored, and where unethical actions are rewarded, either directly or indirectly, by not being punished. For example, the Gunnery Sergeant that gets the barracks painted as directed gets a real pat on the back. However, everyone, including the CO, knows he stole the paint from another unit on the base. Furthermore, the squad leader who does not get 100% qualification, but gave his absolute best effort, gets chewed out, while another squad leader gets 100% qualification by "penciling" a score card, and receives a meritorious mast. Who really was the better leader?

e. The inability of leaders to accept honest feedback from their Marines stops information from flowing freely through the

chain of command, thereby isolating top leadership from organizational realities. This produces unrealistic expectations from leaders. Also, because there are few rewards for honesty in communication the situation promotes tendencies to alter facts and to withhold information, (i.e., if you tell the truth, you get "chewed out"). 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. Leaders need to ensure open lines of communication exist throughout their chain of command. The leader who allows his subordinates to practice unethical conduct for his short term gain is naive if he believes that same subordinate would not lie to him if the situation required it.

f. Finally, ethics are part of the combat training that is designed to enable Marines to fight, survive and win. It is not to instill a mode of thinking that entails barbaric acts of killing or violence. Marines are to be disciplined and responsible enough to distinguish when they should employ their training, and when not too. Good training and leadership will prevent irresponsible actions in peacetime or combat. Poorly trained and undisciplined personnel commit atrocities. Good leadership in the Corps means Marines must exercise their oaths to support and defend our Constitution and uphold the honor of their unit and Corps by words and daily actions. Each Marine must be physically, mentally, morally, spiritually, and emotionally trained to do so confidently and effectively at all times, ranging from personal peacetime behavior to all-out combat action.

g. All of this revolves around a leader setting and maintaining a set of standards: ETHICS. For Marine leaders these can be found in the various codes that we have learned during our leadership development: The Constitution, Core Values, Code of Conduct, Law of War, and leadership traits and principles.