

FDLT 1001: MARINE LEADER DEVELOPMENT

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TERMINAL LEARNING OBJECTIVE(S):

(1) With the aid of references, develop Marine Corps leadership, to sustain the transformation from civilian to Marine professional, achieve full potential, and prepare for long-term personal and professional success. (MCCS-LDR-1008)

ENABLING LEARNING OBJECTIVE(S):

(1) Without the aid of references, describe the Marine Leader Development program without omitting key elements. (MCCS-LDR-1008a)

(2) Without the aid of references, describe foundational doctrine and theories that the Marine Corps uses to shape its definition of good character, without omitting key elements. (MCCS-LDR-1008b)

(3) Without the aid of references, describe Marine Corps leadership principles without omitting key elements. (MCCS-LDR-1008c)

(4) Without the aid of references, describe components of Marine Corps leadership traits without omitting key elements. (MCCS-LDR-1008d)

(5) Without the aid of references, describe leadership styles without omission. (MCCS-LDR-1008e)

(6) Without the aid of references, describe the Officer and Staff Non-Commissioned Officer relationship without omission. (MCCS-LDR-1008h)

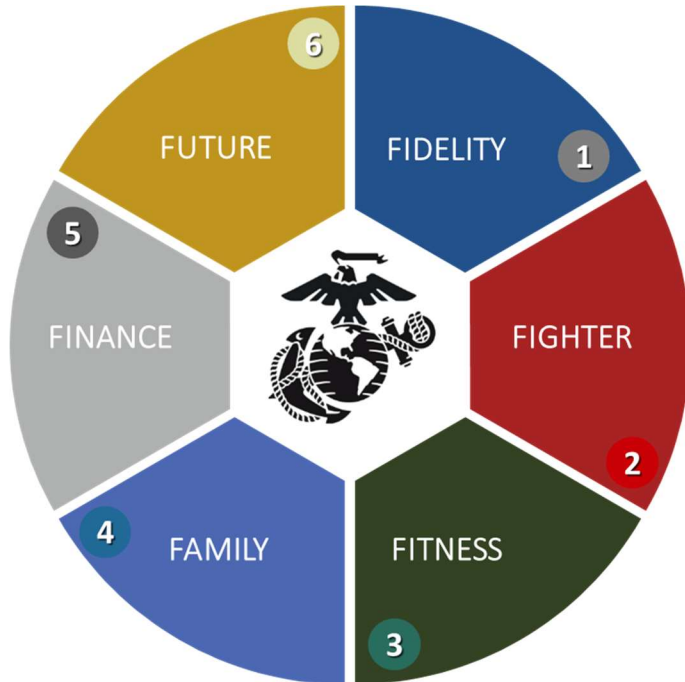
(7) As a candidate in a training company, demonstrate leadership utilizing components of Marine Leader Development and leadership traits and principles to the standard identified for applicable training phases. (MCCS-LDR-1008i)

1. **MARINE LEADER DEVELOPMENT AND THE SIX F'S**. Marine Leader Development (MLD) is a construct designed to **foster personal and professional growth** in all aspects of Marines' lives. Neither a philosophy nor a program, **MLD is a framework** that approaches leadership from the perspective of the six Functional Areas of Leadership Development: Fidelity, Fighter, Fitness, Family, Finance, and Future. By focusing efforts on these individual areas, MLD seeks to ensure the development of Marines – and thus a Corps – that is cohesive, tactically and technically proficient, guided by moral purpose, and able to execute the toughest challenges. You will see MLD throughout your time at OCS and into the fleet. MLD's mission is to develop the leadership qualities of Marines to enable them to assume progressively greater responsibilities to the Marine Corps and society. MLD is utilized at OCS to expose you to the leadership construct that you will be required to adopt, but also to develop you as a future leader in the Marine Corps.

2. **SIX FUNCTIONAL AREAS OF MARINE CORPS LEADERSHIP DEVELOPMENT**.

a. Throughout your time here in OCS, you will notice that the classes are organized within these categories to help you understand how each lesson relates to MLD's six functions. Although some lessons can be applied to multiple areas, OCS has organized these based on the learning outcomes of each class. The following six functional areas ensure a holistic approach to a well-rounded Marine and leader:

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(1) Fidelity. This area addresses Marine Corps and unit heritage, core values, ethics and Marine Corps leadership traits and principles. It is expressed through our motto, “Semper Fidelis,” meaning “Always Faithful”- Faithfulness to one another, our Corps, and the Nation

(2) Fighter. This section addresses professional and career development, including Professional Military Education (PME), Military Occupational Specialty (MOS)/Navy Enlisted Code (NEC)/Navy Officer Billet Classification (NOBC) skills, Marine Corps Common Skills, interpersonal communication skills and on and off-duty education.

(3) Fitness. This section addresses the areas of mind, body, spirit, and social aspects of an individual Marine and also contains information and practices to aid Marines in promoting, sustaining, and restoring fitness. “Fitness” is a holistic approach to physical, mental, spiritual, and social fitness. Truly “fit” Marines have far more than just high Physical Fitness Test (PFT) and Combat Fitness Test (CFT) scores. Ensuring holistic wellbeing boosts morale,

cohesiveness, and resiliency – enabling Marines to execute the toughest challenges and recuperate in shorter time.

(4) Family. This section addresses relationships, marriage, parenting and family readiness. “Family” IS the bedrock, fundamental social relationships from which Marines draw strength, and cumulatively make a stronger Corps. The challenges of military life require families to be resilient like the Marines they support.

(5) Finances. This section addresses fundamentals of personal finance to include budgeting, saving, debt management and investing. “Finance” refers to the disciplined practices of personal, financial responsibility. Marines and Sailors who pursue financial responsibility mitigate stress and are better prepared for deployments, family changes, and transition to civilian life.

(6) Future. This section addresses goal-setting, time management and transitioning back to society. “Future” refers to the practice of setting and accomplishing goals in all of the other five functional areas of leadership development. Goal-setting maximizes the likelihood of personal and professional success, which carries through to civilian life.

3. **ORIGIN OF THE MARINE CORPS’ LEADERSHIP PHILOSOPHY**. General Lejeune’s writings and doctrine is used throughout the Marine Corps to advance the study and practice of leadership excellence by focusing on leader development founded upon our core values. At OCS, we use General Lejeune’s leadership doctrine to facilitate the development of ethical leaders who are firmly rooted in the Marine Corps heritage of selfless service, core values, and warfighting excellence. The leadership development model that is used at OCS is drawn from the philosophy established and codified by General Lejeune in 1921 as part of the Marine Corps Manual, Paragraph 1100, titled “Military Leadership.” Paragraph 1100.4, “General Lejeune’s Paragraphs,” has been so influential that they form part of the bedrock of our understanding of what it “*means to be a Marine*.” Indeed, General Paul X. Kelley, the 27th Commandant of the Marine Corps, referred to the Paragraph as “*our bible*.”

a. General Lejeune’s Paragraphs. Originally published by General Lejeune as Marine Corps Order No. 29, Paragraph 1100.4 is dedicated to addressing personal and professional relations between enlisted and officer. This is key to understanding the Teacher-Scholar Leadership Model that you as a leader will build upon as you progress throughout training.

“Teacher and scholar.—The relation between officers and enlisted men should in no sense be that of superior and inferior nor that of master and servant, but rather that of teacher and scholar. In fact, it should partake of the nature of the relation between father



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and son, to the extent that officers, especially commanding officers, are responsible for the physical, mental, and moral welfare, as well as the discipline and military training of the young men under their command who are serving the nation in the Marine Corps."

(1) A Spirit of Comradeship and Brotherhood between Officer and Enlisted. Gen Lejeune explains that World War I brought about a change in the relationship between officers and enlisted. Instead of allowing it to fade into history as part of a unique culture that existed during the conflict, Gen Lejeune thought that it should, "*be fostered and kept alive,*" throughout the Marine Corps, indefinitely. Together with the other paragraphs, especially the one regarding the teacher-scholar relationship that immediately follows, Gen Lejeune presents a vision of personnel relations within the Marine Corps that its leaders strive to follow to this day. The officer and enlisted relationship should be built on empowerment of subordinates, trust, and fraternity that both acknowledges and understands our individual institutional roles, what is commonly referred to as "*mutual respect of grade.*"

(2) Officers and Enlisted are as to Teachers - Scholars and Father - Son. In one of Gen Lejeune's most famous quotes, he explains that the relationship between officers and enlisted should be that of a "*teacher and scholar,*" relationship, which is much like "*father and son*" in the sense that officers, and "*especially commanding officers,*" are responsible for the wellbeing of the personnel under their charge. Gen Lejeune made further effort to clarify the meaning of this analogy by stating what it does not mean: "*it [the relationship] should in no sense be that of superior and inferior nor that of master and servant.*" His description of this relationship contains two distinct concepts – teacher-scholar and father-son – and should be understood in at least five ways. These concepts are what leaders are expected to be or become. You will develop some of these here at OCS. Others you will be developed further in your career as you progress and face new challenges:

(a) Leaders as Educators. The teacher-scholar concept means that leaders are educators, and more specifically, neither officer nor enlisted occupy this role alone. Although there is no singular source of knowledge and understanding, it is important to understand how the tacit experience of Staff Noncommissioned Officers and the basic, entry-level, education possessed by junior officers is designed to complement each other. Learning in the profession of arms is rather a "*two-way street*" between officers and enlisted. Since the beginning of the Marine Corps, it "*has emphasized the importance of passing professional knowledge to those we are privileged to lead.*"

(b) Leaders as Mentors. The passing of knowledge inherent in the teacher-scholar concept also entails mentorship, and has been interpreted to mean as such, though the word "*mentor*" does not explicitly appear in the paragraph. Mentorship, an informal relationship between two Marines with aims to develop the subordinate personally and professionally and accomplished by rigorous coaching and counseling, is as an important tool today as it was in Gen Lejeune's time.

(c) Leaders' Responsibility for Moral Development and Wellbeing. This relationship is the sacred bond with the Marines under a leader's charge and the responsibility for their moral development and wellbeing. This point directly invokes the "*father - son*" concept, which is slightly different than the "*teacher - scholar*" concept, yet inextricably intertwined. The bond between leader and the led, described in the paragraph as "*father*" to "*son*" is stronger than what could be often seen in the civilian world, such as that between a high school teacher and student, as it often includes shared hardship, which has the effect of strengthening it. Just as it is in a father-son relationship, leaders must also be willing to discipline subordinates, "*when the situation warrants such action.*" Though it may not be thought of traditionally in these terms, the correcting of Marines when the situation warrants is a part of the sacred responsibility Marine leaders have towards those under their charge in addition to looking out for their wellbeing.

(d) Leaders Respect Others. Innate to both the teacher-scholar and father-son concepts is that the relationship between officer and enlisted should be characterized by comradeship, brotherhood, and mutual respect. The Marine Corps' reputation for discipline can be interpreted as imposing great separation between officers and enlisted, when in reality, "*nothing could be further from the truth.*" Marine officers and enlisted enjoy a relationship of comradeship, but which is tempered with mutual respect and understanding of his or her respective institutional roles.

(e) Leaders as Delegates. There are several leadership styles that we will discuss later at OCS. Gen Lejeune has often been described as advocating a "coaching" style of leadership, which attempts to, "*summon the best from our troops,*" as Gen James Mattis has said. Persuasive, or delegating leadership, seeks to, "*gain the committed performance of subordinates and encourages subordinate initiative.*" It assumes that individuals are internally motivated to perform. The contrasting autocratic style focuses on "*telling or directing,*" and assumes that "*people naturally dislike work and will try to avoid it where possible, and therefore (must) be forced by coercion and threat of punishment*" to

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perform. Though situations dictate which leadership style is best, the Marine Corps prefers the persuasive or delegating style over the autocratic. We will cover these different types of leadership styles in more depth in a later class.

(3) Return Better Citizens to Society. A common theme in Gen Lejeune's paragraphs is the duty the Marine Corps owes to all Marines, which is to send them home in better shape than when they arrived.

"The realization of this responsibility on the part of officers is vital to the well-being of the Marine Corps. It is especially so, for the reason that so large a proportion of the men enlisting are under twenty-one years of age. These men are in the formative period of their lives, and officers owe it to them, to their parents, and to the nation, that when discharged from the services they should be far better men physically, mentally, and morally than they were when they enlisted."

- General John A. Lejeune

(a) There are five conclusions within this paragraph:

1. This concept applies to enlisted and officers, and is not gender-specific.

2. This duty is the logical consequence of the teacher-scholar and father-son concepts set forth in the preceding paragraph – it cannot be read in isolation from the other paragraphs. As leaders are responsible for the moral development and well-being of subordinates, it stands to reason that Marines should be better-off when they are discharged from the Service. This requires an importance be placed on the development of those under the charge of commissioned officers. Additionally, it demands an internalization of the principles outlined by Gen Lejeune and active involvement in the development of our nation's sons and daughters.

3. The Marine Corps has a purpose separate and distinct from its purely martial function to fight and win the nation's battles, which is to make society better by making some of its citizens better. Thus, it has long been understood that the Marine Corps does two things: wins battles and makes Marines.

4. The potential positive impact to society is so significant; the duty owed to Marines applies also to their parents and the nation as well. The Marine Corps acts as a force for good within American society.

5. The duty to Marines, their parents, and the nation is especially important because most Marines are in the "formative period" of their lives, which means that the Marine Corps has the optimal opportunity – and potentially more so than any other institution in a young Marine's life during this period – to shape them in positive ways that will carry through for the rest of their lives. The formative years, which can be interpreted to start at the conclusion of secondary education (high school) and end around 21 years of age according to Gen Lejeune, tends to be characterized by continuous self-discovery through experience and learning. Part of both learning and experience is observing and emulating the best qualities of a leader or mentor, rejecting the poor ones. As the formative years represent perhaps the best chance to permanently shape an individual, leaders would be remiss to allow this opportunity to go to waste.

(b) Cultivating the Physical, Mental, and Spiritual Fitness.

"To accomplish this task successfully a constant effort must be made by all officers to fill each day with useful and interesting instruction and wholesome entertainment for the men. This effort must be intelligent and not perfunctory, the object being not only to do away with idleness, but to train and cultivate the bodies, the minds, and the spirit of our men." - Major General John A. Lejeune

1. After presenting the teacher-scholar concept, the responsibilities it entails, and the goal of sending Marines back to society as better citizens, Gen Lejeune offers guidance on how to do it: by "useful and interesting instruction and wholesome entertainment." These events should never be, "perfunctory, the object being not only to do away with idleness, but to train and cultivate the bodies, the minds, and the spirit," of Marines. There is a great deal more to this paragraph than what first meets the eye, which can be summarized into three main points:

a. Long before modern scientific observation and understanding, Gen Lejeune recognized the importance of the holistic development of all Marines, which must occur across all aspects of Marines' lives, as he says to "cultivate the bodies, minds and the spirit" of Marines. A modern iteration of this holistic concept is found in Marine Leader Development (MLD), with its six Functional Areas of Leadership Development (Fidelity, Fighter, Fitness, Family, Finance, Future), more specifically within MLD's Fitness concept. True fitness is far more than high Physical Fitness Test (PFT) or Combat Fitness Test (CFT) scores, and encompasses emotional and spiritual wellbeing in addition to physical strength and endurance.

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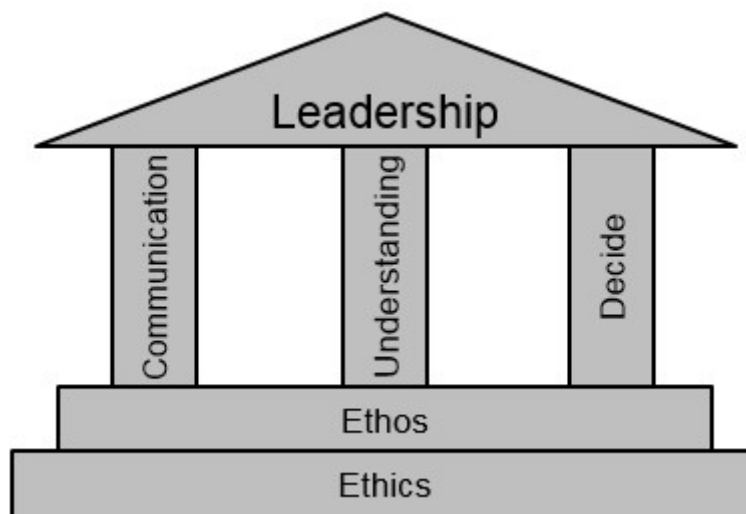
b. The method by which the Marine Corps makes superior warfighters and better citizens is one in the same – through holistic development of all aspects of individuals lives. Though certain instruction may focus on skills applicable only within the military, they are but a small piece of the much larger goal, which is “*to develop the leadership qualities of Marines to enable them to assume progressively greater responsibilities to the Marine Corps and society.*”

c. Gen Lejeune states that training should be, “*intelligent,*” and purpose-driven. It is incumbent upon all leaders – whether officer or enlisted – to develop training that is useful, informative, and entertaining whenever possible. This training is not meant to, “*...do away with idleness.*” Anything less is antithetical to the spirit of Gen Lejeune’s message.

(c) Ensuring Continuous Physical, Mental, and Moral Development. This guidance continues with the thought to develop the physical dimension of fitness, leaders should seek to “*promote athletics*” and establish “*interest*” in building and maintaining a level of elite fitness. To develop the mental fitness, leaders should encourage continuous personal and professional education. These activities should be complimented by Gen Lejeune’s guidance, with a deep understanding of our heritage and moral development, to “*make every effort by means of historical, educational and patriotic address*” and to cultivate a “*deep abiding love of the corps and country.*” In large part, this paragraph should be read as Gen Lejeune’s more precise guidance on how to achieve the kind of holistic development of Marines he mentions in previous paragraphs. Notice how emphasis has been placed on Marine Corps heritage and moral development, something not yet squarely addressed by any of the other preceding paragraphs. The most fundamental element of leading Marines is understanding what it means “*to be a Marine*” – that intangible ethos that gives Marines “*pride, confidence,*” and the “*hardness necessary to win*” which will be studied in a later class here at OCS.

4. TEACHER SCHOLAR LEADERSHIP MODEL.

a. General Lejeune’s Philosophy. Here at OCS we have taken General Lejeune’s Teacher - Scholar Leadership model and further developed his philosophy and doctrine to better train, educate, and develop, you, as future leaders in the Marine Corps. This approach is systematic and holistic in nature and is represented by a core foundation of classes that will build and develop you as a leader. The leadership program at OCS influences every aspect of your time here. The reinforcement of ethics, ethos, decision-making, and leadership will extend into other classes, events, and will ultimately impact your capacity as a leader in the Marine Corps.



b. Leadership Development Framework. Think of the blueprints for a house and all the planning that is needed before materials are purchased. The same applies to the analogy of building Marine Corps leaders. With the help of Lejeune’s leadership doctrine and other references, your leadership skills must be built from the ground up and it must be comprised of a strong foundation, solid framework, and a leak-proof roof:

(1) Ethics (Base Foundation). This is our first layer to our leadership model. Our ethics define where we stand on issues, how we make decisions, and how we approach those issues as an individual. Regardless of our background, every Marine should understand that being a Marine entails embracing and adhering to our Core Values and understanding

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how they intertwine and line up with ethical leadership. As Marines, our actions are a manifestation of our ethics and Core Values.

(2) Ethos (Base Foundation). After establishing a foundation of ethics and Core Values, we then create an understanding of how our Marine Corps ethos represents a set of values that are common to all Marines and define what sets us apart. We will explore the transformation that every Marine experiences and how our leadership traits and principles, Esprit de Corps, and Marine traditions connect with our ethos. Ultimately, our Ethos is what sets us apart as Marines.

(3) Decision-Making (Pillars). Based on our established ethics and ethos, decision-making skills are an important element to being a successful leader in your personal life and in the Marine Corps. The three pillars of Communication, Understanding, and Decision are an abbreviated concept of a decision-making system that is applicable anywhere from social situations to tactical decisions. These three functions form the three pillars that require a leader to decide, communicate, and act.

(4) Leadership (Roof). The first three elements (ethics, ethos, and decision making) of the Teacher – Scholar Leadership Model are all structured to support the individual’s application of the fundamentals of leadership. The basics of leadership are already interspersed throughout ethics, ethos, and decision making. We will later set you up for success by refining that leadership doctrine to help you begin to strengthen your leadership abilities. Toward the end of your time at OCS, we will also talk about the solemn burden that officers take on when they swear an oath to serve as a commissioned officer in the Marine Corps. By understanding this oath and the severity of the oath you will take, you are then charged with a duty to lead and develop your Marines into not only competent and skillful Marines, but also contributing members of society once they leave the Corps.

c. The Teacher - Scholar Leadership model. This is the developmental framework for the way you will construct your leadership. By building a strong foundation in ethics and ethos, raising the pillars of decision-making, developing your leadership skills here at OCS. We are providing you a strong leadership structure that you will be responsible for maintaining, developing, and advancing yourself.

d. Reinforcement Through Training. This journey through OCS has been structured and designed to help support the above Leadership model. This framework, with this knowledge will help orient and guide you in your quest to graduate Officer Candidates School and to become a successful leader regardless of your length of service.

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General Lejeune's Paragraphs (Marine Corps Manual w/ ch 1-3, ¶ 1100.4)

"Professional and personal relationships between Marines. Professional and personal relationships, including duty, social, and business contacts among Marines of different grades will be consistent with traditional standards of good order and discipline and the mutual respect that has always existed between Marines of senior grade and those of lesser grade. Personal relationships between officer and enlisted members that are unduly familiar and that do not respect differences in grade or rank constitute fraternization and are prohibited. When prejudicial to good order and discipline or of a nature to bring discredit on the Marine Corps, personal relationships between officer members or between enlisted members that are unduly familiar and that do not respect differences in grade or rank constitute fraternization and are prohibited. Prejudice to good order and discipline or discredit to the Marine Corps may result from any circumstance which calls into question a senior's objectivity, results in actual or apparent preferential treatment, undermines the authority of the senior, or compromises the chain of command. The following paragraphs written by Major General John A. Lejeune appeared in the Marine Corps Manual, edition of 1921, and since that time have defined the relationship that must exist between Marine officers and enlisted members, as well as between officers of different grades and enlisted members of different grades of the Corps and other military Service members.

"Comradeship and brotherhood. -- The World War wrought a great change in the relations between officers and enlisted men in the military services. A spirit of comradeship and brotherhood in arms came into being in the training camps and on the battlefields. This spirit is too fine a thing to be allowed to die. It must be fostered and kept alive and made the moving force in all Marine Corps organizations."

"Teacher and scholar. -- The relation between officers and enlisted men should in no sense be that of superior and inferior nor that of master and servant, but rather that of teacher and scholar. In fact, it should partake of the nature of the relation between father and son, to the extent that officers, especially commanding officers, are responsible for the physical, mental, and moral welfare, as well as the discipline and military training of the young men under their command who are serving the nation in the Marine Corps."

"The realization of this responsibility on the part of officers is vital to the well-being of the Marine Corps. It is especially so, for the reason that so large a proportion of the men enlisting are under twenty-one years of age. These men are in the formative period of their lives, and officers owe it to them, to their parents, and to the nation, that when discharged from the services they should be far better men physically, mentally, and morally than they were when they enlisted."

"To accomplish this task successfully a constant effort must be made by all officers to fill each day with useful and interesting instruction and wholesome entertainment for the men. This effort must be intelligent and not perfunctory, the object being not only to do away with idleness, but to train and cultivate the bodies, the minds, and the spirit of our men."

"Love of corps and country. -- To be more specific, it will be necessary for officers not only to devote their close attention to the many questions affecting the comfort, health, military training and discipline of the men under their command, but also actively to promote athletics and to endeavor to enlist the interest of their men in building up and maintaining their bodies in the finest physical condition; to encourage them to enroll in the Marine Corps Institute and to keep up their studies after enrollment; and to make every effort by means of historical, educational and patriotic address to cultivate in their hearts a deep abiding love of the corps and country."

"Leadership. -- Finally, it must be kept in mind that the American soldier responds quickly and readily to the exhibition of qualities of leadership on the part of his officers. Some of these qualities are industry, energy, initiative, determination, enthusiasm, firmness, kindness, justness, self-control, unselfishness, honor, and courage. Every officer should endeavor by all means in his power to make himself the possessor of these qualities and thereby to fit himself to be a real leader of men."

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REFERENCE(S):

Sustaining the Transformation	MCTP 6-10A
Leading Marines	MCWP 6-10
Marine Corps Values: A User's Guide for Discussion Leaders	MCTP 6-10B
Marine Leader Development	MCO 1500.61
Command and Control	MCDP 6
Teacher-Scholar Leadership Model	Lejeune Leadership Institute
Military Leadership, "General Lejeune's Paragraphs"	Marine Corps Manual w/Ch 1-3